

The English as an Additional Language Toolkit

English as an Additional Language (EAL):

In defining if a pupil's first language is not English the school census guidance states a pupil can be considered as having EAL:

'...where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community...' (page 60)

Learners that are acquiring English as an additional language (EAL) share many common characteristics with pupils whose first language is English. It could be argued that many of their learning needs are similar to those of other children and young people learning in our education settings. However, these pupils also have distinct and different needs from our other pupils as they are learning in and through an additional language, whilst also learning that language. In addition, they may come from cultural backgrounds and communities with different understandings and expectations of education, language and learning.

When considering the support required for our EAL learners it is important that we consider EAL pupils who appear to be proficient English speakers and are able to communicate fluently on an everyday, social level, using a basic vocabulary. This apparent fluency can mask the lack of progress in language acquisition which leads to poor achievement in curriculum learning.

The Toolkit:

To support our EAL learners this toolkit provides information on:

- Identifying the differences between EAL and special educational needs;
- Supporting newly arrived pupils;
- Supporting the wider family;
- SEN and/or EAL?
- Assessment of EAL learners;
- Supporting the development of vocabulary across the curriculum;
- Supporting the development of speaking and listening across the curriculum;
- Supporting the development of reading across the curriculum;
- Supporting the development of writing across the curriculum;
- Supporting social, emotional and mental health;
- Audit and Action Planning Tool;
- Resources.

Each section offers strategies, information, web-links and resources. The strategies are organised according to the learner's proficiency in English. Teachers should try one thing at a time and measure impact.

Learning English:

Cummins (1984, 1996) suggests that bilingual pupils, who are new to English, acquire everyday communication fluency (referred to as 'basic interpersonal communicative skills' - BICS), within two years of arrival. However, it can take on average between five and seven years to develop the language of the classroom ('cognitive/academic language proficiency' CALP) to the same level as their native English-speaking peers.



Further research from Thomas and Collier (1997) suggested that five to seven years could be an underestimation for some bilingual pupils. A key variable is the length of formal education received in the learner's first language.

Important Principles:

- Avoid assuming that the pupil has fully developed fluency in both/all languages.
- Effective teaching of EAL learners is based upon the need to support and develop the pupil's competence in their mother tongue alongside the learning of English.
- Knowledge developed in the first language can easily be transferred to the second or third languages (Cummins 1981).

Five key principles of high quality EAL teaching and learning:

- Activating prior knowledge in the learner.
- Providing a rich context.
- Encouraging learners to communicate in speech and writing.
- Pointing out key features of English explicitly.
- Developing learners' independence.

References:

Cummins, J. (1984) *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Clevedon: Multilingual Matters.

Cummins, J. (1996) *Knowledge, Power, and Identity in Teaching English as a Second Language*. In Genesee, F. (Ed.) *Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community*. Cambridge University Press.

Thomas, W.P. and Collier, V.P. (1997) *School Effectiveness for Language Minority Students*. NCBE Resource Collection Series. Washington DC: National Clearinghouse for Bilingual Education, The George Washington University.



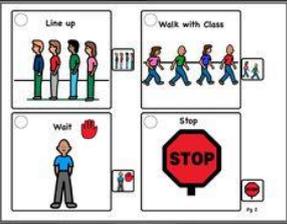
Supporting Newly Arrived Pupils with Limited English.

Principles:

- Bilingual children add to the richness of a school’s ethos and curriculum and can broaden the experiences of the whole school community.
- Pupils need to feel safe and secure in order to learn successfully. A warm, welcoming environment where their background is valued is essential.
- Bilingualism is an asset and improves cognitive development.
- Children initially acquire language through listening. Some newly arrived pupils may not talk for several months; this is known as the 'silent period'.
- Pupils new to English learn best alongside their peers in the mainstream classroom.
- Children are more likely to feel valued when cultural and linguistic diversity is promoted within classwork, resources and display as part of an inclusive ethos.

