EAL POLICY

Policy reviewed by: Sarah Fern – Director of Inclusion

Policy approved by: NR

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Reviewer's Signature: Sarah Fern

Approver's Signature: N Rees

Please note: 'School' refers to Beech Hall School and Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Content

Policy Document

Beech Hall EAL Policy

Purposes
- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of pupils for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Definition

We are welcoming increasing numbers of EAL pupils and all will have their own, individual experiences and backgrounds. For the purpose of this document, we will use EAL as an umbrella term that encompasses all levels of bilingualism and any pupil learning and using English as an additional language. We understand that pupils will start with differing levels of bilingualism and fluency in English. Partnership with parents is vitally important to a pupil's progress, and we promote how valuable it is to continue speaking their first language.

Guidelines
1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
2. To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
3. To promote and encourage the development of the pupil's first languages in order to facilitate concept development in tandem with their acquisition of English.
4. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
5. To use key visuals and other strategies to support pupil's access to the curriculum.
6. To ensure that language and literacy are taught within the context of all subjects.
7. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
8. To actively liaise with parents to help them to support their pupil's learning.
9. To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
10. To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
11. To seek first language assessment to ensure the accurate identification of SEN.
12. To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
13. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
14. To celebrate multilingual skills and promote linguistic diversity with all pupils.

EAL INDUCTION PROGRAMME, ASSESSMENT, AND TRACKING OF PROGRESS

Top line aims:
To ensure that pupils with English as an Additional Language are identified at Beech Hall School, assessed to determine their level of need and ensure that targeted support is offered where needed to ensure that no child is left behind.

What is the definition of an EAL pupil?
An EAL pupil is a non-monolingual pupil with a first language other than English, or who speaks an additional language other than English. The Department for Education (DfE) defines 'first language' as: 'The language to which a child was initially exposed during early development and continues to be exposed in the home or in the community.' For almost all EAL learners, this means that if they are an EAL learner when they start school at 3-5 years old, they will be an EAL learner throughout their education and their life.

EAL is a very broad category which includes:

- children who are growing up in bilingual families
- children who speak one language at home and another in school
- children who began life in another country and who now live in the UK
- children who have migrated to escape war or other kinds of social upheaval and trauma
- the children of economic or academic migrants
- children who have strong first languages
- children who have poorly developed first languages
- children from families with literacy and oracy practices that are very similar to those of the UK
- children whose family literacy practices are very different to those of the UK.

FAQ:

- **Should EAL pupils be in literacy programmes until their English is good enough to be in other lessons?**
No. The English national curriculum does not set out statutory programmes of study to guide teachers through planning for progression and continuity for EAL pupils. So strategies to promote English acquisition must be incorporated into normal curriculum learning. If EAL pupils could catch-up sufficiently to achieve at a given level, the class will have moved on to a higher level by the time they get there. Moreover, the kind of language needed to succeed in mainstream subjects is most effectively taught actually in those mainstream subject classes. In mainstream classes, language is contextualised in meaningful ways and is regularly recycled.

- **Should home languages (mother-tongues) be kept separate from the language used at school?**
No. A strong home language is a good predictor of a strong additional language. In addition, pupils who have been to school in another country possess valuable curriculum knowledge processed in that language.

- **The EAL pupil doesn't seem to improve much their proficiency of English. Is this normal?**
Yes. EAL pupils take between 6-7 years to master the language. However, they may develop one skill faster than another. For example, they may develop their reading skills faster than their listening.

- **Can they do tests and exams?**
In the first stages, no. EAL pupils should be assessed on their understanding of content, but in ways that are adapted to their level of English proficiency. Tests designed for monolingual English-speaking children are not appropriate for EAL pupils. Using such tests may result in pupils appearing to know less than they actually do.

Before arrival to school	
Collect background information	EAL lead

Weeks 1-2	
Observations in school	teachers + support staff > EAL lead

Weeks 2-3	
1st assessment (assessment framework)	EAL lead + teachers

Weeks 3-4	
tailored SFP, targets and strategies	EAL lead > teachers

end of each half term	
re-assessment of targets and strategies	EAL lead + teachers

end of KS3/KS4	
handover to next stage	

EAL INDUCTION PROGRAMME: PROCESS

1. Collecting background information:

a. **What** kind of background information should be collated?

● their country of origin
● their home language
● the literacy practices of the family
● their family environment
● their previous schooling
● their strengths
● their level of academic attainment in their previous school
● how long they have been learning English and their attitudes towards learning English.

b. **Who** should collate this information?
● The EAL Lead should ask the parents and the pupils.
c. **When** should this information be collated?
● Ideally, before the arrival of the pupil to the school, but as soon as possible.
d. **Why** do we need this information?
● To help teachers to understand the potential needs of these pupils and to develop an understanding of their existing levels of achievement.

2. Observations in school:

a. **What** do these observations consist of?
● Personal and social context:
o We need to have first-hand information about how the pupil is settling in school. Are they making friends? What type of friends (same culture/language? Appropriate, beneficial friendships?) How do they interact? etc.
● Family context:
o We need to have information regarding the transition into our school. Are the parents supporting the pupil? Is attendance good? Does the pupil attend an additional/first-language school?
b. **Who** will carry out these observations?
● Any member of staff who works closely with the pupil. The information will be sent to the corresponding EAL lead.
c. **When** will these observations take place?
● They should start after the settling-in period which normally takes about 1 or 2 weeks.
d. **Why** do we need to do these observations?
● This is the first step of the assessment process. Once we know this information, we can put in place strategies that will be reflected in the pupil's SFP, for example: providing the pupil and the family with additional school information, or if the pupil needs to be buddied with other sensitive pupils.

3.The assessment framework:

a. **What** do we need to assess and what does the assessment consist of?

● We need to assess the level of English proficiency of the EAL pupil. The DfE levels of English proficiency for EAL pupils are the following:

A. <u>New to English</u>: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B. <u>Early acquisition</u>: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C. <u>Developing competence</u>: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D. <u>Competent</u>: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E. <u>Fluent</u>: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

● The 4 aspects of the language (listening & understanding, reading, speaking and writing) will be assessed and a level will be given to each aspect. They don't necessarily need to be the same level. For example, the pupil may show a level A in writing but a B in speaking.

b. **Who** needs to carry out this assessment?

● The EAL lead will organise it but the teachers will collaborate so that we have a better picture of what the pupil is able to do.

c. **When** does this assessment need to be carried out?

● In the 2nd or 3rd week after the pupil's arrival to school.

d. **Why** do we need this assessment framework?

● There are a number of frameworks that we could use but we have chosen the Solihull assessment framework because it is very simple and straightforward in providing targets and strategies.

4. Creation of a tailored EAL SFP:

a. **What** is an EAL SFP?
● The EAL SFP will summarise the information we have of the EAL pupil. It will mainly contain the following information.
o background information
o proficiency of the 4 skills
o targets
o strategies
b. **Who** will create the EAL SFP?
● The EAL lead will create the SFP with the information sent and collected by all the members of staff who work closely with the pupil.
c. **When** will the EAL SFP be created?
● After the 3ʳᵈ or 4ᵗʰ week of the pupil's arrival.
d. **Why** do we need an EAL SFP?
● The SFP will contain all the necessary information for the teachers to understand the needs of the pupil, at which level of English is capable of working in class, which are their targets, but most importantly, the strategies the teacher is expected to use in class to help the pupil keep improving their proficiency.
● At this stage, the teachers will be informed by the EAL lead of the appropriate strategies, and will be provided with a bank of resources to help the teachers meet the needs of the pupil.

i.   Re-assessment:

a. **What** will the re-assessment consist of and **who** will carry it out?
● The EAL lead will contact the members of staff that closely work with the pupil and will ask them to answer the following questions:
o Do you consider the level this EAL pupil to be in is appropriate?
o Do you think the targets have been achieved?
o Have the proposed strategies been effective?
o Do you have any concerns about their reading, writing or listening skills within the EAL framework?
o What changes, if any, are needed?
b. **When** will the pupil be re-assessed?
● At the end of every half-term.
c. **Why** do we need to re-assess the pupil?
● Ideally, the pupil will have improved their English proficiency and therefore, targets must be adjusted. In case the pupil has not improved at all, strategies will be adjusted.
● After the EAL SFP has been adjusted, the new targets and strategies will be notified to the relevant members of staff.

