

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **Education system (compulsory education for children)**
- **Children's education – pre-school, nursery, primary, secondary**
- **Getting a place for your child and registering your child at a local school**
- **Parents' involvement in schools**
- Parents: rights and responsibilities
- Helping your child with school work
- Access to higher education
- Study skills: differences, expectations of the educational institutions, projects, assignments
- **Adult education (post-16), lifelong learning, basic skills, ESOL, bite-size courses**
- Routes to further education (GCSE, IELTS, access courses)
- Online learning
- Getting your overseas qualifications recognised
- Vocational courses
- *Access for All* (legislation)
- **The Adult ESOL Core Curriculum**
- Sources of help and information



## 10

## Education

**Sources of the material used in this section**

- The source of the material on the timetable and school report is genuine paperwork from a secondary school, the format of which has been copied to produce practice material.
- Material on schools information was obtained from the school prospectus for Bosworth Community College in Leicestershire and the inspection report for Market Bosworth High School in Leicestershire. The names were changed and slight adjustments made to the content, in order to make it more useable outside Leicestershire, where the secondary system is not typical of all education authorities.
- [www.nc.uk.net](http://www.nc.uk.net)
- The *Adult ESOL Core Curriculum*.

**Sources of other useful material**

- Prospectuses and inspection reports from local schools, obtainable from the school or from the Local Education Authority.
- Reports and timetables from local schoolchildren.
- Blank versions of paperwork from local schools.
- *Skills for Life* updates.
- *Breaking the Language Barriers*.

## Useful Websites

Website	Web address	Description
Basic Skills Agency	<a href="http://www.basic-skills.co.uk">www.basic-skills.co.uk</a>	This site supports basic skills in a variety of useful contexts and links.
	<a href="http://www.literacytrust.org.uk/socialinclusion/parents">www.literacytrust.org.uk/socialinclusion/parents</a>	Offers information for parents with poor literacy skills, enabling them to help their children and themselves.
BBC	<a href="http://www.bbc.co.uk/a-z">www.bbc.co.uk/a-z</a> Search under: – Education (One Life) – Education News – Education (Wales): The School Gate	A useful index section of the BBC Website showing topics by alphabetical reference, A–Z.
British Dyslexia Association	<a href="http://www.bda-dyslexia.org.uk">www.bda-dyslexia.org.uk</a>	An organisation which aims to help dyslexic learners and teaching staff with identification and support. Awareness training/courses for teachers available.
CRE (The Commission for Racial Equality)	<a href="http://www.cre.gov.uk">www.cre.gov.uk</a>	An organisation promoting equal opportunity for all.
	<a href="http://www.cre.gov.uk/ethdiv/ed_immigrants.html">www.cre.gov.uk/ethdiv/ed_immigrants.html</a>	Pages exploring the history of immigration and diversity; much usable, useful information on education.
Department for Education and Skills	<a href="http://www.dfes.gov.uk/citizenship">www.dfes.gov.uk/citizenship</a>	The main educational site for the citizenship curriculum; self-evaluation tools and materials.
	<a href="http://www.dfes.gov.uk/readwriteplus/ncr">www.dfes.gov.uk/readwriteplus/ncr</a>	The main source of information and advice on implementing the <i>Skills for Life</i> programme.
Education Guardian	<a href="http://education.guardian.co.uk">http://education.guardian.co.uk</a>	<i>The Guardian</i> newspaper's main educational site on various topics.
	<a href="http://education.guardian.co.uk/tefl">http://education.guardian.co.uk/tefl</a>	This section offers interesting cultural feedback on global issues related to citizenship includes student opinion, government policy, English as a world language.
Oxfam's Cool Planet for Teachers	<a href="http://www.oxfam.org.uk/coolplanet">www.oxfam.org.uk/coolplanet</a>	A useful site for teachers and students bringing the concept of global citizenship into the classroom.
WEA (Workers' Educational Association)	<a href="http://www.wea.org.uk">www.wea.org.uk</a>	An important voluntary provider of adult learning.

Type of resource	Online or downloaded?	Level/adaptability
/observatory – information on literacy and social inclusion.	<b>Online</b> information on the interactive ESOL Core Curriculum. Possible to <b>download</b> information leaflets.	E2+
In general very dense <b>text</b> . /talktoyourbaby – translated into ten languages, simple <b>text</b> .	Best <b>downloaded</b> .	E2+
Education News is primarily a <b>text</b> -based site with some <b>photos</b> , lots of articles on education-related news.	One Life – education is a very interactive site with lots of <b>online</b> possibilities.	E1+
Information sheets using <b>text</b> only on computing and education for dyslexic sufferers and parents.	<b>Downloadable</b> fact sheets about dyslexia in education and IT skills.	E2+
Factsheets including <b>tables</b> and <b>text</b> to give information on educational issues. /gdpract/ed.html – codes and practices for learning for all.	Picture library and archive of adverts <b>online</b> .	E1+
Possible to download <b>text</b> giving statistics and figures on the contributions made to the UK by immigration.	<b>Downloadable</b> publications.	
More useful for teachers own resources/ interest/research information on how to chart progress in citizenship.	Resources available for all levels to <b>download</b> .	E1+
/teachingandlearning – information on everything concerned with <i>Skills for Life</i> .	<b>Online</b> search for centres offering <i>Skills for Life</i> programmes.	E1+
Articles updated weekly on a variety of topics including schools, race.  /olivetre – personal stories about Israelis and Palestinians living and studying together. Quite advanced colloquial <b>text</b> . <b>Audio</b> and quizzes available too.	Weekly <b>online</b> topical cartoons, read today's paper <b>online</b> .	Content and level vary from low E2+
/viewfromabroad – stories of people teaching abroad; China and Russia for example, quite long <b>text</b> .	Material available to <b>download</b> .	E2+
Short articles/pieces of <b>text</b> on global resources, issues, disasters, occurrences rights, and so on.	Lots of <b>online</b> activities and images. Very instructive.	E1+
<b>Text</b> -based site, non-student friendly.	Material that can be <b>downloaded</b> .	Dense complex text, E2+

