

Curriculum Framework Overview

Lesson Planning and Course Organisation

The **English Language and Literacy in Curriculum Learning** framework has been developed to support EAL learners in accessing the UK school system and curriculum. Teachers may use the framework flexibly to reflect their own local institutional and curriculum practices.

In the document, **Aims, Skills and Language** for learners at different language levels appear on the pages on the left-hand side. These are to support lesson planning that enables students to obtain the necessary skills and content required in their development of English for the academic curriculum.

Suggested Activities for achieving the language and literacy learning objectives for each level appear on the pages on the right-hand side. These activities can be adapted as required to meet the needs of individual learners and for differentiation in classes where a range of language levels are represented.

Throughout the course are four underpinning language and literacy concerns that crosscut each theme, focus and activity. These are central to students successfully accessing school literacies and can be located on the pages on the right hand side above and to the extreme right of the *Suggested Activities*.

REGISTER: Refers to an awareness of appropriate choice of spoken and written language and an ability to adapt language forms appropriately to suit context *e.g. formal/informal*

GENRE: Refers to accepted and predictable ways of using spoken or written language texts to perform particular social purposes or functions *e.g. school report to parents, giving instructions, presenting an argument.*

MULTI-MODALITY: Refers to an understanding of the different ways in which meaning can be communicated *e.g. verbal and non-verbal communication as well as visual, auditory and kinaesthetic channels.*

KNOWLEDGE AND RESOURCES: Refers to teacher recognition and validation of students' prior knowledge and activating these intellectual resources where appropriate.

Within each lesson, teachers will need to be aware of how these language and literacy concerns influence materials, activities and lesson outcomes and therefore it is essential that they are taken into account when planning lessons and designing teaching materials.