EAL LEARNER LEVELS WITH DFE PROFICIENCY DESCRIPTORS:

EAL learner (DfE Proficiency)	EAL level	Listening & understanding	Speaking	Reading	Writing
A – New to English	Step 1 / Step 2	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
B – Early Acquisition	Step 3 / Step 4	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
C – Developing Competence	Step 5 / Step 6	Follow set of oral instructions Differentiates past/future/present	Speaks in simple every day exchanges Uses common colloquialisms	Describes setting of a story	Plurals, prepositions, pronouns and articles used with increased accuracy.

		Begins to engage with how? and why? questions. Active listener asking for clarification Follows gist of teacher talk with limited visual support	Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
D – Competent	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/ argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
E - Fluent	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.

TEACHER STRATEGIES FOR STEPS 1-8

Step 1		
	what the pupil can do	**teaching strategies**
L i s t e n i n g & u n d e r s t a n d i n g	• Understands home language. *Pupils with apparent language delay in first language will need specialist assessment.* • Watches others and joins in activities and routines. • Listens readily and willingly to some speakers with support. • Responds to tone of voice, body language and facial expression of adults and peers. • Shows understanding of simple information, given with visual support and gesture. • Begins to follow single instructions relying on key words and gestures. • Begins to follow simple routine instructions where context is obvious. • Recognises the names of some familiar objects found in the classroom (e.g. pencil, book, table).	• Buddy with a good language role model who is a sympathetic partner for different curriculum areas. • Provide with an induction programme (e.g. pictures of teachers, visuals of uniform, visuals of key classroom objects). • Set up home/school communication book to communicate with parents and to encourage parents to pre-visit language beforehand with the EAL learner. • Provide EAL learner with suitable, age-appropriate bilingual dictionary and/or encourage learner to build up their own personal dictionary in both languages. • Explicitly teach key language items (e.g. classroom objects). • Use gesture, signing, visuals and objects to increase understanding. • Speak slowly and clearly in simple sentences. • Give single clear instructions with consistent use of key words/phrases. • Remember learners find it difficult to follow long periods of talk.
S p e a k i n g	• Appears relaxed, uses body language positively. • Expresses need using first language or non-verbal gestures to familiar adult or peer in order to respond to greetings and questions about themselves.	• Encourage use of first language with speakers who share the same language. • Some pupils go through the 'non-verbal' period as they tune into the sounds of the new language. Continue as if you expect the learner to respond. • Include learner in group work, do not expect in English. • Acknowledge alternative means of communication (e.g. facial expressions, non-verbal gestures).
R e a d i n g	• Minimal or no literacy in English. • Retells a story in first language *Pupils with apparent language delay in first language will need specialist assessment.* • Knows that print, in English, is read from left to right and top to bottom. • Recognises their names and some familiar words. • Recognises and names some letters of the alphabet (letters in own name). • Beginning to sequence numerals and letters. • Starting to engage with short familiar texts using: contextual information (e.g. pictures, illustrations); prior knowledge; dual language dictionary.	• Provide visual/bilingual dictionary. • Use clear board work and avoid confusing abbreviations. • Topic 'word-walls' (dual language if possible). • Provide a reading partner to demonstrate reading skills. • Learners should practice reading every day.

| Writing | • Minimal or no literacy in English.
• May be able to write in first language.
• Holds pen appropriately.
• Begins to form letters.
• Leaves spaces between groups of letters.
• Writes own name.
• Begins to copy words.
• Consistently writes from left to right (if new alphabet/script).
• Copies text reasonably accurately (if new alphabet/script) e.g. begins to copy the date onto work.
• Mixes upper and lower case letters in writing (BaBy, tAle).
• Is willing to write in English using scaffolds.
• Letters are correctly shaped but may be inconsistent in size and orientation. | • Give pupils who are literate in their first language chance to demonstrate those skills to their peers. Use bilingual/parental support to translate into English.
• Provide resources to practice letter formation including multi-sensory resources as appropriate.
• Provide and display examples of different scripts in the classroom.
• Use simple recording systems e.g. grids, either or questions where the emphasis is on understanding or copying script.
• Allow homework, and some classwork, to be completed in first language where possible. |

Step 2		
	what the pupil can do	**teaching strategies**
L i s t e n i n g & u n d e r s t a n d i n g	● Responds to yes/no and either/or questions. ● Follows a short sequence of instructions in familiar, routine circumstances. ● Responds with non-verbal language to comments (smile when greeted, shake or nod of head) ● Understands familiar, simple sentences and frequently-used expressions with contextual support. ● Identifies single items of information (key words) from short spoken texts (number, colour, name). ● Responds to key words and phrases in a range of routine instructions ('Shut the door,' 'put your pens down'). ● Identifies objects or characters from pictures or diagrams. ● Listens attentively for short amounts of time. ● Uses dictionary independently to support understanding of unknown vocabulary.	● Provide visual support: pictures, models and facial expressions. ● Speak slowly and clearly in simple sentences. ● Repeat and rephrase as necessary. ● Display words /phrases in English and first language, build up topic 'word walls.' ● Pre-visit key words with EAL learners in small groups. ● Sit learner near the front with good access to visual cues and ensure EAL learner can see facial expressions and body language. ● Give short, clear instructions with consistent use of key words/phrases. ● Pair pupil with a good language model. ● Avoid rapid speech and idiomatic expressions. ● Be clear in questioning – use yes/no questions. ● Carefully check understanding on a 1:1 basis. ● Understanding the use of pronouns in speech can be difficult; pronouns need to be used in a way which is understandable.
S p e a k i n g	● Repeats familiar words and expressions while trying to understand the meaning. ● Begins to develop a simple naming vocabulary and beings to communicate basic needs through single-word utterances and short phrases (e.g. Ok, like book). ● Participates in very basic, short, formulaic spoken exchanges (e.g. Good morning, how are you?) and may respond non-verbally (e.g. with a gesture or smile). ● Understands and names some familiar classroom/everyday objects.(e.g. chair, white board, desk) ● Uses simple adjectives to describe/add emphasis (e.g 'big book, today cold.') ● Pronunciation is often unclear (e.g. learner may show lack of confidence with pronunciation of multi-syllabic words)	● Collaborative activities: use structured activities which require pupils to talk ● Encourage non-verbal and verbal contributions. ● Ensure practical involvement in the classroom, collecting books or distributing equipment ● Play games (e.g. lotto, snap) to consolidate key language. ● Set up small group support for learners to practice new language. Occasionally consider including other learners with the same first language. ● Place in threes rather than pairs during talk partner activities. ● Provide thinking time for EAL learner to mentally rehearse responses. ● Model social language conventions. ● Provide opportunities for learner to discuss their own experiences e.g. photos from home

R e a d i n g	● Follows a simple text read aloud with support. ● Sequences and re-tells a simple story, a series of events or a process using visuals showing understanding. ● Knows many initial sounds and uses them to decode more unfamiliar words. ● Obtains information from simple graphs and diagrams. ● Recognises some mathematical numerals and symbols. ● Identifies some words in a sentence, including high frequency words. ● Shows some understanding of a variety of short fiction and non-fiction texts and starts recognising topic vocabulary using: contextual information (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary. ● Starting to use bilingual dictionary or electronic translator independently (with some inaccuracies) and demonstrates a knowledge of alphabetical order.	● Retell story through sequencing pictures. ● Use bilingual books ● Encourage parents to ask comprehension questions in first language when reading. ● Use of bilingual/picture dictionary, build up own personal topic dictionary. ● Teach sounds and names of letters of the alphabet. ● DARTs activities (Cloze procedure- gap-fill, sentence matching) ● Encourage use of visual clues. Discuss the content of books before reading text.

W r i t i n g	● Writes some high frequency common words with some accuracy.
	● Writes short, familiar words (e.g. CVC words - hat, sun).
	● Can draw simple diagrams/pictures and label them.
	● Is becoming aware of simple spelling patterns.
	● Writes short, simple sentences with support.
	● Begins to use basic punctuation to show understanding of sentence division (e.g. Uses full- stops).
	● Beginning to write longer words using phonic knowledge with some inaccuracies (bter (better), drgn (dragon)).
	● Writes short phrases/labels independently in concept maps/spider diagrams.
	● Able to follow taught expectations about layout.
		● Provide written support for learners with prior literacy. Noting words down during longer teacher presentations allows the learner to focus on key language.
		● Provide written format of lesson objectives/homework tasks for learner to stick in their books; it can take them longer to copy sentences containing unfamiliar words.
		● Generate ideas through concept maps using first language.
		● Homework tasks: need to be simplified or adapted but should still be challenging. e.g:
		    o Finding vocabulary or sentences in texts to develop scanning skills.
		    o Sequencing tasks.
		    o Using model sentences and then producing their own.
		    o Research lesson content on the internet.