Before the pupil arrives:	
<ul style="list-style-type: none"> • Gather as much information as you can such as: language spoken by parents/carers/child, features of the education system already accessed, how the child may have arrived in the country. For more specific information on languages and their scripts, you may wish to visit Omniglot - an online encyclopaedia of writing systems and languages: https://www.omniglot.com/ • Try to identify any potential needs of the family so that wider support can be offered/signposted as appropriate. • Prepare visual supports to aid survival language. • Where possible, gather dual language resources. • As a class, learn how to say ‘hello’ in the new arrival’s language. The following link may be helpful: https://www.newburyparkschool.net/lotm/index.html. • Arrange ‘buddies’, placing pupils with peers of the same linguistic and cultural background if possible. • Accept and prepare other pupils that the pupil may experience a ‘silent’ period and do not force the pupil to participate if they are unwilling. 	
Bear in mind:	
<ul style="list-style-type: none"> • Some pupils may have come from a country that is experiencing challenging circumstances so will have witnessed and lived with many difficulties associated with war, political and power issues, famine and food shortage, economic troubles etc. • Some pupils may have experienced a difficult journey to arrive in this country. • Some pupils may not yet have stable living arrangements. • Difficulties in their home country may be widely reported on the news and via social media. 	
Developing survival language:	
<ul style="list-style-type: none"> • Offer visuals to support the pupil to ‘show and tell’: <ul style="list-style-type: none"> ➢ Key communication words. ➢ Express basic needs and emotions. 	



	
<ul style="list-style-type: none"> • Model and encourage gesture and signing to support. • Ensure that staff and peers use consistent gestures and signs. 	
<ul style="list-style-type: none"> • Develop consistent classroom routines for the pupil to follow – provide additional visual supports. 	
<ul style="list-style-type: none"> • Offer access to Google translate for more urgent situations. This works well at a one word/short phrase level. 	

The possible 'silent' period:

- Allow the pupil to remain 'silent' – do not pressure to speak. It is quite normal for a pupil to remain silent for up to a year. This is not a passive stage as, during this time, the pupil will be watching, actively listening and tuning in, and developing new meanings. Previous experiences will be related to new contexts. Keep talking to the pupil, picking up on non-verbal responses.
- Accept and value non-verbal responses.
- Offer informal, peer led opportunities to communicate.
- Provide lots of pressure free activities where there is no expectation to speak.

Settling in:

- Provide a map of the school layout making clear where water fountains/drink stations, toilets, the classroom and places to get food are clearly marked with obvious symbols.
- Provide the newly arrived pupil with a buddy. Give the buddy an opportunity to think about the needs of the pupil. Review progress and give advice to the buddy.
- Identify the pupil's locker, coat peg, seating place and tray/storage space with their photograph.
- The pupil may get tired very quickly as considerable concentration is needed to learn the new language. Build in respite times.
- Monitor behaviour closely. Potential frustration at not understanding can lead to unsettled or withdrawn behaviour. The pupil may become distressed by not being able to take part.
- Allow opportunities for the pupil to act as an expert or have a position of responsibility – this will help to develop their sense of belonging.
- Provide photo stories of common classroom and school routines for the pupil to follow.



Tips for Communicating:

- Be aware of your own language. A pupil's facial expression and actions are likely to show you that you have been understood.
- When giving instructions for a group or for class tasks, use the pupil's name to make them aware that they need to listen and watch.
- Use gestures, mime and body language and match the tone of your voice to the words. These can help to illustrate the message you are trying to convey. Pointing to objects and picture dictionaries may also help. Use simple drawings to illustrate meaning. EAL learners are very aware of visual clues to meaning. They watch to understand when at an early stage.
- Be aware of cultural differences in non-verbal communication. For example, some children lower their gaze as a mark of respect for a teacher and would be very confused if told, 'Look at me when I am talking to you.'
- Be aware of proximity. Many learners prefer to sit next to an adult rather than opposite the adult and vice versa. However, wherever you/they sit, ensure that they can see your gestures and visual props you are using.
- Speak in whole sentences and repeat what you say. Rephrase only when you feel that the learner has not understood. Not being understood the first time may not mean that all the words are unknown to the EAL learner, but that the combination of words is unfamiliar.
- Allow short pauses, EAL learners need to process language and may miss the next few words completely while they try to make sense of what they have just heard. You may well need to repeat and stress certain words in your repetition.
- Speak in natural English, retaining its normal rhythm and structure.
- Make clear the keywords in a sentence. Learners need to hear the words which carry information, e.g. 'At break everybody should go outside' NOT 'you are supposed to be outside now.'
- Avoid pronouns, e.g. 'Put the book in your bag, NOT 'put it away'. Avoid the passive form. For example: 'You must wear your tie' NOT 'Ties must be worn.'
- Restrict your vocabulary. Try and find the simplest most commonly used word. Be aware though that learners will need to classify certain nouns at a fairly early stage across the curriculum. For example: a sparrow is a bird. A lion is an animal. 2 is an even number. 3 is an odd number.
- Avoid colloquialisms and prepositional verbs where possible. Sometimes English which seems simple has no meaning if taken literally or translated directly into another language, e.g. 'Find the word in your dictionary' NOT 'Look it up.'
- Avoid long sentences. English allows for a range of tenses and strings of verbs in one sentence especially through the use of dependent clauses. Break this up into sequenced sentences and make the context clear, e.g. 'Yesterday I gave you a letter for your mother and father. Did you give the letter to your mother and father? Your father and mother must sign it.' A quick mime might help here!) Then, 'You must give the letter to me' NOT 'Don't forget to bring the slip back after your parents have signed it.'
- Check and confirm the learner understands by verbal questioning. Be aware that asking a pupil if they have understood is not the best way to check their understanding. Ask them to explain in their own words.
- Use 'or' questions frequently to prompt a pupil's response. This approach will provide them with vocabulary and simple structures to use in their response.



