

EAL Scheme of Work – 1st Year – Level 2

Please note: this plan may be altered to suit the needs of the students in the particular class group as some students will undoubtedly have differing levels of English language proficiency. The plan is primarily designed to develop the skills of listening, speaking, reading and writing using the medium of English.

<i>Timeframe</i>	<i>Topic</i>	<i>Learning outcomes</i>	<i>Resources</i>	<i>Differentiation</i>	<i>Assessment</i>
Sept 4 weeks	<p>Assessing the needs of the students – reading, writing, listening and speaking.</p> <p>Establish the cultural backgrounds of students e.g.: native country and first language etc.</p> <p>Introduction to a new school environment.</p> <p>Introduce students to the resources in their students record book, e.g. writing wheel and the use of connectives et</p> <p>Junior Cycle key skills in the EAL classroom.</p>	<p>Students will review their learning from primary school and/or their learning from their home country.</p> <p>Students will participate in an informal interview.</p> <p>Students will construct a piece of writing.</p> <p>Students will compare and contrast to show the similarities and differences between their new and old school.</p> <p>Students will be introduced to the concept of Junior Cycle key skills.</p> <p>Students will explore their strengths and weaknesses towards the English language.</p>	<p>Students will need: 2 copies and an envelope folder.</p> <p>Venn Diagram – Fire and Ice 1 Teacher’s Resource Book (TRB).</p> <p>Students Record Book (SRB).</p> <p>Student Timetables / plank copies for students to fill in.</p> <p>NCCA EAL Post-Primary Assessment Kit – EAL folder in the shared drive.</p> <p>‘My First Day in Secondary School’ – Fire and Ice 1 TRB.</p>	<p>The sharing of learning of learning intentions with the class.</p> <p>Higher and lower order questioning to suit the needs and abilities of the students.</p> <p>Writing/listening and oral tasks will be varying in levels to suit the students.</p> <p>During group/pair work all students will be given a role.</p>	<p>Initial interview assessment for new students.</p> <p>Review the general awareness of the school environment.</p> <p>Review of Venn Diagram.</p> <p>Informal assessments to gain an awareness of the students’ abilities with regard the English language.</p> <p>Constructive feedback on written work.</p> <p><i>*All homework assigned to EAL students is appropriate and used to build linguistic competence and affirm progress.</i></p>

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<p>Oct 4 weeks</p>	<p>Sight Vocabulary SNIP Programme. Vocabulary Journal. Alphabetic matching and principles. Development of a reading programme (consult with SEN Dept. regarding reading ages etc.) Students to be encouraged to read for 20-30 minutes per day at home.</p>	<p>Students will engage with the SNIP Programme for 5 minutes at the beginning of each class. Schools will build on their vocabulary and high frequency words (HFW). Students will record vocabulary in their vocab copy/journal. Students will be able to recognise all letters of the alphabet, in both capital letter and lowercase form. Students will take part in both independent and group reading activities. Additional reading to take place at home. Students will read for 5-10 min per day in class throughout the year. Students will design a project on their home country and develop their oral skills by discussing their home experiences (link with Geography week if possible).</p>	<p>Vocab Journal in student's copy. SNIP Programme worksheets. https://quizlet.com/late-st - this can be used to help teach key vocab and content. Fuzzbuzz Series - Writing and Alphabet Skills – Music Rm 2. Reading Laboratories 1 and 3 – Music Room 2 A2/A3 pages for project. Map of the world.</p>	<p>The sharing of learning of learning intentions with the class. Incorporate varying levels of the SNIP Programme to suit the needs of the students. Self-directed reading through the Reading Laboratories – these are colour coded by reading level. Projects may be assigned in pairs/groups.</p>	<p>Self-assessment – students score their own work with answer key card (Reading Laboratories). Assess the learning styles of students through observation and review of written work. Review of vocab journal. Constructive feedback will be given to all students. Peer assessment on project – sheet available in Fire and Ice 2 TRB.</p>
<p>Nov-Dec 7 weeks</p>	<p>Dictionary Skills. Phonics and phonological</p>	<p>Students will develop their dictionary skills. Students will advance their</p>	<p>Online video clips to assist students with letter sounds and correct pronunciation.</p>	<p>The sharing of learning of learning intentions with the class.</p>	<p>Students will be assessed on their phonological awareness through reading activities.</p>

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	<p>awareness.</p> <p>Letter sounds and formation.</p> <p>Tenses</p> <p>Exam key words.</p> <p>Revision of mainstream subjects.</p>	<p>understanding with regard the relationship between letters and individual sounds.</p> <p>Students will become familiar with commonly misspelled and tricky words.</p> <p>Students will examine popular exam key words in their SRB.</p> <p>Students will continue with SNIP programmes and reading in class.</p> <p>Students will be introduced/recap to the different forms of tenses – past, present and future.</p>	<p>Students record book.</p> <p>Worksheets on exam key words – mix and match and term with the definition.</p> <p>Writing Frames – to assist with tenses – fill in the blanks (examples can be found in ‘Ways to Teach Writing to Beginner ESOL Learners (M. Cusack).</p> <p>English dictionaries – students should also be encouraged to bring a dictionary in their first language.</p> <p>Wellington Square – especially for phonics (available in Music Rm 2)</p>	<p>Differentiated worksheets in class.</p> <p>Vary pieces of texts for students to locate example of different tenses.</p> <p>Use picture prompts as stimulus.</p>	<p>Monitor tasks related to the use of a dictionary.</p> <p>End of term assessment on letters, reading, exam key words and tenses.</p>
<p>Jan-Feb Midterm 7 weeks</p>	<p>Review of in-house examinations.</p> <p>Handwriting.</p> <p>Grammar/Punctu</p>	<p>Students will reflect on their learning from the previous term, and their in-house examinations.</p> <p>Students will work on their handwriting skills.</p>	<p>Literacy Skills Workbook for Post-Primary English (Gill Education) – numerous worksheets related to basic grammar and punctuation e.g. nouns,</p>	<p>The sharing of learning of learning intentions with the class.</p> <p>The level of instruction with regard to grammar will be differentiated to</p>	<p>The students will be continually monitored.</p> <p>Students reflect on their learning from the previous term – written task.</p>