Step 3		
	what the pupil can do	**teaching strategies**
L i s t e n i n g & u n d e r s t a n d i n g	● Follows a short sequence of instructions applied in a wider range of circumstances (moving away from routine instructions). ● Actively collects and learns new subject-specific vocabulary. ● In a supportive situation indicates when they need to hear something again. ● Understands time references at the beginning of a sentence (Yesterday, Today, Tomorrow) ● Listens attentively during lessons and responds to some questions/makes some single word contributions with support ● Understands that intonation, volume or stress are used with different effects (shout a warning, whisper in a group) ● Understands the function of time connectives (first, next, then). ● Responds to obvious humour.	● Provide visual support: pictures, models and facial expressions. ● Speak slowly and clearly in simple sentences. ● Display words /phrases in English and first language, build up topic 'word walls.' ● Identify language structures to use based on the context (language of argument, comparison, deduction, evaluation, explanation, hypothesis, opinion, retelling, sequencing.) ● Ensure understanding of time connectives and ensure that they are clearly displayed e.g. first, next and then. Explicitly teach simple time references e.g. yesterday, today and tomorrow. ● Pre-visit language structures and key vocabulary in small groups or allow learner to pre-visit at home. ● Understand key questions words such as, 'Who, What, Where, When.' Display question words and use in context. ● Display key curriculum words and highlight during teaching. ● Provide pupils with ways of expressing lack of understanding either verbally or visually e.g. with the use of traffic light cards. ● Encourage talking partners to explain and reinforce content and instructions to the learner.

S p e a k i n g	- Participates in exchanges with familiar adults and peers. - Beginning to form simple 'wh' questions 'where you live?' Seeks information 'pizza you like?' with intonation. - Over-generalises grammatical rules, 'I goed, she drink.' - Describes positions of objects correctly (e.g. on, in, under, on top). - Attempts to self-correct pronunciation having heard modelled speech. - Begins to use some descriptive and sequencing language (e.g. The Bunsen burner is hot, First I write date). - Expresses negative sentences using, 'no' (e.g. 'I no speak, no go to school'). - Beginning to interact in more situations using non-verbal gestures and one-word utterances. - Communicates meaning using basic vocabulary. Starting to use some subject-specific vocabulary in simple phrases and sentences, though with some inaccuracies. - Uses basic compound sentences with simple conjunctions with some inaccuracies. (e.g. 'I go school and I talk with my friends and I eat my lunch') - Begins to use plurals, articles, pronouns and prepositions, though with some inaccuracies.	- Collaborative activities: use structured activities which require pupils to talk - Use visuals and speaking frameworks – display sentence structures enabling children to use them as a point of reference during talk-based activities. - Allow time for EAL learner to mentally and orally rehearse words/contributions. - Scaffold speech using substitution tables - Teach positional language explicitly e.g. on, in, under, on top, etc., illustrating and displaying in the classroom. Play barrier games to practise positional and descriptive language. - Encourage the use of compound sentences with simple conjunctions by modelling and extending pupil talk. - Model simple grammatical structures in speech e.g. plurals, articles, pronouns and prepositions.
R e a d i n g	- Starting to demonstrate and understand the functions of basic punctuation (e.g. capital letters, full stops, question marks). - Starting to show understanding of the function of pronouns (he, she, it). - Completes simple cloze exercises based on a familiar text. - Reads previously encountered words in new contexts. - Reads back own writing or own sentences scribed by another. - Reads and understands a range of basic and some subject-specific vocabulary (age appropriate) using: contextual information (e.g., pictures, illustrations, diagrams); prior learning; dual language dictionary (age appropriate).	- Modelled reading. Pair with an appropriate reader either within or across year groups. - Provide non-fiction texts to increase subject-specific vocabulary. Use text-marking and differentiated comprehension questions. - Build up word banks based on reading books. - Use Directed Activities Related to Text (DARTs) activities (Cloze procedure- gap-fill, sentence matching) - Explicitly point out the relationship between base words and other words to build up vocabulary (walk, walking, walked). - Ask learner to recount the story when rereading a text previously read, provide prompts such as, 'first…next….then…finally…' to scaffold the recount.

Writing	- Handwriting is legible and correctly orientated. - Writes familiar words using phonic knowledge independently with accuracy. - Writes unfamiliar words using phonic knowledge, with increasing accuracy. - Writes some high frequency words accurately. - Writes short, simple sentences without adult support, though with some inaccuracies. - Uses scaffolds to produce longer, more complex sentences. - Becomes aware of basic punctuation (e.g. capital letters and full-stops). - Starting to show understanding of the function of conjunctions (e.g. and). - Writing will contain inaccuracies (often also seen in speech) such as subject/verb agreements and tense, plural 's', omission of articles, inappropriate vocabulary choice.	- Compose sentences orally before attempting to record it in writing. - Encourage independent writing at sentence level. Provide and display sentence models with use of capital letters and full-stops. - Encourage learner to refer to personal dictionary during independent writing activities. Dictionary could be divided into different word types (nouns, verbs, adjectives, adverbs) or organised alphabetically. - Give feedback on current writing targets rather than over-correcting at this stage. - Scaffold writing using substitution tables.

Step 4		
	what the pupil can do	**teaching strategies**
L i s t e n i n g & u n d e r s t a n d i n g	● Listens carefully to the conversations of others and shows some understanding (e.g. laughing). ● Asks the speaker to repeat or add detail so that they can understand more of the message. ● Understands teacher questions on familiar topics by responding with phrases/ sentences. ● Shows understanding of the details of curriculum topics, with visual/contextual support and repetition. ● Understands a variety of instructions from a variety of different speakers. ● Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why…? Because…?) ● Listens for detail using key words to extract some specific information. ● Reacts to events with independent comments. ● Orders information heard using pictures/ Follows narrative accounts with visual support. ● Understands the gist of class lessons with little visual/contextual support.	● Provide visuals for sequencing activities e.g. simple routines and stories. ● Create a topic book with relevant glossaries/ vocabulary for pupils to learn both at home and at school, bilingually if appropriate. ● Pre-teach relevant vocabulary. ● Make language topic displays/posters and word banks. ● Make concept maps of a topic using key content words (spiders: webs, bite, poison, arachnid). ● Provide a range of thesauruses, dictionaries and on-line translation for single words. ● Provide learner with key questions in advance to enable active listening. Provide them with spotting sheets. ● Repeat correct answers given by other pupils. ● Recap or summarize main points.

S p e a k i n g	- Speech is easier to understand but still contains irregularities and inaccuracies. - Uses a grammatically correct sentence model and can apply it in other, similar contexts. (If a volcano erupts, lava will pour from the top). - Uses time markers with inaccuracies (yesterday, today, last week, tomorrow). - Relays simple messages, able to give a short sequence of instructions, 'First…then…' - Expresses opinions and wishes independently (e.g. I like Geography). - Uses formulaic question tags, 'isn't it, ok?' - Uses adverbial phrases of time and place, 'In the holidays, On the table.' - Uses subject-specific vocabulary necessary for a familiar topic. - Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why…? Because…?) - Uses past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs (e.g. I went, I did, I had, I got) appropriately although with some inaccuracies. - Uses compound sentences with conjunctions such as 'and/because' (e.g. 'I like Tybalt because he is angry). - Uses a wide range of basic vocabulary and an increasing range of mature and subject specific vocabulary.	- Retell a simple story through sequencing pictures. - Provide opportunities for learners to rehearse and consolidate new language structures orally in pairs/groups. - Engage EAL learner in informal conversation to develop fluency and confidence. - Use role play and drama to rehearse key language. - Model use of subject-specific vocabulary in the context of a sentence. - Provide correct language models and extend speech without over-correcting. Respond to content before form. - Provide additional listening and speaking opportunities across the curriculum. EAL learners need to rehearse language in context.