All details were correct at time of publication

## 10.1 The school timetable

Entry 1	Entry 2	Entry 3
Read information from a table. (Rt/E1.1b) Talk about likes and dislikes. (Sd/E1.1c)	Talk about routines, using adverbs and expressions of frequency. (Sc/E2.3a)	Explain more complex problems in the parent–teacher situation. (Sc/E1.4a, Sc/E1.4d)

### Suggested procedure (Entry 1)

- Ask learners to talk about their own children, particularly the ones going to, or about to go to secondary school.
- Ask learners to think of subjects that pupils learn in school then show them (or read out to them) the list of subjects on p. 241, and clarify meaning, using first language where possible.
- Show learners the blank timetable and talk about what the boxes represent.

### Differentiation

- Ask beginner readers to find and circle the word ‘English’ every time it occurs, then help them to note the day and times of the lessons. Meanwhile, ask more proficient readers to answer the questions on p. 243.
- Show learners the first picture on p. 244 and ask them to practise: ‘S/he likes/doesn’t like’.
- Ask them to talk about the likes and dislikes of their children, brothers and sisters or themselves.
- Ask learners to write sentences about likes and dislikes.
- Show learners the school report on p. 245 and elicit or explain the meaning. Practise: ‘S/he’s (not) good at...’.
- Introduce the question: ‘Is s/he good at...?’ and practise, then ask learners to practise asking and answering the question, using the school report as a cue. Show learners the frame for role play and practise the language, without reading.

### Differentiation

- During the sentence-writing activity, beginner writers can practise writing key words (for example the names of their children, days of the week).

- During the question and answer activity, beginner readers can, instead of using the school report as a cue, use cards with only ‘yes’ or ‘no’, which they keep face down, and pick up when they are asked a question.
- Ask a confident learner to demonstrate the role play with you, then ask learners to work in pairs, encouraging the more confident speakers to expand on the language in the frame on p. 244.

### Language points

Integrate the following specific language points:

- contracted forms, for example ‘doesn’t’;
- simple present tense in first and third person;
- expressions of frequency, for example ‘every day’, ‘three times a week’;

### Extension activities

- Work with authentic school timetables and reports.
- Ask learners to make a timetable of their own week, then talk about things they do regularly.
- Extend work on likes and dislikes to other areas of life, then ask learners to do a survey to find out about the likes and dislikes of the group.

### Additional materials needed

- Authentic school timetables and reports (optional).

# The school timetable

10.1

## List of school subjects

- English
- Maths
- Science
- Design and technology
- ICT
- History
- Geography
- Foreign language
- Art
- Music
- PE
- Citizenship

# 10.1 The school timetable

## Blank timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
Mon									
Tues									
Wed									
Thur									
Fri									

## Completed timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
Mon		<i>English</i>	<i>French</i>		<i>Maths</i>	<i>Science</i>			<i>I.T.</i>
Tues		<i>Design</i>	<i>PE</i>		<i>English</i>	<i>Maths</i>			<i>Science</i>
Wed		<i>Art</i>	<i>Maths</i>		<i>French</i>	<i>Geography</i>			<i>English</i>
Thur		<i>Maths</i>	<i>ICT</i>		<i>English</i>	<i>Music</i>			<i>Maths</i>
Fri		<i>English</i>	<i>History</i>		<i>French</i>	<i>Citizenship</i>			<i>Science</i>

## The school timetable

10.1

Find this word in the timetable:

*English*

Draw a circle around the word.

### Answer the questions:

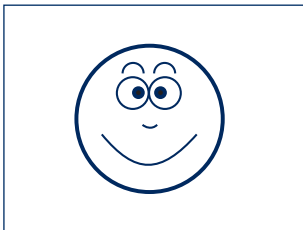
1. Which subjects do the students learn every day?
2. What time do they have lunch?
3. How many times a day do they go to tutor group?
4. What day and time do they study geography?
5. How many times a week do they study ICT?
6. Which foreign language do they study?
7. When do they study citizenship?
8. How many science lessons do they have a week?