Welcoming Ideas

- Develop a display from the learner's home country showing visuals and facts that could include: famous people, a map, longest river, tallest mountain, capital city, traditional food and clothing, famous landmarks, traditional tales, key words and phrases. The learner could help select images. Encourage discussion about the display.
- Set up a buddy system.
- If the pupil likes the food from their home country share some in class.
- Make explicit any other children that share the same home language. This could be achieved by having them wear a small pin badge of the flag of the country where the language originates from.
- Learn some keywords and phrases in the learner's home language such as how to say 'hello'. The following link may be helpful:
<https://www.newburyparkschool.net/lotm/index.html>.
- Encourage the rest of the class to answer the class attendance register in the learner's home language.



Supporting the Family

Where possible try to have the following information available to support the family. This can be shared via:

- A paper based pack given out upon the initial visit to school.
- A display in the school reception.
- On the school's website.

Best practice is to have the information presented at different levels of accessibility. Some families will require pictures and a simplified 'easy read' version to support access. Other families will be fine with the information that you usually give out. You could share:

- Running times for the school day.
- Dropping off and picking up procedures.
- Key staff and how/when to contact them.
- Arrangements for snack times, drinks and lunch and what is permissible for the pupil to bring in.
- Uniform.
- Equipment that the child will require.
- Prices (for example: lunch, after-school provision, snack, uniform).



For example:

Our School Uniform:



For families that are new to the community it could also be useful to provide information about the local area such as:

- Then location of and how to join the nearest public library.
- The address of the nearest doctor surgery and dentist.
- The address of the council offices.
- Housing information.
- Local bank details.
- Community groups such as local stay and play sessions.
- Local relevant religious buildings and cultural groups.
- Information about public transport.

This could all be prepared in advance so that it is always ready to give out as needed



Possible Barriers and Solutions

- The family may be unfamiliar with the coins and notes we use so a visual prompt that shows the cost of a school dinner, trip etc showing the coins/notes required may be helpful. For example:



- The family may not have internet access at home so support may be required to use online payment systems or gain information usually found on your website. You could offer supported use of a school computer.
- As the family may not be literate in English. You could set up a 'red' letter system for important information that the family must have access to. For identified families, letters could be copied onto red paper to act as a signal that they should come into the school office to receive some support to access the information.
- Be aware of cultural differences. For example: in some cultures, it is usual to eat with your hands but in your school a knife and fork is insisted upon. Some families may need to have some cultural differences and school expectations made explicit to them. Time to adjust to this may be required.
- Some families can be very isolated. Try to identify families that are from the same country, share a heritage and/or may speak the same home language and set up a buddy/outreach system. This can be particularly helpful to support with translation and wider access to school events.
- Different cultures may have differing expectations regarding/approaches to dealing with behaviour. It is important to work together to develop a shared understanding of the school's behaviour policy.
- If the child has arrived from another country, where possible, try to gain an understanding of the education system that the child has previously experienced as this may impact upon their access to the approaches used and their transition. The family may need some support to understand how the approach at your school works in practice. It might be helpful to reflect upon:
 - Would the child have entered 'formal' education at the age they are at?
 - Are they used to sitting on the carpet as part of a larger group or sat at a group/individual desk?
 - Are they used to having homework?
 - How long was their school day?
 - What sort of teaching approaches and methods of recording were deployed?
- Be mindful of topics covered on the news. Some families may find stories distressing based upon their journey to this country and where they originate from.



- Accessing written information can be challenging for some families. Ensure that school publications for parents are written in simple, plain and jargon free English with helpful illustrations.
- Attending meetings can be daunting for some families – such as parents’ evening. Try to offer a more private space, allow additional time so that the meeting isn’t rushed, limit background distractions and, where appropriate, provide additional context cues via well-chosen visual supports.