R e a d i n g	- Re-tells and identifies main points from well-known texts with support or appropriate questions. - Asks questions about meaning of words and phrases in texts. - Identifies dialogue and speech in narrative. - Modifies intonation to differentiate questions when reading aloud. - Makes predictions on likely events when reading aloud or listening to text read aloud. - Shows an understanding of simple word order (can reorder words from jumbled sentence). - Follows pronoun references for people and things (the children…they, the candle…it) - Able to respond to simple questions related to text (e.g. What..?, Where...?, When..?, Who..?) and answer appropriately. - Understands the mathematical operation to use within a written word problem (age appropriate). - Uses knowledge of letter sounds or sight words with common spelling patterns to decode new, unfamiliar words (e.g. telephone, magic e). - Recognises different purposes of text at this level.

- Use visuals to aid understanding of key question words (what, where, who, when).   - Continue to develop reading strategies through modelled reading (e.g. paired reading when EAL learner listens to partner reading) Pair with an appropriate reader.   - Provide non-fiction texts to increase subject-specific vocabulary. Use text-marking and differentiated comprehension questions.   - Look at how prepositions in texts change the meaning of common words (look: look for, look at, look after).   - Ask learner to recount the story when rereading a text previously read, provide prompts such as, 'first…next….then…finally…' to scaffold the recount.   - Ask learner to predict what might happen next when reading a text. Provide either/or answers as a scaffold. e.g. Do you think he will go shopping or go to the park? Emphasise the use of the future tense.   - Use techniques such as labelling diagrams, tables and charts to facilitate access to texts.

Writing	- Beginning to use present simple tense appropriately (uses third person –s inconsistently). - Beginning to use past simple tense regular forms (e.g. I played, I listened) and common irregular forms (I went, I saw). - Beginning to use plurals, articles, pronouns, prepositions, though with some omissions and inaccuracies. - Beginning to notice and apply some common spelling patterns based on prior knowledge of other similar words. - Writes a paragraph of at least 2-3 sentences with contextual/visual support/frames/ models but writing still contains inaccuracies (incorrect verb endings, omission of articles etc). - Uses a wider range of basic vocabulary and some subject- specific vocabulary. - Demonstrates and understands the functions of basic punctuation (e.g. capital letters, full stops, commas, question marks). - Demonstrates some features of a specific form in their writing, as appropriate to the audience, purpose and context. May need support of models and writing scaffolds. - Uses and requests models of written texts. - Uses compound sentences with conjunctions such as 'and/because' (e.g. 'I like Tybalt because he is angry.)	- Encourage learner to refer to personal dictionary during independent writing activities. Dictionary could be divided into different word types (nouns, verbs, adjectives, adverbs) or organised alphabetically. - Practise spelling high frequency sight words at home in the context of meaningful sentences. - Give feedback on current writing targets and encourage to redraft written work based on feedback.

Step 5		
	what the pupil can do	**teaching strategies**
L i s t e n i n g & u n d e r s t a n d i n g	● Begins to differentiate between past, present and future tenses. ● Identify a range of sequence markers indicating steps (First, after that, finally). ● Begins to engage with 'How…?' and 'Why…?' questions. ● Listens for and follows the gist of explanations, instructions and narratives. ● Understands a wide range of basic and subject-specific vocabulary. ● Listens for and identifies the main points of short explanations or presentations. ● Understands and responds to longer questions and more detailed instructions. ● To understand inference when listening to someone speak or within a text.	● Information seeking activities/ barrier games ● Questions: use a variety of question types, including open questions; provide scaffolding as necessary (rephrase question, narrow the question down, break the question down into several 'smaller' questions); take answers from several pupils before giving feedback (this encourages pupils to 'have a go'). ● Elicit language for higher order thinking (explain, predict, hypothesise, evaluate). Provide language structures for these functions (e.g. I think; it might be; it could be ... because, I disagree). ● Continue to encourage learner to record key new vocabulary and sentence structures.
S p e a k i n g	● Speaks and listens in simple exchanges and in everyday contexts. ● Uses common colloquialisms in everyday interactions. ● Recounts main events/ideas with relevant detail with scaffolding. ● Can make simple comparisons and contrasts, 'bigger than, more difficult than, like.' ● Uses simple conditionals, 'If plants don't have sunlight they die.' ● Communicates meaning using some extended/more complex sentences with increasing accuracy. Uses a range of conjunctions (but, because, so, if). ● Uses present simple and continuous tenses appropriately and accurately (he/she, it–s, e.g. I dance but he dances; we are dancing). ● With appropriate prompts the pupil can speak in front of a small or large group for a short time. ● Makes appropriate contributions to class discussions. ● Uses appropriate register for different situations (learner/learner, learner/teacher) (e.g. Miss please can I have a pen? / Give us a pen).	● Provide talk opportunities for explaining, predicting, describing. ● Use and display speaking frames. ● Explicitly teach comparatives and superlatives. ● Encourage feedback from learner and provide opportunities for the learner to speak to larger groups. ● Provide learner with appropriate conjunctions to extend their sentences. ● Pair with good peer role models. ● Compare and contrast between 3 main tenses (use picture stories to tell in different tenses). ● Collaborative activities: use structured activities which require pupils to talk ● Recast errors made with simple past tense regular verbs as appropriate.

R e a d i n g	● Recalls and summarises the main ideas from fiction/non-fiction independently e.g. note-taking, re-telling. ● Describes the mood and setting of a story. ● Selects relevant section of the text to help answer questions. ● Follows a sequence of task instructions (making a mathematical shape, setting up an experiment). ● Responds to or comments on different social/cultural behaviours/events illustrated in texts (expresses opinion, asks questions). ● Begins to respond to 'How…?' and 'Why…?' questions related to a text. ● Identifies unfamiliar cultural references when reading, 'What is a Union Jack?' ● Shows an understanding of simple paragraph order using connectives (e.g. Correctly reorders jumbled sentences). ● Identifies the perspective of a story (3rd person/1st person). ● Demonstrates understanding of simple similes 'as cold as ice,' 'as warm as toast.'	● DARTs activities. ● Paired reading and reading for understanding. ● Photocopy: provide a photocopy of text and highlight key words so that pupil can annotate. ● Pre-reading activities: ● Elicit prior knowledge. ● Pre-visit texts, text marking, answering comprehension questions ● During reading activities: ● Skim: pupils skim the text to get a general idea, without focusing on words they don't know. ● Scan: pupils scan the text to search for specific information. ● Note-taking: provide grid so that pupils look for specific information; ● Discuss complex language: e.g. idiomatic expressions, metaphor etc. use context to establish meaning: guide pupils to establishing the meaning of an unfamiliar word from the context or clues in the sentence/paragraph. ● Listen to others reading aloud or to taped stories/ebooks for correct intonation. ● After reading activities: ● Cloze: gap-fill summary of text (can be used to practise key vocabulary or structures). ● Sequencing: pupils sequence sentences into paragraphs and paragraphs into whole text types: guide pupils in identifying features of types of text critical approach. ● Provide opportunities to talk about the text after reading/ exposure to different genres and match features to genre. ● Create lists of criteria for different genre. Identify features(e.g. recounts, persuasive writing, diary).

Writing	- Uses plurals, articles, pronouns, prepositions with increasing accuracy. - Uses present simple and continuous tenses appropriately and accurately (third person –s- I dance, he is dancing). - Uses past simple regular verb forms (e.g. I played, he walked) and a wider range of irregular forms (e.g. they caught, you bought) with increasing consistency and accuracy. - Monitors own writing for spelling, omissions and grammar with support. - Generally uses basic punctuation correctly, e.g. capital letters, full stops, commas question marks and is demonstrating an awareness of a wider range of punctuation. - Uses a wider range of subject-specific vocabulary (age appropriate). - Understands and uses a wider range of conjunctions and pronouns to link ideas between clauses (but, because, so, if, then) (he, she, it, they). - Beginning to use adverbials of time, place and number to link ideas between paragraphs.	- Generate ideas through concept maps before writing. - Use of thesaurus, bilingual dictionary. - Provide EAL learner with writing models from their peers. Encourage re-drafting of written work for improved grammatical accuracy. - Correction: provide alternative vocabulary to extend range; provide alternative sentences which clarify meaning or extend ideas; encourage independent editing (indicate omission of word, grammatical mistake or spelling mistake and ask pupil to correct it, with support if necessary). - Provide writing frames containing language features of specific written genre (e.g. persuasive writing, recounts, description).