# 10.1 The school timetable

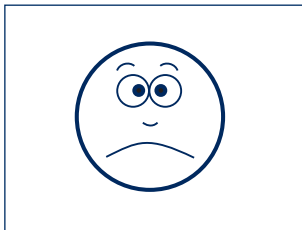
## The parents' evening



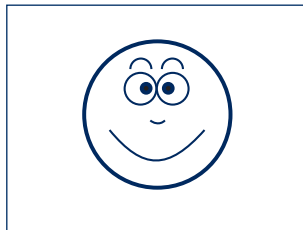
Photographs © NIACE



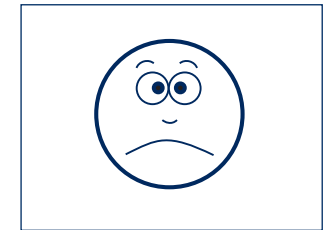
English



Maths



Music



Sport

<b>Say your name:</b>	<i>Hello, my name is Mr. Wells. I'm Ben's father.</i>
<b>Ask questions:</b>	<i>Is he good at maths?</i>
<b>Tell the teacher something:</b>	<i>He likes history.</i>

## The school timetable

10.1

<b>Grange Hill School</b>		
INTERIM REPORT AUTUMN TERM 2005		
NAME .....	FORM	8G

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
ENGLISH		*			
MATHS	*				
SCIENCE	*				
DESIGN AND TECHNOLOGY		*			
FRENCH			*		
GEOGRAPHY			*		
HISTORY			*		
ART				*	
MUSIC				*	
PE					*
CITIZENSHIP			*		
LEARNING SUPPORT					

A = very good, B = good, C = OK, D = bad, E = very bad

## 10.2 Choosing schools

Entry 1	Entry 2	Entry 3
Express wishes. (Sd/E1.1c) Ask for information. (Sc/E1.3b)	Ask for information about schools. (Sc/E2.2d)	n/a

### Suggested procedure (Entry 1)

- Check that learners know when children in the UK start secondary school. Ask them to talk about the age they change schools in their countries of origin.
- Record the parents' statements on tape, play them, check comprehension, and then let learners read the text. Play the tape more often, if reading is difficult.
- Ask learners to repeat the statements, then make similar statements of their own, about their children or about themselves.
- Ask learners to write the statements.

### Differentiation

- *Expect basic literacy learners to write only one of the statements – the one most relevant to themselves.*
- Ask learners to look at the signs and extracts from prospectuses and answer the questions either orally or in writing.
- Ask how many pupils normally go to a secondary school, and what, therefore, is a 'big' school and what is a 'small' school.
- Check the meaning of the vocabulary for school subjects.
- Highlight the following questions: '*Is it a big school?*'; '*Is it mixed?*'; '*Is it good for art/sport/music/science/ICT/languages?*'
- Copy the cards on p. 249 and give each learner a card. Ask learners to circulate, asking questions about what is on other people's cards.

- Encourage learners to use the same questions and answers in talking about local schools.

### Differentiation

- *If there are basic literacy learners in the group, spend time helping them to understand what is on their card. Meanwhile, other learners can write full sentences with the information from the cards.*

### Language points

Integrate the following specific language points:

- simple present tense in the first and third person;
- intonation in open questions.

### Extension activities

- Make a map with the learners of the schools in the local area, then encourage learners to find out what they can about them – for example size, mixed or not – and talk about the school they know something about.
- Apply similar techniques to talking about colleges and adult education.

### Additional materials needed

- Copy the cards from p. 249 to give each learner an individual card.

# Choosing schools

## 10.2

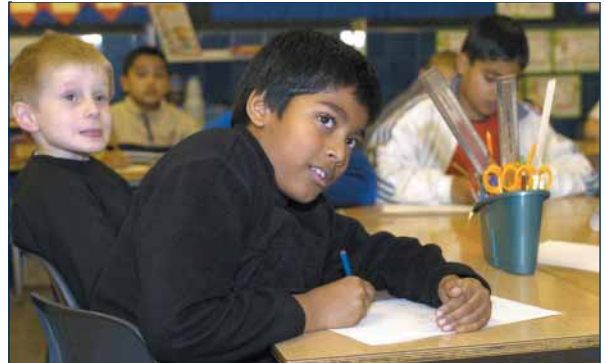
Look at the pictures:

1



© EMPICS

2



© EMPICS

- The children in picture 1 are 11 years old. They go to secondary school.
- The children in picture 2 are 10 years old. They go to primary school. They are going to secondary school soon.

The parents say:

*I want a good school near home.*

*My daughter likes science. We want a good school for science.*

*My son likes football. We want a good school for sport.*

*My son likes music. We want a good school for music.*

*I want a girls' school for my daughter.*

*We are looking for a small school. A big school is not good for our daughter.*

## 10.2 Choosing schools

*Wellhouse School  
for Girls*

*Greenfields Community College – Specialist Sports College >>>*

...Highmoor School has places for 2,500 boys and girls from the age of 11 to 18...

...Grange Hill School has a large music department and every year many students go to university to study music...

1. Is Wellhouse School mixed?
2. Is Highmoor School big?
3. Is Greenfields Community College good for sport?
4. Is Highmoor School a boys' school?
5. Which school is good for music?

