

## Long Term Language Development Sequence for pupils new to English

### Intent:

The purpose of this English Language long term sequence is to support those children new to English and the school, to quickly learn useful, simple vocabulary and phrases, enabling them to transition smoothly into a new school environment and facilitate understanding and participation within main class teaching with their peers.

This sequence will be used in both St Clement's and St John's CE infant school and Bethany CE junior school so children can continue to progress through the programme after a change of school at the end of Year 2. It is also likely that siblings will be learning similar language despite enrolment at different schools. The schools also share the same Spoken Language and Drama long-term sequence.

The sequence is linked to the content and resources offered through 'Flash Academy.' <https://flashacademy.com/> Content has been selected, ordered and adapted to reflect the needs of primary age children new to English and the typical starting points of new arrivals to the school. The emphasis is on developing listening and understanding skills of identified tier 1 vocabulary (*words that are learned through everyday common language use*) and phrases, prior to the development of spoken skills. The taught tier 1 vocabulary and phrases should be practised and applied through the teaching of the school's Spoken Language and Drama sequence, which will be delivered in a stage, rather than age, approach from its beginning to ensure security in the development of oracy skills and transition onto the main curriculum.

The use of Flash academy supports a more individualised approach to the teaching of the content of the sequence, but this resource will be supplemented with further classroom resources, which encourage pupil participation and rehearsal of oral skills in a small group environment.

This purpose of this sequence is not to build Reading and Spelling skills in relation to the planned content. For this reason, children will complete the Reading and Spelling sections of the Flash materials. Children will receive discrete teaching of phonics outside of this programme to support development of early Reading and Spelling skills. It is intended that the children will also progress through the school's Spoken Language and Drama long-term sequence, appropriate to their stage of English, alongside this English Language sequence. We recognise that for some children new to English, oracy skills may be slower to develop than listening and understanding skills, due to a lack of confidence. Where this is the case, children may continue to progress through this sequence as intended, but may move more slowly through the Spoken Language and Drama sequence.

It is anticipated that the content of this programme will be taught in addition to the main curriculum content of children's year group. This language development programme would be run in a similar way to other planned interventions and children would be offered discrete teaching of this content daily for a specified amount of time with the EAL allocated lead. This programme is planned to take approximately 20 weeks.

Children will be taught in a small group but offered a personalised programme of learning, as they are likely to have arrived at the school at different times. Some activities may be completed as a whole group, offering those who have been in school for longer, the opportunity to revisit prior learning and be a 'model' for new arrivals.

A typical session with the EAL lead may include personalised learning linked to this sequence making use of Flash Academy resources, and supportive teaching to enable progression through the Spoken Language and Drama sequence making use of the taught vocabulary and phrases, perhaps in a small group or pair.

### **Guidance notes:**

Please note: reference to Flash Academy materials taken from the English beginner section are highlighted blue. Some lessons may cover more vocabulary than listed here. The explicit teaching focus should be on the listed content as this is primary specific.

It is expected that sections will be appropriately resourced where linked Flash materials are unavailable. In early sessions, teachers may need to make effective use of TPR methods (where children demonstrate their understanding through a physical response).

Each week, class teachers should be made aware of the content coverage of the sessions. Class teachers should then seek to reinforce this language learning back in main class sessions in other subjects, as appropriate. The emphasis should be on enabling the children to participate in main class sessions orally using language that they are currently learning to ensure sufficient practise.

Where content is highlighted green where children would demonstrate secure oral use of the simple language structures. The aim is children would understand the taught vocabulary and make use of a vast amount of this within their oral language. It is not anticipated they would complete the programme able to use all target vocabulary orally. Secure oral structures are to be used to practise new vocabulary.