Step 6		
	what the pupil can do	**teaching strategies**
L i s t e n i n g & u n d e r s t a n d i n g	• Organises spoken information into diagrams, graphs, tables • Follows the gist and some detail of teacher talk on a new topic at normal speed with little visual/contextual support. • Listens for and identifies relevant information and new information from discussions, explanations and presentations. • Listens to and responds appropriately to other points of view. • Active listener in group tasks and asks for clarification if necessary.	• Provide additional listening and speaking opportunities across the curriculum. EAL learners need to rehearse language in context. • Information seeking activities/ barrier games. • Questions: use a variety of question types, including open questions; provide scaffolding as necessary (rephrase question, narrow the question down, break the question down into several 'smaller' questions); take answers from several pupils before giving feedback (this encourages pupils to 'have a go') • Elicit language for higher order thinking (explain, predict, hypothesise, evaluate). Provide language structures for these functions (e.g. I think; it might be; it could be ... because, I disagree). • Use careful questioning to ascertain whether key information has been obtained from key lessons.
S p e a k i n g	• Uses relative clauses, 'I saw the boy who sang in assembly.' • Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught). • Beginning to use other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) but with some inaccuracies. • Contributes to whole class discussions on familiar topics, e.g. giving group feedback, sharing opinions, respecting turn-taking rights of others etc. • Uses plurals, articles, pronouns and prepositions with increasing accuracy.	• Provide talk opportunities for explaining, predicting, describing. • Use and display speaking frames. • Pair with good peer role models. • Collaborative activities: use structured activities which require pupils to talk. • Explicitly teach and model set phrases for different purposes. • Correct mistakes in use of irregular past tense forms. • Encourage verbal participation during group or whole class discussions by ensuring that the learner has specific roles. • Model and demonstrate appropriate register for different situations with a particular focus on the difference between formal and informal styles for presentations. Make explicit that formal talk can form the basis for writing.

| Reading | Makes inferences and draws conclusions when reading. Discusses motivations and emotions of characters from reading a story or a poem. Identifies a simple argument in a text. Recognises complex cohesive markers used to link ideas within and across sentences (although, nevertheless). Able to scan texts to locate key information. Identifies words which relate to each other (bees, insects, swarms, colony). Understands shades of meaning expressed by synonyms (strolled, walked, marched). Identifies key features of different text types/genres (by highlighting) e.g. newspaper, website, poetry. Begins to follow the peer and self-assessment processes used in class. | DARTs activities. Paired reading and reading for understanding. Provide a photocopy of the text and highlight key words so that pupil can annotate. Pre-reading activities: Elicit prior knowledge. Pre-visit texts, text marking, answering comprehension questions. During reading activities: Skim: pupils skim the text to get a general idea, without focusing on words they don't know. Scan: pupils scan the text to search for specific information. Note-taking: provide grid so that pupils look for specific information; Discuss complex language: e.g. idiomatic expressions, metaphor etc. Use context to establish meaning: guide pupils to establishing the meaning of an unfamiliar word from the context or clues in the sentence/paragraph. Listen to others reading aloud or to taped stories/ e-books for correct intonation. After reading activities: Cloze: gap-fill summary of text (can be used to practise key vocabulary or structures). Sequencing: pupils sequence sentences into paragraphs and paragraphs into whole text types: guide pupils in identifying features of types of text critical approach. Provide opportunities to talk about the text after reading/exposure to different genres and match features to genre. Create lists of criteria for different genre. Identify features (e.g. recounts, persuasive writing, diary) |

Writing	- Writes competently and at length for different purposes using features of different text types, e.g. lists, labels, letters (age appropriate). - Writes stories/accounts/reports of at least 2 paragraphs independently. - Uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately. - Beginning to use a wider range of structures, subordination and an increasing range of cohesive devices. - Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught). - Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies. - Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age appropriate). - Independently monitors own writing for spelling, omissions and grammar.	- Generate ideas through concept maps before writing. - Use of thesaurus, bilingual dictionary. - Provide EAL learner with writing models from their peers. Encourage re-drafting of written work. - Correction: provide alternative vocabulary to extend range; provide alternative sentences which clarify meaning or extend ideas; encourage independent editing (indicate omission of word, grammatical mistake or spelling mistake and ask pupil to correct it, with support if necessary). - Provide writing frames containing language features of specific written genre (e.g. persuasive writing, recounts, description). - Use sentence writing frames to adapt model sentence structures to form new sentences e.g. if clauses: If I …I would…

Step 7		
	what the pupil can do	**teaching strategies**
Listening & understanding	- Shows understanding of the detail of curriculum topics, with reduced visual/ contextual support (e.g. Answers a variety of topic-based questions). - Shows understanding of idiomatic language 'raining cats and dogs,' 'pull your socks up' and phrasal verbs (e.g. come up with, give in). - Listens for and understands explanations, instructions and narratives in different subject areas in a range of contexts with no support. - Can follow reasoning, discussion and argument in English as long as speaker is clear. - Learner appears confident, independent and fully engaged during speaking and listening activities.	- Highlight and discuss use of figurative and idiomatic language. - Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text. - Ensure opportunities for EAL learner to learn or have explained any cultural references which may hinder them. - Use graphic organisers to support thinking processes. **Be aware that small cultural misunderstandings can cause big comprehension gaps so avoid assuming anything and ask questions to check comprehension**.
Speaking	- Willingly contributes to class discussions on unfamiliar topics without support or scaffolding. - Uses the passive tense 'the salt was added to the test tube.' - Uses tag questions in conversation, 'You're a Polish speaker, aren't you?', 'She went to the Dentist yesterday, didn't she?' - Communicates meaning, including more complex ideas and concepts with accuracy. - Beginning to use structures to express higher order thinking: expresses prediction, probability and hypothesis (might, may, could, would be). - Able to describe events including necessary details and convey opinions clearly. - Monitors response from listener(s) and modifies own response (change content/length).	- Demonstrate use of idiomatic language and phrasal verbs in context. - Use supportive questioning to check understanding and develop talking. - Ensure that an EAL learner is exposed to different contexts so that they can use language in a wider context. - Rehearse presentations to improve fluency and accuracy. - Ensure that there are speaking opportunities to rehearse the use of more complex language structures (i.e. the passive tense, prediction, probability, hypothesis).

| Reading | • Gives own opinion of a text and compares it to others' opinions.
• Identifies relevant information to support points made in a text (e.g. in English Point, Evidence, Explanation).
• Understands how to identify language features that achieve different purposes (e.g. inform, explain, describe, persuade, argue, advise).
• Identifies agent, action and consequence in sentences using the passive voice.
• Recognises the meaning of words expressing degrees of probability, possibility or obligation (ought, should have, may, might).
• Hypothesises using information from the text (about author, character, ideas, events).
• Distinguishes between fact and opinion.
• Demonstrates understanding of well-known idioms in context (pull your socks up).
• Demonstrates understanding of literary devices such as metaphors and similes in context.
• Identifies formal and informal styles of language in common texts.
• Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry. | • Provide learners with more time than native-speaking peers to process information, **particularly if there is highly culturally-specific content**.
• Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text.
• Encourage highlighting of text to look for specific information; improve scanning skills.
• Match points to quotations from texts to support a point of view.
• Listen to a range of texts (poetry, plays, fiction) read aloud for appropriate intonation and fluency. Group/pair with confident readers. |

Writing	
• Uses common euphemisms in independent writing (e.g. passed away, fell off the back of a lorry). • Uses a number of formulaic expressions which signal opinion (it is often argued that, despite this, according to). • Uses advanced connectives (in addition to, on the other hand, as a result). • Writes texts using a range of tenses and appropriate use of active and passive voice (e.g. Soang's family had moved to where they were told to go and worked as cooks for their new employers). • Demonstrates some inaccuracies e.g. Subject-verb agreement (If he stay too long), modals (She would have got any prize she wanted), possessives (I will explain briefly Victor character) and prepositions (Talk about how Arthur was hurt about his late wife). • Demonstrates some inaccuracies with articles, regular and irregular plurals and mass count nouns (e.g. She appeared to be very unhappy girl, We must protect the waters.) • Continues to demonstrate some irregularities in cohesion, syntax, and colocation or a reduced vocabulary but meaning is clear. • Presents information in a logical sequence, using paragraphs where appropriate. • Writes using appropriate language for purpose and audience.	• Provide learners with more time than native-speaking peers at the same phase of schooling to process ideas and language prior to and during writing activities. • Considerable exposure to a variety of written genre. • Check writing to ensure consistency of tenses. • Peer assess writing so that the learner is exposed to the writing styles of his/her peers. • Review writing tasks by redrafting work at the same time as using a thesaurus to find words to replace others overused in previous drafts. • Use Dictogloss as a means of introducing/familiarising learners how to use more advanced language structures in context. • Write as a group, planning content and expressions together to look in more detail at cohesive devices, vocabulary and formulaic/idiomatic expressions used for various written genres.