# Choosing schools

# 10.2

## Cards for information gap activity

2,000 pupils

Boys and girls

Good for sport

1,200 pupils

Girls

Good for art

450 pupils

Boys

Good for music

630 pupils

Girls

Good for science

1,000 pupils

Boys and girls

Good for ICT

1,500 pupils

Boys

Good for languages

## 10.3 Choosing a secondary school

Entry 1	Entry 2	Entry 3
n/a	Expressing wants and wishes for the future. (Sd/E2.1c)	Express wishes and preferences and give reasons. (Sd/E3.1c) Ask for information in a formal situation. (Sc/E3.3b, Sd/E3.1b)

### Suggested procedure (Entry 3)

- Show the flow chart and discuss the process, including how to get prospectuses, where local schools are, and so on, and draw on learners' experience as much as possible.
- Ask learners to read the statements by parents. Clarify understanding and ask learners if there are any statements that they relate to.
- Show the frame on p.253 and ask learners to find examples of the sentence beginnings in the text on p. 252.
- Encourage them to write sentences about themselves and/or their family.

### Differentiation

- *More competent writers can write one or more paragraphs.*
- Check understanding of the sources of the material on p. 255, i.e. prospectus and inspection report.
- Ask learners to look again at the shorter statements by some parents and to work in pairs to decide which of the two schools might be preferable for each person, then report to the class, justifying their choices.
- Remind learners of the process of looking for a school, by showing p. 251 again. Discuss how to get information and where to find prospectuses. Check the names of local schools.
- Ask learners to work in pairs and choose one of the parents from p. 252. Using either school prospectuses or the Internet, ask them to find which of the local schools would be most suitable for their needs.

- Ask them to decide in their pairs what questions this person would want to ask at an open evening.
- Ask learners to role play the situation with a partner from another pair.

### Differentiation

- During pair work, pair strong learners with weak.

### Language points

Integrate the following specific language points:

- expressing wishes, especially '*would like somebody to*';
- expressing an opinion and giving reasons;
- formal register in asking questions, including embedded questions;
- appropriate intonation for asking questions in a formal situation.

### Extension activities

- Work further on expressing wishes, hopes and expectations for the future.
- Encourage discussion around issues such as single-sex education, the merits of smaller or larger schools, and so on.

### Additional materials needed

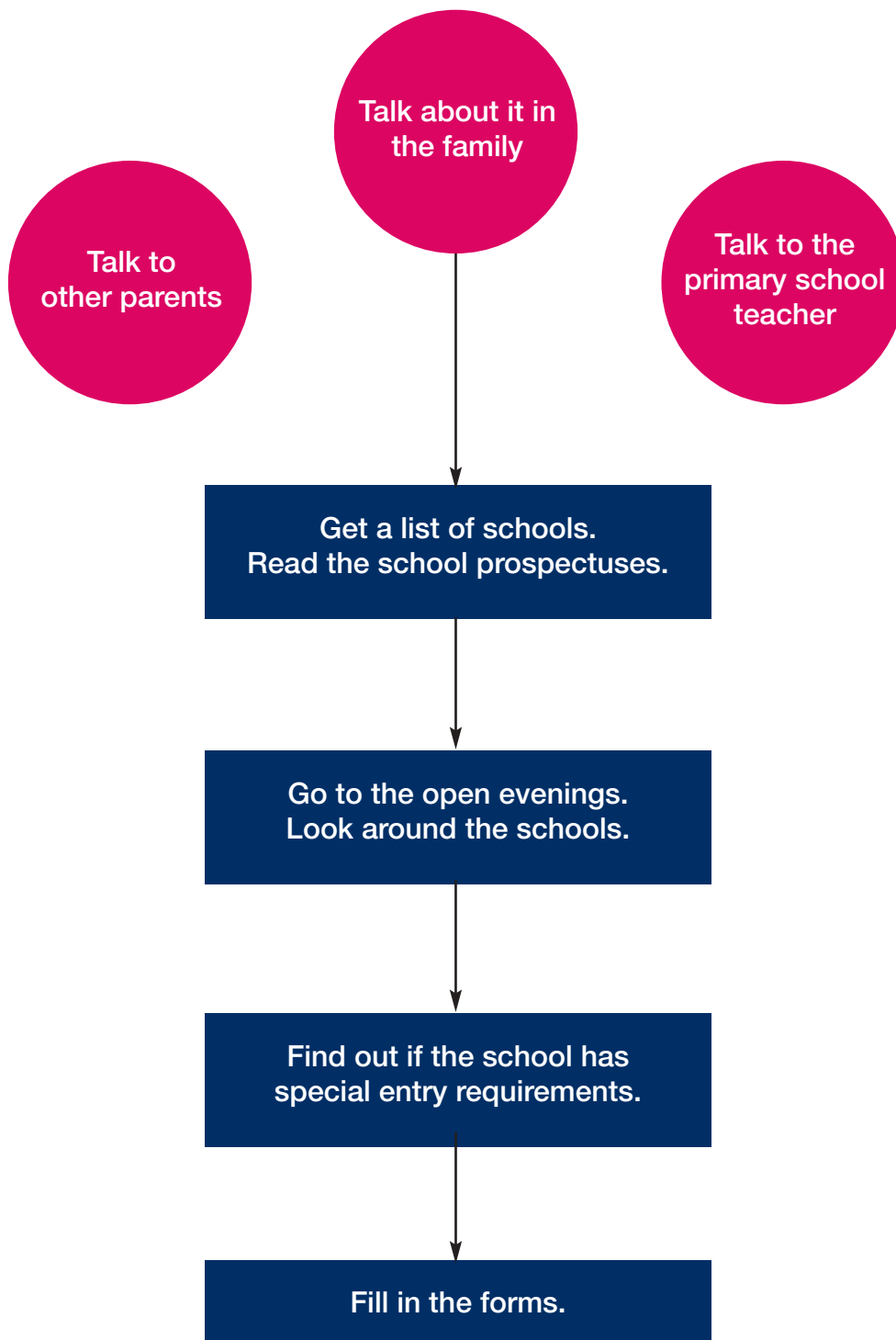
- Prospectuses of local schools.