Topic	length	Content Vocabulary	Content phrases	Flash unit	Flash lessons
Survival vocabulary and classroom instructions	2 sessions	toilet, lunch, drink, home time	Stand up Sit down Line up Come here Look this way	School essentials	Lesson 7 Lesson 8
Common greeting	2 sessions	hello, goodbye hi, bye yes, no	good morning, good afternoon see you soon, see you later good evening, good night	A few Basics Family and Friends	Lesson 3 -Saying Hi Lesson 1- Greetings

and expressions		day			
My name	2 sessions	sad, happy I, my to be	What's your name? My name is... I am....	A few basics	Lesson 4 -Talk about yourself
My age	4 sessions	Numbers 1-10 I to be	How old are you? I am....	Letters and Numbers How to write the number  Shopping and numbers. How to read and write the number in words	Lesson 13 -0,1,2,3 Lesson 14 -4,5,6 Lesson 15 - 7.8.9  Lesson 2,3
Being polite and making requests	2 sessions	Please ,Thank you Pardon Sorry	How are you? I am/ I'm ..... Please may I go to the toilet? Nice to meet you I'm well/fine You're welcome I'm sorry Excuse me	A few basics  Family and Friends  School essentials	Lesson 5 – Being polite  Lesson 2 – How to be polite  Lesson 2
The School Building	3 sessions	dining hall, staffroom, corridor, library, playground, classroom, hall, reception, office, cloakroom that, this, the to be	That is the..... This is the....	School essentials	Lesson 5 – Areas in school
School Routine	2 sessions	home time, assembly, lesson, lunch time, playtime, bell, break (time), fire alarm, register the	It is .....	School essentials	Lesson 6 – School routines

		to be			
Where I live	1 sessions	to live	Where do you live? I live in.....	Family and friends	Lesson 4 – Introducing yourself
My family	3 sessions	son, father, mother, daughter, brother, sister, grandma, granddad, aunt, uncle, cousin to have a plural ending 's'	I have I don't have	A few basics  Family and friends	Lesson 2 – Your close family  Lesson 5. 7
Days of the week	2 sessions	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Today is..... Tomorrow is....	Home, time and leisure	Lesson 1-Days of the week
Colours	3 sessions	Green, blue, red, brown, yellow, pink, white, black Purple, orange, gold, silver	What colour is it? It is....	Shopping and Numbers	Lesson 4-Getting colourful
Feelings	2 sessions	he, she, we, happy, sad, scared, excited, upset, angry, lonely, bored to be	He is She is We are	Home, time and leisure	Lesson 8
Asking for help	2 sessions		What's that? I don't know Where is? Please can you help me? I don't understand	Shopping and Numbers	Lesson 1- Asking for help
Food	5 sessions	tea, apple, jam, bread, water, orange, butter, milk, cereal, sandwiches, breakfast, lunch, dinner, crisps, yoghurt, ice cream, pizza, pasta, cheese, ham, chips, curry, rice, tomato, cucumber, carrot, peas, sweetcorn, potatoes, gravy snack a/ an	I eat We eat I eat .... at.... Packed lunch School dinner I have .....	A few basics  Create a custom lesson using vocabulary from the unit Food	Lesson 1 – Basic food

		at plural ending 's' to eat to have			
Preferences	2 sessions	egg, fish, salad, meat and to like	I like He likes We like I don't like	Food and drink	Lesson 1 – Likes and dislikes
Classroom objects	3 sessions	school bag, board, table, chair, clock book, scissors, rubber, glue, pen, ruler, pencil to be to have a/ an plural endings 's' and 'es' this/those	What's this? What have you got? This is a ..... Those are..... I have I have 2 books I have a pen and a rubber I don't have...	School essentials	Lesson 3 – Classroom objects 1 Lesson 4- Classroom objects 2
Sport	4 sessions	Football, swimming, gymnastics, hockey, netball, tennis, games, dancing, to play to like They	I like He likes She likes We like They like I play I like to play I don't play I don't like	Home, Time and Leisure	Lesson 5 – spending free time
School subjects	2 sessions	subject favourite science, geography, PE, maths, history, English, phonics, Reading They to like	My favourite subject is..... He likes She likes We like They like	Work and School	Lesson 6- School subjects