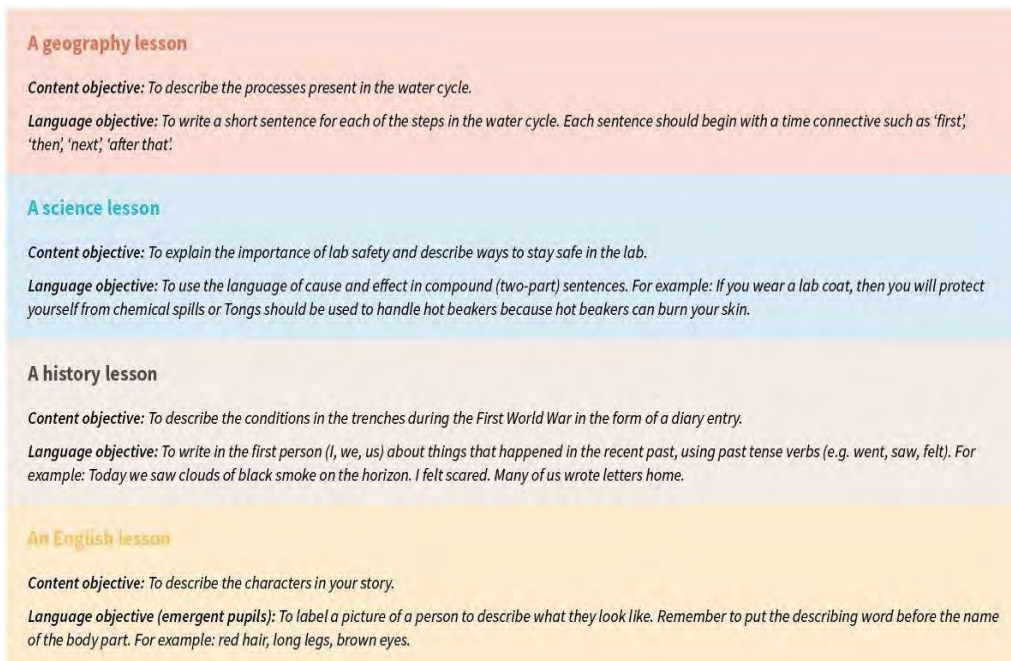| Step 8		
	what the pupil can do	**teaching strategies**
Listening & understanding	• Understanding is commensurate with that of a monolingual speaker of English of similar age and ability.	• Highlight and discuss use of figurative **and idiomatic language.** • Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text. • Ensure opportunities for EAL learner to learn or have explained any cultural references which may hinder them. • Model thinking aloud to show how conclusions/justifications are expressed in English.
Speaking	• Uses a variety of articles and prepositions accurately. • Speaks confidently, fluently and accurately on a variety of topics for multiple purposes and audiences. (e.g. explaining, informing, persuading, describing, arguing, advising etc). • Speaks in complex sentences using conjunctions, adverbs, adjectives and correct use of tenses throughout. • Speaks English with an accent but not so that it interferes with understanding	• Correct minor errors of language. • Make explicit different forms of spoken language for varied purposes. • Ensure that there are speaking opportunities to rehearse the language of debating, presenting, evaluating and summarising.
Reading	• Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability.	• **Discuss idioms** and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text. • **Discuss different cultural references**.

W r i t i n g	• Copes with the writing demands of all areas of the curriculum with some inaccuracies. • Uses complex conditionals (e.g. They would have gone if they had received the message on time). • Uses specialised language to define or describe abstract concepts 'The water cycle is the movement of water from the earth to the atmosphere.' • Includes cultural references shared by the reader • Mimics or parodies particular styles (a fairy story set in modern times). • Uses irony and humour for effect. • Makes complex comparisons in an argumentative text (is the largest, is similar to, not so useful as, rather than, instead of). • Uses cohesive devices, colocation and a varied vocabulary to express complexity and subtleties in writing. • Qualify opinions and statements by using expressions as well as modals (it is certain that, it is likely that, it is possible that, it is generally accepted that, some might say…)	• Can write without extra time at this level. • Continue to use good writing models; looking at how the text is organised, cohesive devices used, how the sentences work together • Write as a group, planning content and expressions together to look in more detail at subtleties of language used for various written genres.

IN-CLASSROOM SUPPORT FOR EAL PUPILS: THE 5 FUNDAMENTALS

1. **Determine content and language objectives for each lesson**
a. Set explicit language objectives to accompany your content objectives. They will vary depending on the level of proficiency of your EAL learners, the generic structure of the language used in your subject and the tasks you set. They should always outline the language needed to help them meet the lesson's content objective.
b. examples:

A geography lesson

Content objective: To describe the processes present in the water cycle.

Language objective: To write a short sentence for each of the steps in the water cycle. Each sentence should begin with a time connective such as 'first', 'then', 'next', 'after that'.

A science lesson

Content objective: To explain the importance of lab safety and describe ways to stay safe in the lab.

Language objective: To use the language of cause and effect in compound (two-part) sentences. For example: If you wear a lab coat, then you will protect yourself from chemical spills or Tongs should be used to handle hot beakers because hot beakers can burn your skin.

A history lesson

Content objective: To describe the conditions in the trenches during the First World War in the form of a diary entry.

Language objective: To write in the first person (I, we, us) about things that happened in the recent past, using past tense verbs (e.g. went, saw, felt). For example: Today we saw clouds of black smoke on the horizon. I felt scared. Many of us wrote letters home.

An English lesson

Content objective: To describe the characters in your story.

Language objective (emergent pupils): To label a picture of a person to describe what they look like. Remember to put the describing word before the name of the body part. For example: red hair, long legs, brown eyes.

2. **Connect content to EAL pupils' background knowledge**
a. Pupils who have different cultural experiences to you may have different background knowledge to you. They may conceptualise things differently to your expectations. They may also have similar background knowledge which is temporarily 'locked up' in another language. So they may have subject knowledge but not yet have the language skills to articulate it.
b. <u>Find ways to allow EAL pupils to activate their existing knowledge</u> as this helps them to make connections between concepts and language. For example, if they have already learnt the skill of telling the time in their home language, they do not need to re-learn the entire concept of telling the time, <u>they just need to learn the English labels used to demonstrate that skill</u>. They should be supported in making connections between English words and their equivalents in their home language.
c. Give EAL learners opportunities to demonstrate their existing knowledge to you. This allows you to give them appropriate, relevant and challenging learnings activities. For example, if you are planning to ask your pupils to write ghost stories set in an old spooky house, you would find it useful to know that a Thai pupil might conceptualise such a house as small and wooden, with a raised floor and with spirits living in the banana trees in the garden rather than a large, cold, gothic-windowed mansion next to a cemetery.
3. **Provide comprehensible input**
a. How to:
    i. Give learners time, through <u>slowing down the speed at which you talk</u>.
    ii. Offer visual cues, such as <u>miming, gesticulating and using real objects and pictures</u> to accompany what you are saying.
    iii. <u>Challenge pupils</u> by allowing them to hear language just above their level of proficiency so that they are always in a position to be learning. EAL pupils benefit from hearing language pitched just above what they can produce on their own.

b. Make your lessons as <u>visual</u> as you can:
   i. Introduce vocabulary and concepts with maps, graphs, photographs, videos, drawing and charts.
   ii. Use members of the class to demonstrate. Spend time looking at the figures in textbooks.

4. Use cooperative learning strategies

a. INVOLVEMENT IN COOPERATIVE TASKS

   i. <u>An important aspect of successful language acquisition is having authentic reasons to use it</u>. When EAL pupils have to work with other pupils, especially native English speakers, they stand a better chance of being motivated to use English and therefore to develop their command of it. <u>We learn language from other people</u>.

   ii. Ensure EAL pupils take an active role in group tasks and give them specific roles to play, for example:

1. Emergent EAL pupils can keep a list of vocabulary and tick each word every time they hear it used by group members.

2. Advanced EAL pupils can act as scribes or take the role of group spokesperson, after coaching from other group members if appropriate.

b. SOME <u>COOPERATIVE LEARNING STRATEGIES</u>

   i. It is helpful to establish one or two of these strategies as regular features of your teaching. This allows them to be deployed quickly and effectively when needed.