## Choosing a secondary school

10.3

### Flow chart

Your son or your daughter is 10 years old. You are ready to choose a secondary school. What do you do?



## 10.3 Choosing a secondary school

### Statements by parents

When people choose a secondary school for their children they often want different things.

Read what these people want.

Harry says:

*I am a Catholic and my children go to a Catholic primary school. Unfortunately, there is no Catholic secondary school near our home and my son doesn't want to travel by bus to school.*

Mohammed says:

*My daughter wants to be a doctor. We want a school with a good science department and we would like to know what their exam results are like in science.*

Maria says:

*My son loves football and wants to play in a good team, so we are looking for a school with good sports facilities.*

Robina says:

*I want my daughter to go to a girls' school. None of the girls in my family have ever been to a mixed school. I think single sex-schools are much better for teenagers.*

Carlo says:

*We prefer a smaller school, if we can find one. Our daughter is very shy and would probably be unhappy in a very big school.*

John and Anne say:

*We want a school with good after-school activities. We believe that it is important to develop skills and interests outside the normal curriculum.*

Sarah says:

*I would like my son to go to the same school as his older brother, but his friends are going to a different school, and he wants to go to the same one as them.*

Yusuf says:

*I have been in the UK a long time, but my wife and children only joined me last year. I want to make sure my son has plenty of help with his English.*

Jane says:

*My daughter has learning difficulties. It is government policy not to have special schools, so my daughter goes to our local primary school. I am worried about the secondary school and need to find the best one for her.*

## Choosing a secondary school

## 10.3

1. Read these sentence beginnings and find examples of each one on p. 252:

My son/daughter loves.....

.....

My son/daughter wants to .....

.....

My son/daughter doesn't want to .....

.....

We want .....

.....

I want my son/daughter to .....

.....

I would like my son/daughter to .....

.....

I want to make sure.....

.....

We are looking for .....

.....

We would like to know .....

.....

I am worried about .....

.....

2. Talk about yourself and your children, using the sentence beginnings as a guide. Then write about yourself and your children.

## 10.3 Choosing a secondary school

*Maria says: My son loves football and wants to play in a good team.*

*Mohammed says: My daughter wants to be a doctor. We want a school with a good science department.*

*Jane says: My daughter has special needs.*

*Carlo says: We are looking for a small school. A big school is not good for our daughter.*

*Yusuf says: We only came to England last year. My son needs extra help with English.*

*John and Anne say: We want a school with good after-school facilities.*

Read about the two schools on p. 255. Which one do you think each of the parents would like best? Give your reasons.

Choose one of the parents and look in prospectuses of local schools, to find which one you think would be best for their children.

Choose one of the parents. Imagine you are representing them, because they can't go to the open evening or they don't speak English.

Plan what questions you will ask.

Work with a partner to ask the questions.

## Choosing a secondary school

## 10.3

Read the information about two secondary schools. The information about one school comes from the school prospectus. The information about the other school comes from the inspection report.

### School 1

*Information from the prospectus:*

#### *Introducing Greenfields Community College*

Greenfields is a co-educational comprehensive school with over 1200 11–19-year-old students in full-time education. Each year more than 430 new students join us and over 50% stay on after the age of 16. In addition, we offer a wide range of activities and facilities in the extensive community education programme for part time students of all ages.

Greenfields was awarded Specialist Sports College status in 2003.

### School 2

*Information from the inspection report:*

*Winterton High* is an 11–16 mixed school, smaller than average with 659 on roll. The proportion of pupils with special educational needs is below average. The attainment of pupils on entry to the school is above average.

*What the school does well:*

- Teaching in almost all subjects enables pupils to reach high standards.
- Pupils' achievements in science are particularly good.
- Pupils with statements of special educational need receive a high level of support.
- Extra-curricular sport.

*What could be improved:*

- Work in music, art and design.
- Resources and accommodation for ICT.

## 10.4 The National Curriculum and options

Entry 1	Entry 2	Entry 3
n/a	Read information from charts and tables. (Rt/E2.1b, Rt/E2.2a) Transfer information from tables into continuous prose. (Wt/E2.1a, Ws/E2.1a)	Explain systems in their own words. (Sc/E3.4c) Role-play a situation with a specific problem. (Sd/E3.1b)

### Suggested procedure (Entry 2)

- Ask learners to talk about what they know of the education system locally, for example the age at which secondary school starts. Ask them to talk about their own children or children they know.
- Show the filled-in timetable and check meaning of school subjects. Ask them to list the subjects in three groups – those they have every day, those they have two or three times a week, those they have only once a week.
- Ask them to discuss in pairs what they think are important subjects and write an ideal timetable on the blank form. Ask learners to write an explanation of either the timetable provided or the one they have written, for example *'Pupils study ... once a week'*.