Clothes	2 sessions	T-shirt, trousers, jacket, sock(s), shoe(s), skirt, dress, PE kit, trainers Those, That, This to put on	Put on your coat What are these? Those are That is What are you wearing? I am wearing....	Shopping and Numbers	Lesson 6 – What to wear
Animals	5 sessions	cow, hen, horse, duck, pig sheep, rabbit, Spider, bird, frog, mouse, fly, butterfly, giraffe, tiger, elephant, monkey, snake safe, dangerous cat, dog, goldfish plural endings 's' 'es' 'ies' that favourite my a and an to be	What are these/those? This is That is Those are My favourite is It is....a / an	Nature and Society	Lesson 6 – At the farm Lesson 7 – Look it's a bird! Lesson 8 – Animals in the wild
Hobbies:	3 sessions	Art, television, computer games, scooter, bicycle to like to play to go favourite my	He likes/plays She likes/plays We like/play They like/play I don't like I don't play They like My favourite hobby is..... I like to go on my.....		
Home	4 sessions	there garden, window, wall, roof, door, flat house, kitchen, room, bathroom, bedroom, living room, curtain, wardrobe, sofa, bin, table, bed	There is/there are Is there...? Yes, there is, No, there isn't There are 2 bathrooms. There is a shower.	Home, time and leisure	Lesson 9 –Describe the building Lesson 10- Around the house Lesson 12 – What's in the house?

		in to be to live	I live in		
Pets	2 sessions	small, big goldfish pet hamster, gerbil, parrot	I have a small dog He has a large cat	Family and Friends	Lesson 9- cute and fluffy pets
Weather	2 sessions	Weather Sun, rain, snow, fog, hot, cold to be	What's the weather like? it is freezing it is sunny it is windy it is cloudy It is foggy	Nature and Society  Geography	Lesson 2 – What's the weather doing?  Lesson 5
Months of the year	4 sessions	January, February, March, April, May, June, July, August, September, October, November, December	What month is it? It is... What is today's date?	Home, time and Leisure	Lesson 2- Months of the year 1 Lesson 3- Months of the year 2
Shops and places	3 sessions	postbox, cinema, post office, street, bridge, town, stadium, park, building, police station, supermarket, school  to live to go (to)	Where do you live? I live in a town. He lives in the city We live in Bournemouth My address is.....  I go to..... He goes She goes We go	Shopping and Numbers	Lesson 9- The local area Lesson 10- About town

**Appendices:**

**Sources used to inform this sequence:**

<https://flashacademy.com/>

FAQ section: Is Flash Academy® curriculum aligned?

Yes. FlashAcademy® MFL teaches vocabulary and grammar mapped to major examining bodies: AQA, Edexcel and OCR, and is suitable for Key Stages 1–4.

FlashAcademy® EAL teaches vocabulary mapped to the National Curriculum for all main subject areas including science, maths and humanities, meaning pupils can participate in mainstream lessons as soon as possible. Content covers Key Stages 1–4 and includes lessons to support preparation for the KS1 Phonics Screening Check and KS2 Spelling, Punctuation and Grammar SATs. We are currently reviewing KS3/4 content to ensure that it is mapped to GCSE and A-Level syllabuses across the curriculum. FlashAcademy® also teaches survival vocabulary to help children negotiate their way around school, for example “Where is the toilet?” and “break time”.

Induction programme - Lawdale Junior School, London Borough of Tower Hamlets

- Assessment/monitoring expectations...
- Covid adaptations
- Spoken Language and Drama sequence
- Example of this translates to individualised planning

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#### Proposed next steps:

- Develop an entry and exit assessment based on images to assess knowledge of vocabulary and oral skills
- Develop a template for individualised planning
- Collate suitable resources e.g. flash cards of images to support vocabulary, maps showing buildings in the town
- Develop a plan of implementation including a training programme for those HLTAs involved in leading the sessions. (MR may need to model sessions)
- Consider how this fits into the school’s overall package of support for children new to English e.g. phonics provision, pastoral support. (Both schools going to try and collate this)
- Consider if programme requires adaptation for children both new to English with identified learning needs
- Publish programme with other curriculum documents