1. Numbered heads together

a. Pupils work in teams of four. Each team member is assigned a number from 1 to 4. The teacher asks the class a question which the teams discuss to formulate an answer. The teacher randomly selects a number (1 to 4). The pupils in each team who have been assigned that number must answer the question on behalf of their group. A point is awarded to the team if the selected pupil answers the question correctly. Because any pupil could be selected, each must be prepared to answer. Therefore the proficient English speakers should ensure that their less proficient team members are able to answer, including them and coaching them (if necessary). Hearing answers from each group, allows EAL pupils to hear language and vocabulary multiple times.

2. One stray

a. Teams discuss a problem or question set by the teacher and reach a consensus response. One member of each team 'strays' to another team to share their response with the other group. The non-straying members of the team then share their response with the stray. The strays continue around the groups until they have exchanged information with all the other teams. The strays then return to their original team to relay the responses gleaned from all of the other groups.

3. Travelling mind map

a. Children work in small groups/pairs. They write the given theme in the centre of a large piece of paper to form the kernel of a mind map. They are given a short amount of time to discuss the theme and begin to populate the mind map, but not enough time to get very far (perhaps 1 minute). They then pass their mind map to another group. The new group must read the previous group's entries. They then continue to discuss and populate it with more ideas. This is repeated until all the mind maps in the class have travelled back to their original owners. The groups then decide which additions to their mind map they feel are 'best'. This is a powerful strategy as it combines all four language skills: reading, writing, speaking and listening.

4. Read me/Tell me

a. This activity develops reading for meaning, plus listening and speaking skills. Pupils work in pairs. They each have a copy of a text. One pupil reads aloud a section of the text to their partner (Read Me) and then paraphrases the information they just read (Tell Me). Pupils switch roles after each paragraph. The chunks of text can be as long or as short as the pupil is comfortable with. Lower proficiency pupils may work at the level of a clause, while higher proficiency pupils may be comfortable with whole sentences or paragraphs. When reading aloud it can be difficult to retain the information, so pupils should be encouraged to pre-read each chunk in their heads before reading it aloud.

5. Monster cloze
a. This is similar to the game of hangman. Blanks representing words in a sentence or paragraph must be guessed. Pupils work in pairs. One pupil has the full text; the other has the blanks. The pupil with the blanks guesses what might slot into the blanks. Every time they get one right, the pupil with the full text indicates where to insert the word. This continues until all the blanks are completed. Pupils tend to start with the obvious subject-specific vocabulary. But, as words get filled in, pupils must draw on their knowledge of syntax, grammar and tier 2 vocabulary to complete the task. (Tier 2 words are high frequency words that occur across a variety of domains – see Step 6.)
6. Information gap
a. Give each member of a pair/small group a portion of the information needed to complete a task. They must communicate with each other to fill in the gaps in their knowledge. For example, if the task is to describe the stages in the lifecycle of a frog, give one pupil pictures of the tadpole and the frog, and give their partner pictures of the spawn and the tadpole with legs. Without showing their pictures to their partner, they must describe what is in their pictures in sufficient detail so that their partner can reproduce them. They then work together to sequence the pictures correctly.
7. Writing relay
a. This active and energetic strategy promotes all four language skills. The teacher displays sentences around the classroom or in the corridor. Together these sentences form a coherent passage of text. Pupils work in pairs. The first member of the pair runs to one of the sentences, reads it and then returns to their partner to dictate it (or paraphrase it as accurately as possible). The partner must write it down. If the first pupil cannot remember it all, they must return to the sentence and repeat the process until the sentence has been satisfactorily transcribed by the second pupil. They then swap roles until all the sentences have been transcribed. Finally, the two pupils work together to decide the order of the sentences. Pairs are awarded points based on how quickly and accurately they complete the task.

5. Modify vocabulary instruction for EAL learners.
a. TEACH VOCABULARY EXPLICITLY:
   i. Remember:
1. EAL pupils need to be taught vocabulary explicitly.
2. EAL pupils need to see and hear vocabulary many times to internalise it.
3. Choose only the vocabulary essential to meeting the lesson objective.
4. Every class should have a 'word wall'.
5. <u>Avoid idiomatic words</u>.
b. MODIFYING VOCABULARY FOR A LESSON
   i. Don't overwhelm EAL pupils with long lists of unfamiliar words presented out of context. Choose those that are absolutely necessary to achieve the content objective of the lesson.
   ii. Add the new vocabulary to a word wall so that they serve as a visual reminder and can be referred to on an ongoing basis.
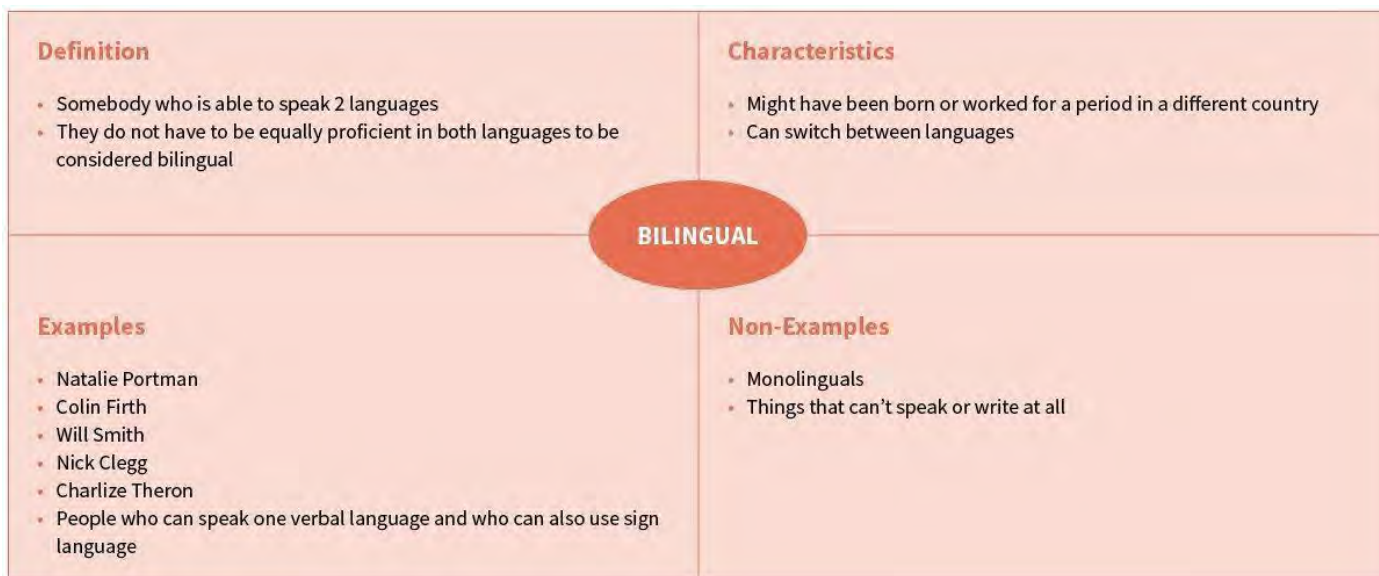   **iii.** Beware also of idiomatic terms which we often take for granted as being self-explanatory.
c. STRATEGIES FOR TEACHING OR CONSOLIDATING VOCABULARY KNOWLEDGE
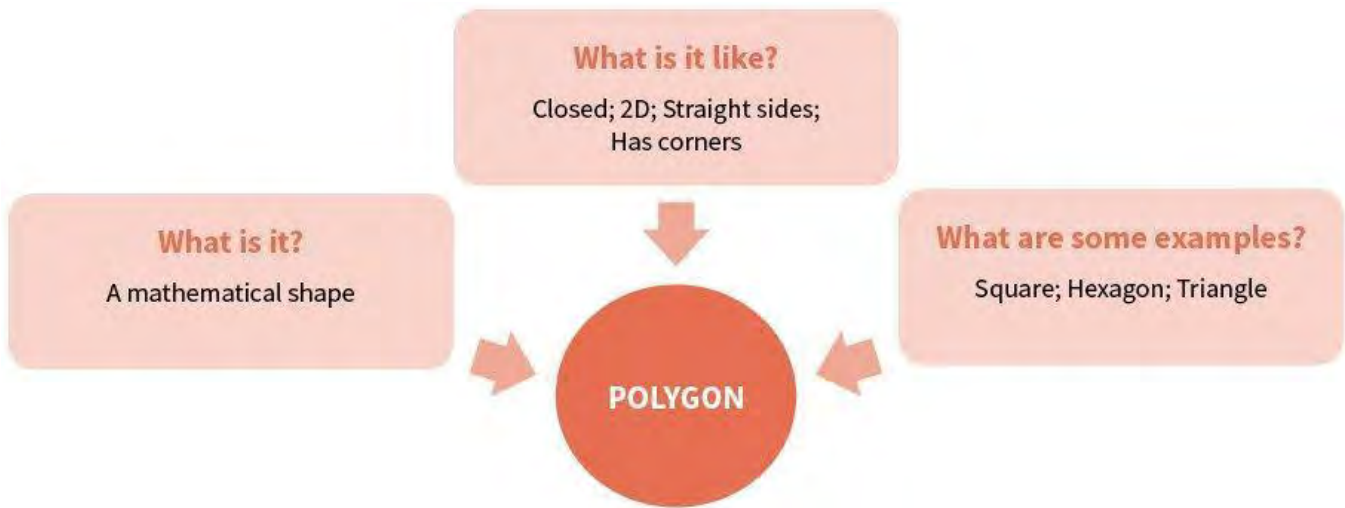   **i. The Frayer Model**