### Differentiation

- *Pair weak writers with stronger ones.*
- Show the table on p. 259 and clarify understanding of Key Stages and ages.
- Ask learners to read about James and Emma, then use the table to write about Sarah and Ben. Encourage them to write about their own children if appropriate.
- Give learners cards with the school subjects on. As they pick up a card, they should say as quickly as possible whether it is compulsory at Key Stage 4.
- Ask learners to write sentences, for example *'At Key Stage 4, pupils have to study...'*; *'In year 10, pupils can choose to study...'*
- Show the school report on p. 260 and help learners to understand the difference between attitude (likes it, works hard, and so on) and attainment (marks, results, good at a subject).

- Ask them to read the sentences on p. 261 and write them in the appropriate box.
- Ask learners to do the true/false exercise.
- Ask learners to work in pairs to fill in the blank report form for a person they know or an imaginary person.
- Ask them to look at the 'options' on p. 263 and decide which are the best for 'their' person.
- Show the frame for the role play and elicit what they might say at each stage of the interaction. Practise suitable expressions.
- Ask learners to role play in pairs, then feed back on how the role play went.

### Language points

Integrate the following specific language points:

- adverbs of frequency and other frequency expressions;
- use of 'have to' to express obligation (p. 263);
- language for giving and asking for opinions.

### Extension activities

- Read authentic school reports.
- Ask learners to compare the secondary school system in Britain with the system in the country they come from.

### Additional materials needed

- School subjects on card (using p. 260 as reference).
- Authentic school reports.

Answers to the true/false exercise can be found in the answers section, p. 319.

# The National Curriculum and options

## 10.4

### Completed timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
<b>Mon</b>		<i>English</i>	<i>French</i>		<i>Maths</i>	<i>Science</i>			<i>ICT</i>
<b>Tues</b>		<i>Design</i>	<i>PE</i>		<i>English</i>	<i>Maths</i>			<i>Science</i>
<b>Wed</b>		<i>Art</i>	<i>Maths</i>		<i>French</i>				<i>English</i>
<b>Thur</b>		<i>Maths</i>	<i>ICT</i>		<i>English</i>	<i>Music</i>			<i>Maths</i>
<b>Fri</b>		<i>English</i>	<i>History</i>		<i>French</i>	<i>Citizenship</i>			<i>Science</i>

### Blank timetable

	Tutor group 8.40	Period 1 8.55	Period 2 9.55	Break 10.55	Period 3 11.15	Period 4 12.15	Lunch 1.15	Tutor group 2.00	Period 5 2.05
<b>Mon</b>									
<b>Tues</b>									
<b>Wed</b>									
<b>Thur</b>									
<b>Fri</b>									

# 10.4 The National Curriculum and options

Look at this table. It gives the *Key Stages* of the National Curriculum. It also shows the *year group*. In years 1–6 children are normally in primary school and in years 7–11 they are normally in secondary school.

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Age	5–7	7–11	11–14	14–16
Year group	1–2	3–6	7–9	10–11

Mr and Mrs Green have four children:

- James is 7 years old.
- Emma is 10 years old.
- Sarah is 12 years old.
- Ben is 14 years old.

Read about James and Emma, then write about the other two children. You can also write about your children and your friends' children.

James is 7 years old. He goes to primary school and is in Year 2. He is finishing Key Stage 1 and is going to start Key Stage 2.

Emma is 10 years old. She goes to primary school and is in Year 5. She is working at Key Stage 2.

Sarah is .....

Ben is .....

# The National Curriculum and options

## 10.4

### About the National Curriculum

Key Stages 3 and 4

	Key Stage 3	Key Stage 4
Age	11–14	14–16
Year group	7–9	10–11
English	*	*
Mathematics	*	*
Science	*	*
Design and technology	*	*
Information and communications technology	*	*
History	*	
Geography	*	
Modern foreign languages	*	*
Art and design	*	
Music	*	
Physical education	*	*
Learning support	*	*
Citizenship	*	

\*Means the subject is *compulsory* at this stage.

**Note:**

*Mathematics at Key Stage 4:* There are two programmes of study – ‘higher’ for pupils who have attained level 5 at Key Stage 3, and ‘foundation’ for pupils who have not attained level 5.

*Science at Key Stage 4:* There are two programmes of study – single science and double science.

# 10.4 The National Curriculum and options

## A school report

<b>Grange Hill School</b>		
INTERIM REPORT AUTUMN TERM 2005		
NAME .....	FORM	8G

Grade	ATTITUDE TO STUDY				ATTAINMENT				
	1	2	3	4	A	B	C	D	E
ENGLISH		*				*			
MATHS	*				*				
SCIENCE	*				*				
DESIGN AND TECHNOLOGY		*				*			
FRENCH		*					*		
GEOGRAPHY			*				*		
HISTORY			*				*		
ART			*					*	
MUSIC			*					*	
PE				*					*
CITIZENSHIP				*			*		
LEARNING SUPPORT									

DAYS ABSENT    5/58                      LATES    4                      SCHOOL DETENTION    0

MEANING OF ATTITUDE TO STUDY GRADES: 1 = excellent, 2 = working well, 3 = more effort required, 4 = serious cause for concern.

MEANING OF ATTAINMENT GRADES: A represents the highest achievement within the year group, with C being the average level of achievement and E the lowest.