SEN and/or EAL?

The Special Educational Needs and Disability Code of Practice: 0-25 Years 2015 states that:



'Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.' 6.24

The progress and achievement of pupils learning EAL could be affected by the following factors. It is important to reflect upon the following:

- **The learners current level of language proficiency and extent to which the pupil has access to the curriculum.**

Limited or no progress may be occurring because the learner's academic English is not at an adequate level to access and meet the demands of the curriculum. It is necessary to consider how long the pupil has been learning English, whether they are in the early or more advanced stages of learning English, and whether their rate of progress for the development of EAL is within the expected timescale for the group to which they belong.

- **The extent to which the learning environment is supportive.**

The whole school environment inevitably impacts upon attitudes and behaviour and, in turn, may make a positive contribution learning or, to varying degrees, may hinder their learning. Therefore, when considering possible reasons why an EAL learner might be making little or no progress, it is important to ensure that the pupil's needs are being met in a supportive learning environment with appropriate quality first teaching strategies.

- **If the learner has special educational needs.**

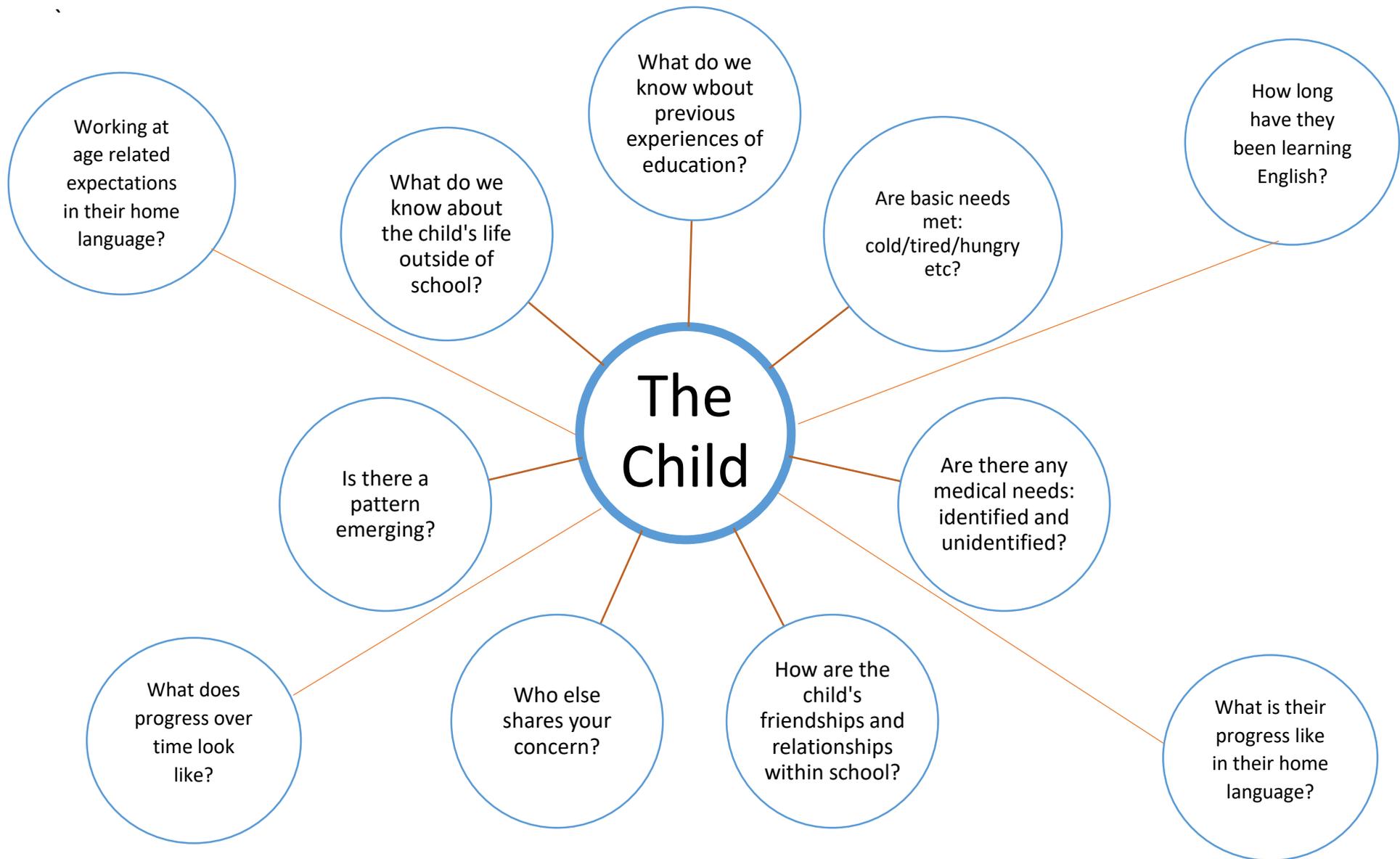
The pupil may be making little or no progress because he/she may be experiencing a learning difficulty. It is important that the pupil is carefully observed and their progress is monitored to be very clear about whether their lack of or slow progress is because of their developing English skills which impede classroom access or a potential underlying special educational need. Therefore, a baseline assessment to gain a clear picture of the learner's unique starting point as well as developing a thorough understanding of their personal circumstances and experiences is essential. This will form a helpful basis to judge progress from. A clear picture of the disparity between their learning capacity in their home language and in English should be established.