This is a vocabulary development tool that allows pupils to create a visual reference for new terms. It draws on prior knowledge to make connections and personal associations and it encourages critical thinking about words. The word to be learnt or consolidated should be written in the centre. Pupils should write their own definition of the word (based on teacher or peer input if necessary) in the first quadrant, a bulleted list of the word's characteristics along with pictures (if they choose) in the second quadrant, examples of the word in the third quadrant, and examples of things which are not the word in the final quadrant.

Look at the example below, which uses the word 'bilingual' to show how the Frayer Model works.

Definition

- Somebody who is able to speak 2 languages
- They do not have to be equally proficient in both languages to be considered bilingual

Characteristics

- Might have been born or worked for a period in a different country
- Can switch between languages

BILINGUAL

Examples

- Natalie Portman
- Colin Firth
- Will Smith
- Nick Clegg
- Charlize Theron
- People who can speak one verbal language and who can also use sign language

Non-Examples

- Monolinguals
- Things that can't speak or write at all

ii.   **Four-square**

This is a simplified version of the Frayer Model. Give each child a sheet of paper which they fold into quarters. In the first quadrant they write the new vocabulary term as the teacher explains it. In the second quadrant they write something from personal experience that fits the term. In the third quadrant they write a non-example of the term. In the final quadrant they write their own definition of the term.

iii.   **Concept definition mapping**

The teacher chooses a word which is key to the concept being studied in the class. This is presented in the centre of the box in the concept map. Children work in pairs to complete the other sections of the concept map based on their shared experience of the term. They then work together to create a definition of the word based on the information in the concept map. EAL pupils can be helped in this by completing it in their home language, or after having explored the concept in some depth with a teaching assistant.

What is it like?

Closed; 2D; Straight sides;
Has corners

What is it?

A mathematical shape

What are some examples?

Square; Hexagon; Triangle

POLYGON

iv. **Semantic gradient scale**
This tool is used to place new words in context with already known words. The pupil sets a selection of words along a gradient (perhaps from biggest to smallest), inserting new words with the help of the teacher. For example, a pupil might grade words connected to heat that they are already familiar with as follows:
1. cold —> warm —> hot
2. Then, with the help of the teacher, support staff or another pupil, they insert the new words 'tepid', 'blistering' and 'glacial' into the scale.

More information and activities/strategies for building vocabulary here:
https://ealresources.bell-foundation.org.uk/teachers/great-ideas-introducing-new-vocabulary

RESOURCES AND ACTIVITIES FOR EAL PUPILS:

Specific teaching resources:
These resources have been tried and tested in mainstream lessons. They are free to download. They are classified by age groups and subjects, and can also be found introducing a keyword.

https://ealresources.bell-foundation.org.uk/teachers/eal-nexus-resources

Barrier games:
They are a specific form of information gap activity. Learner A has information that Learner B needs, and vice versa.

Barrier games can encourage learners to develop speaking and listening skills within the context of a curriculum topic and are a great way of providing an opportunity for purposeful communication with learners who can provide good models of English.

They support learners with the development of strategies for communication: rewording, requesting clarification, questioning, giving and following simple clear instructions (explaining), clarifying or describing.

Barrier games are an excellent way of reinforcing newly-acquired language and giving the learner an opportunity to practise subject-specific target language in a real context. They are motivating and provide a sense of achievement.

Examples and more information about barrier games:
https://ealresources.bell-foundation.org.uk/teachers/great-ideas-barrier-games

Collaborative activities:
Collaborative activities can be used for any age-range and in any subject. EAL learners at any stage of language development can take part, particularly if those who are new to English (Steps 1 and 2) are grouped with supportive peers.

Examples:

- Pair or group discussions
- Completing shared tasks in a pair or group, e.g. matching, sorting, ranking
- Activities or games with a competitive element, e.g. bingo
- Drama and role play
- Information exchange activities, including barrier games and jigsaw activities

Examples and more information about collaborative activities:
https://ealresources.bell-foundation.org.uk/teachers/great-ideas-collaborative-activities

DART's (Directed Activities Related to Text):
These are especially useful for EAL pupils in steps 3-6.

1. Using modified texts:
   - Gap-filling - missing words, phrases or sentences
   - Sequencing – words, sentences or short paragraphs
   - Grouping segments of text according to categories
   - Completing a table, grid, flow chart, etc.
   - Labelling a diagram
   - Predicting – writing the next step or an end to the text
2. Using unmodified texts:
   - Underlining or highlighting particular sections of text (descriptive language, nouns, connectives, topic sentences, etc.)

- Breaking the text into chunks and devise a heading for each chunk
- Using the information in the text to draw a table, diagram, flow chart, etc.
- Devising questions about the texts for another learner to answer

Examples and more information about DARTs: https://ealresources.bell-foundation.org.uk/teachers/great-ideas-darts

Dictogloss:

This is a type of supported dictation suitable for all stages of proficiency of the EAL pupil. It integrates the four domains of language learning (speaking, listening, reading/viewing and writing).

This is the process:

3. The teacher reads a short text on a familiar topic at normal speed
4. The learners listen and take notes
5. The teacher repeats the reading
6. The learners form pairs and share their notes
7. The teacher reads the text a final time at normal speed
8. The learner pairs form fours to produce a final written version of text. The aim is to get as close to the original as possible.

Examples and more information about Dictogloss:
https://ealresources.bell-foundation.org.uk/information/great-idea-dictogloss

Jigsaw activities:

They are a specific type of information gap activity that work best when used with the whole class. The class is first divided into groups of 4 to 6 learners who are then given some information on a particular aspect of the topic which they then become the experts in.

The class is then re-organised into different groups ('jigsaw' groups) of 4 to 6 learners so that each learner in the new group is from a different 'expert' group and they share their information with the new group so they can complete a task together.

Examples and more information about Jigsaw activities:
https://ealresources.bell-foundation.org.uk/teachers/great-ideas-jigsaw-activities

Substitution tables:

These tables provide model sentences with a range of choices for learners to select from, using a set pattern. It is a very useful scaffolding resource which extends the speaking or writing skills of EAL learners and can be used as a reinforcement of newly-acquired language.

Substitution tables can be used:

- to scaffold talk
- to scaffold writing
- to support development of a particular grammatical feature

Examples and more information about substitution tables:
https://ealresources.bell-foundation.org.uk/teachers/great-ideas-substitution-tables

More ideas:

Information on more activities and strategies (e.g.: use of bilingual dictionaries, drama and role play, flashcards, graphic organisers, information exchange, language drills, modelling, reading for meaning, scaffolding, using ICT, visuals, etc.) here: https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages

Date	Position	Name of Reviewer	Signed	Date of next review
June 2023	Director of Inclusion	Sarah Fern	*SIfern*	June 2024