# The National Curriculum and options

## 10.4

### A school report (continued)

Put these expressions into the right box:

- She works hard.
- Her marks in this subject are not good.
- She is good at this subject.
- She likes this subject.
- She is not good at this subject.
- Her work is excellent.
- She doesn't try hard enough.
- She tries hard.

Attitude to study	Attainment
<ul style="list-style-type: none"> <li>■ She works hard.</li> </ul>	<ul style="list-style-type: none"> <li>■ She is good at this subject.</li> </ul>

### True or false?

1. This student was absent for 5 days this term.
2. He was never late for school.
3. He never had a detention.
4. He is very good at maths.
5. His work in music is excellent.
6. He is not good at science.
7. He doesn't work hard at citizenship.
8. He doesn't like PE.
9. He works well in French.
10. He doesn't need extra learning support.

# 10.4 The National Curriculum and options

## A school report (continued)

**Grange Hill School**

INTERIM REPORT  
AUTUMN TERM 2005

NAME ..... FORM 8G

Grade	ATTITUDE TO STUDY				ATTAINMENT				
	1	2	3	4	A	B	C	D	E
ENGLISH									
MATHS									
SCIENCE									
DESIGN AND TECHNOLOGY									
FRENCH									
GEOGRAPHY									
HISTORY									
ART									
MUSIC									
PE									
CITIZENSHIP									
LEARNING SUPPORT									

ADDITIONAL INFORMATION ABOUT THE PUPIL

She/he likes .....

She/he doesn't like .....

She/he wants to be a ..... when she/he grows up.

She/he is a sporty/academic/artistic person.

# The National Curriculum and options

## 10.4

### Choosing options

In Grange Hill School, students choose *three* of the following options for years 10 and 11:

- History
- Geography
- Art and design
- Music
- An extra language (German or Spanish)
- Extra sport

Choose a school student to talk about.

What do you think are the best options for this student?

Speak to the teacher:

- Introduce yourself.
- Say what the student likes/doesn't like.
- Ask questions about what he or she is good at.
- Give your opinion about options.
- Ask the teacher's opinion about options.

## 10.5 The ESOL curriculum

Entry 1	Entry 2	Entry 3
n/a	Read for specific information. (Rt/E2.1b)	Read for specific information. (Rt/E3.4a) Give an explanation. (Sc/E3.3d) Proof-read writing by self and others. (Wt/E3.4a)

### Suggested procedure (Entry 2)

- Tell learners their class is an ESOL class, write it on the board, and ask if they know what it stands for.
- Ask them to read the text on p. 265.
- Either ask learners to work in groups, discussing the personal questions on p. 265, or ask them to fill in a questionnaire individually. Choose the activity depending on how well they know each other, and whether you feel they might find the answers to some questions embarrassing. Take feedback with sensitivity to the fact that some learners may not wish to share all their information.
- Show learners the ESOL curriculum.
- Ask learners to read the text on p. 266 and ask comprehension questions.
- Show them the qualifications framework and explain the equivalences.
- Allow learners to ask questions.
- Explain that learners are going to read some statements from people who don't understand the system and are worried or upset.
- Ask learners to work in pairs, then allocate one 'statement of worry' to each pair.
- Ask the pairs to decide what they would say to reassure the person, basing this on the information on p. 266 and p. 267. Report back to the whole class.
- Ask them to write a reply to the worried person.

### Differentiation

- *Pair learners with someone of similar ability, and give more than one 'statement' to stronger pairs.*

- Allow learners to read the simplified extracts from the 'writing' section of the curriculum at E3.
- Ask them to discuss (if the relationship with each other is good) or to work individually on the self-assessment.
- Discuss the importance of planning and proof-reading, and give examples of planning diagrams or lists.
- Give learners copies of an anonymous piece of writing by a learner and ask them to assess it in the light of the checklist and to write a better version.
- Ask them to do the same with a past piece of their own writing.

### Language points

Integrate the following specific language points:

- language for reassurance;
- language for explanation, for example '*The reason you have to ...is...*'.

### Extension activities

- Ask learners to add a column to the NQF table and try to fit their own qualifications here.
- Discuss the principles of adult participatory education and compare it with the education of children.
- Discuss strategies for working independently on writing.

### Additional materials needed

- A copy of the ESOL curriculum.

## The ESOL curriculum

# 10.5

ESOL stands for 'English for speakers of other languages'.

If you go to an ESOL class in England or Wales, your teacher will work with the *Adult ESOL Core Curriculum*. This book gives the teacher ideas about what learners at different levels should be learning.

This is an extract from the curriculum:

### Who are the learners?

Over 7 million adults in England have difficulties with literacy and numeracy. It is estimated that around a million of these adults have a first language other than English. 'Breaking the Language Barriers' identified four broad categories of adults who are speakers of other languages. Each of them brings a wealth of cultural experience and diversity to this country. This diversity also presents challenges for the planning and delivery of appropriate learning provision.

The broad categories are:

1. Settled communities, including communities from the Asian sub-continent and Hong Kong. Some would-be learners work long and irregular hours and therefore cannot attend classes regularly.
2. Refugees, who sub-divide into:
  - Asylum seekers, most of whom are very keen to learn despite the challenges of re-settlement and the trauma resulting from their recent experiences;
  - Settled refugees, many of whom have had professional jobs in the past, though some may have suffered a disrupted education due to war and unrest.
3. Migrant workers, mostly from Europe, who are here to work and settle for most of their lives.
4. Partners and spouses of learners from all parts of the world, who are settled for a number of years and need to participate in the local community but are prevented by family responsibilities or low income from attending intensive EFL courses.