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	ation.	<p>Students will be introduced/recap to some basic rules of the English language through the use of correct grammar and punctuation – depending on their level of previous knowledge.</p> <p>Students will work on sentence building and write drafts of a post-card to send to family members at home.</p> <p>Students will develop their communication skills.</p> <p>Students will continue with SNIP programmes and reading in class.</p>	<p>verbs, adjectives, commas, apostrophes etc.</p> <p>ICT: http://www.talkenglish.com/grammar/grammar.aspx - students can take part in quizzes on basic grammar principles.</p> <p>Word Zone English Workbook & Watch Your Grammar Textbook (Music Rm 2)</p> <p>Worksheets on punctuation.</p> <p>Samples of incorrect grammar and punctuation.</p> <p>Post-card template.</p>	<p>suit the needs of the learners in the classroom.</p> <p>Punctuation worksheets will be varied – extension questions for the stronger students.</p>	<p>Individual work will be assessed and each student will be provided with feedback.</p> <p>Assess students on their knowledge of different word types – they pick words from a reading exercise to fall into a particular category e.g. noun, adjective etc.</p> <p>Asses students’ postcard for correct punctuation and handwriting etc. – carry out drafts if necessary.</p> <p>Review of vocab journal.</p>
Feb-April 7 weeks	<p>Different types of writing and genres.</p> <p>Focus on connectives/conjunctions/joining</p>	<p>Students will be familiar with the different types of writing and genres, e.g. writing to inform, explain, narrative, report, instructional etc.</p> <p>Students will be introduced to</p>	<p>A range of samples of writing genres.</p> <p>Writing templates.</p> <p>Student Record Book.</p>	<p>All students will have role within their groups – brainstorming activities on the use of different types of writing genres – when and why etc.</p>	<p>Layout and format of written exercises will be peer assessed in class.</p> <p>Students will record new vocab in their vocab journal.</p>

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	<p>words.</p> <p>Labelling of diagrams.</p>	<p>connectives and how they can assist them with their writing skills.</p> <p>Students will construct their own visual diagrams to assist them in explaining a topic.</p> <p>Students will become aware as to how to effectively annotate diagrams to assist with their learning.</p> <p>Students will continue with SNIP programmes and reading in class.</p>	<p>Worksheets on connectives - EAL resource folder on the shared drive.</p> <p>Literacy Skills Workbook for Post-Primary English (Gill Education).</p> <p>PDST: Writing Genre – A Structured Approach - EAL resource folder on the shared drive.</p>	<p>Sample material may vary in length and difficulty.</p> <p>The sharing of learning of learning intentions with the class.</p> <p>Differentiated worksheets on connectives.</p>	<p>Students will be given constructive feedback to assist them with their learning and understanding.</p> <p>Examine worksheets on connectives.</p>
<p>April-May 5 weeks</p>	<p>Revising for in-house examinations.</p> <p>Reflection.</p> <p>Planning for writing.</p> <p>Content integrated learning – mainstream subjects.</p>	<p>Students will recap on exam words</p> <p>Students will construct mind-maps and graphic organisers to assist with their revision and planning.</p> <p>Students will write a reflective piece of their first year in post-primary school.</p> <p>Students will carry out a brief oral presentation</p> <p>Students will devise a study plan taking into consideration the</p>	<p>Student Record Book</p> <p>Language of examinations worksheets: http://www.elsp.ie/subjects/examLanguage/Exam%20Language%20Topic%20-%20English.pdf</p> <p>Sample study plans/timetable.</p> <p>PDST Graphic Organiser Booklet - EAL resource folder on</p>	<p>Differentiated end of year assessment – incorporate both reading and writing exercises to suit the needs and abilities of the students.</p> <p>Amount of work to be differentiated depending on student ability.</p> <p>Group discussion.</p> <p>Higher and lower order questioning.</p> <p>Sample questions and</p>	<p>End of year review and assessment.</p> <p>Presentation on material that the students were reading at home.</p> <p>Final review of vocab journal.</p> <p>Feedback on oral presentation and reflective piece.</p> <p>Monitoring of students’ work – study plan.</p> <p>Review/correct ELSP worksheets for students – offer</p>

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		<p>subjects/topics that the students struggle with.</p> <p>Students will examine study strategies that best suit them and their learning styles.</p> <p>Students will continue with SNIP programmes and reading in class.</p>	<p>the shared drive.</p> <p>Sample exam questions and answers.</p>	<p>answers will take into account the student's abilities and levels (HL/OL).</p>	<p>guidance.</p>
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