

A Suggested Beginners' Scheme of Work

Listening & Speaking	<ul style="list-style-type: none"> Greetings Survival responses (including pronouns) e.g. <i>Yes, no, toilet</i> Use of voice recording eqpt e.g. talking tins, MP3 player etc 	<ul style="list-style-type: none"> Use of present tense e.g. <i>I am, it is, you are</i> Questions: spatial e.g. <i>Where is the ..?</i> Identification of objects/people e.g. <i>This is a...., There are</i> 	<ul style="list-style-type: none"> Role Play: mealtimes, shopping 	<ul style="list-style-type: none"> Descriptive words Questions: present tense Riddles 	<ul style="list-style-type: none"> Questions Riddles (based on topics covered) Story sequences Describing / explaining how you feel e.g. <i>I feel happy/sad etc</i> 	<ul style="list-style-type: none"> Auditory discrimination, sound lotto - link with home / transport / animal 	<ul style="list-style-type: none"> Use of past tense Descriptive statements Story telling Group discussion
Topics / Vocabulary	<ul style="list-style-type: none"> Greetings All About Me People / my body Classroom / school Numbers 1-10 Alphabet Calendar - days 	<ul style="list-style-type: none"> People / family Classroom / school Numbers 11-20 Alphabet Calendar: days Shape and colour Clothes 	<ul style="list-style-type: none"> Clothing / accessories Numbers 21-100 Food: common Food: meals Calendar: months Adjectives Colours Size Shape 	<ul style="list-style-type: none"> Numbers - ordinals Animals: zoo, farm, pets Calendar: months 	<ul style="list-style-type: none"> Senses, feelings and actions 	<ul style="list-style-type: none"> Home - parts of Household items Transport 	<ul style="list-style-type: none"> Telling the time Calendar: seasons
Language Functions (Purpose of Language)	<ul style="list-style-type: none"> Identifying oneself & others e.g. <i>I am, you are, he is, she is....</i> Naming / labelling <i>My name is</i> Simple classroom instructions 	<ul style="list-style-type: none"> Identifying and describing Questioning: <i>What is this? What are these?</i> <i>It is a ... / They are</i> 	<ul style="list-style-type: none"> Instructions Polite requests Survey of food: <i>Do you like / dislike...</i> Classify foods Role Play Paired surveys / questionnaires 	<ul style="list-style-type: none"> Identifying animals Questioning: <i>What is this? Where is the...? What colour is the...? What is the .. doing?</i> Structures of various answers to different questions Describing animals: <i>It has got</i> 	<ul style="list-style-type: none"> Expressing needs & choices, e.g. <i>I feel happy / sad, I am thirsty / hungry, He / she feels, They feel</i> 	<ul style="list-style-type: none"> Classification / grouping e.g. <i>furniture, household items according to rooms</i> Identifying Questioning: <i>Where is the.....</i> Describe / compare / homes: <i>I live in a ..., My house has got ..., I live with</i> 	<ul style="list-style-type: none"> Time connectives First, then, next, finally Sequencing events
Grammar & Structure	<ul style="list-style-type: none"> Pronouns: I / my Demonstrative: this, these Verbs: commands e.g. <i>stand up, sit down, line up (Speaking & Listening)</i> 	<ul style="list-style-type: none"> Indefinite articles: a, an Definite articles: the Interrogative: where, what, who (modelling by teacher) 	<ul style="list-style-type: none"> Verbs: present continuous <i>I am eating</i> Negative statements: e.g. <i>I'm not eating</i> Conjunctions / connectives e.g. <i>and, but, so etc</i> 	<ul style="list-style-type: none"> Question answering or asking: present tense e.g. <i>What colour is the dog? How many legs has the</i> 	<ul style="list-style-type: none"> Pronouns: Possessive e.g. <i>my, his / hers, your, theirs</i> 	<ul style="list-style-type: none"> Regular verbs: regular, past tense Interrogatives: e.g. "Wh" questions - <i>what, where, who</i> How to structure answers Pronouns: me, us, you, him, her, it 	<ul style="list-style-type: none"> Questions: past tense Learn to structure own questions and answers e.g. <i>What did you do at play-time? Who did you play with? What did you have for breakfast?</i>
Literacy Skills & Concepts	<ul style="list-style-type: none"> Pre-literacy hand control activities - Left/right orientation Letter names, sounds & key words e.g. copy / trace name Reading own name Making a "Myself" book Labels 	<ul style="list-style-type: none"> Letter names Matching, copying and labelling sight vocabulary above Making books Sequencing 	<ul style="list-style-type: none"> Matching letters Matching, copying & labelling sight vocabulary as above Rhyming words / sentences Rhyming poems Making books Sequencing options 	<ul style="list-style-type: none"> Word families linked to poems / stories Riddles about animals Write descriptions of animals Compare life-cycles, habitats 	<ul style="list-style-type: none"> Reading own writing (simple sentences) 	<ul style="list-style-type: none"> Reading simple cloze captions 	<ul style="list-style-type: none"> Reading simple cloze texts Word order - jumbled sentences

The scheme need not be followed chronologically

Integrate use of home language with multilingual resources

Appropriate teaching strategies and activities will depend upon a child's previous educational experience