Within all these groups the needs of learners will vary considerably depending on their aspirations, educational background, language and literacy background and aptitude for learning languages.

Talk about yourself:

- Which description best fits your situation?
- What are your aspirations? What are your reasons for learning English?
- How many years did you study in your country of origin?
- Did you study English?
- How many languages do you speak? How many do you read and write?

## 10.5 The ESOL curriculum

### Introducing the ESOL curriculum

The ESOL curriculum follows the national standards for adult literacy, which are divided into 'speaking and listening', 'reading' and 'writing'. These standards fit into the National Qualifications Framework.

#### ***The National Qualifications Framework***

The framework specifies the level of all qualifications in any academic or vocational area and not just for English language. For example, if you want to study nursing, you might begin with NVQ (National Vocational Qualification) Level 1. If your children are in school, they will probably take GCSE (General Certificate of Secondary Education) at the age of 16, and if they get a good grade, their qualification will be Level 2.

If you study ESOL at Level 1 or Level 2, your level is exactly the same as that of the NVQ or GCSE. However, Level 1 is too high a level to start at, so there are three 'entry' levels, which come before you reach Level 1 – Entry 1, Entry 2 and Entry 3. These levels are national levels, and if you go to another class in another part of England or Wales, your level should be the same.

#### ***Assessment***

Before you start a class, there will normally be an *initial assessment*. This is to find out which is the best class for you.

After you join the class, there will probably be a *diagnostic assessment*. The teacher will try to find out what you need to learn, and plan the programme based on your needs and the needs of the other students. As the teacher is trying to find out what you need to learn, it actually helps if you make mistakes in these tests.

In the initial and diagnostic assessments, the teachers will decide which level you are at and which level you are *working towards*. It is very common for people to be at a different level in different skills, for example if their speaking is better than their writing.

As the class goes on, the teacher will do *formative assessment* to check your progress and probably *summative assessment* at the end, to see what you can do after you have been in the class for some time.

#### ***ILPs***

The teacher will work with an individual learning plan (ILP). This records what you need to work on and how much progress you make. The teacher will sometimes discuss it with you, either individually or in a group, and you should then be able to give your own opinion of your progress and of what you think you need to work on.

You should have a copy of your ILP, as you might want to take it with you if you change classes.

# The ESOL curriculum

# 10.5

## The National Qualifications Framework

			Example
			National Qualifications Framework Level 7
			Master's degree
			National Qualifications Framework Level 6
			Final year of degree
	Key skills Level 5	National Qualifications Framework Level 5	Second year of degree
	Key skills Level 4	National Qualifications Framework Level 4	First year of degree
	Key skills Level 3	National Qualifications Framework Level 3	A level
Literacy/numeracy level 2	Key skills Level 2	National Qualifications Framework Level 2	GCSE grades A*–C
Literacy/numeracy level 1	Key skills Level 1	National Qualifications Framework Level 1	GCSE grades D–E
Literacy/numeracy Entry 3			
Literacy/numeracy Entry 2			
Literacy/numeracy Entry 1			

### Check your understanding:

1. Nearly all school pupils take GCSE exams at the age of 16. What level is this in the framework if they get grade A\*, A, B or C?
2. Many young people in Britain take 'A' levels at the age of 18, especially if they want to go to university. What level is this in the framework?
3. If you have a university degree, what level is your qualification in the framework?

## 10.5 The ESOL curriculum

*I feel really upset. I studied English for 5 years before I came here, and now they have put me in a Level 1 class. I am not a beginner!*

*I am so worried. I went to the English class on the first day, and the teacher gave us a test. I made lots of mistakes. I am sure the teacher thinks I am no good.*

*I want to start a course in office skills, but they want people who have GCSE or equivalent. I didn't go to school in the UK and I can't get GCSE. Does this mean I can't get any qualifications?*

*The teacher has made an appointment with me to go over my 'Individual Learning Plan'. What have I done wrong? Does she think I need special attention?*

*I am worried because my writing is not as good as my speaking. I have no real problems with speaking and listening, but writing, especially spelling, gives me real problems. Is this normal?*

*The teacher has asked us all what we think we need to learn. What is wrong? She is the teacher. Surely she should know what we need.*

# The ESOL curriculum

# 10.5

## The 'writing' section of the curriculum

These are some of the writing skills that are listed in the ESOL curriculum at Entry 3:

- Plan and draft writing.
- Structure writing in short paragraphs.
- Proof-read and check.
- Write using complex sentences.
- Use basic sentence grammar accurately.
- Use punctuation to aid clarity.
- Apply knowledge of spelling to a wide range of common words.
- Recognise the importance of legible handwriting.

### Think about yourself:

When you are going to write something, do you make a plan first?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If so, is it more like a diagram or a list?

Do you proofread and check your own work when you finish, and correct your own mistakes?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you write complex sentences, not too long, not too short?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your sentence grammar accurate?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your spelling accurate?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is your handwriting legible?	Always	Usually	Sometimes	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