- **Length of time in the country and previous exposure to formal education.**

The learner's previous experiences should also be carefully considered in terms of how much access and experience they have had of English and the type of education settings they have previously experienced.

The following tools can be used to aid reflection:





The Inclusive Classroom Audit Tool

This audit tool is designed to identify strengths in practice that support an inclusive classroom and issues that may be acting as a barrier to learning. It can be used in a number of ways to support whole-school development and pupil progress and achievement:

- The whole audit does not need to be completed in one go - individual sections can be focussed upon.
- The audit can be used by staff to reflect upon their own practice.
- It could be used in the context of exploring what may be 'missing' for an individual pupil.

The Classroom Environment	Evidence	R	A	G	Next Steps
<p><u>Seating Arrangements:</u></p> <p>Are pupils seated so that they can clearly see the teacher resources and interactive whiteboard during focus activities?</p> <p>Chairs and other equipment are the correct height for the pupils.</p> <p>Do the pupils have enough space?</p> <p>Left handed pupils and right handed pupils are not sat with their dominant arms together.</p> <p>The pupil is not isolated – they are able to access incidental learning opportunities and</p>					



engage in paired/group activities easily.					
<p><u>Distractions:</u></p> <p>Is background noise kept to a minimum during teacher talk?</p> <p>Are light sources in front of adults, not behind?</p> <p>Is equipment out of the way when pupils need to listen?</p> <p>Is the room tidy and uncluttered (especially under and around the board)?</p> <p>More formal work zone with quality visuals that emphasise the essential information (not cluttered).</p> <p>A low arousal space is available.</p>					
<p><u>Display:</u></p> <p>Are displays uncluttered?</p> <p>Is key information clearly signposted (consider colour coding, use of headings, evidence of picture cues, Makaton)?</p>					



<p>Are printed words supported by visual images?</p> <p>Key language displayed alongside visual- vocabulary, questions to ask, sentence stems, thought bubbles.</p> <p>Voice recording devices in use to support displays?</p>					
<p><u>Classroom Organisation:</u></p> <p>Are resources clearly labelled and accessible (consider use of words, pictures, object of reference and colour coding)?</p> <p>Clear 'zones/areas' using signs and photos.</p> <p>Is a quiet, low arousal space available?</p> <p>Positive Prompts are displayed (good waiting, good looking, good sitting, good talking, good sharing, good thinking, good listening) and referred to.</p> <p>Have you got noise/volume charts displayed?</p>					
<p><u>The timetable:</u></p>					



<p>Is there an up to date visual timeline appropriate to age/ability that is easy to access?</p> <ul style="list-style-type: none"> - Objects of reference - Makaton sign - Photographs or pictures <p>Is the timetable referred to during the working day?</p>					
<p><u>Instructions:</u></p> <p>Are 'stock phrases' (such as: I want everyone to listen.) modelled and explained?</p> <p>Is the teacher using visuals to support key instructions?</p> <p>Are instructions given in 'chunks' appropriate to age/ability?</p> <p>Are they personalised where appropriate?</p> <p>Are instructions supported with visual cues (consider gesture, modelling, objects of reference, pictures, and photographs)?</p>					



<p>Is language kept to a minimum?</p> <p>Are instructions sequenced in the order to be followed and are they linked to a visual?</p> <p>Is thinking/take up time given?</p> <p>Are instructions repeated in the same format?</p> <p>Are there opportunities for pupils to ask for clarification?</p>					
<p><u>Language Rich Environment:</u></p> <p>Has the essential language for the focussed session been displayed?</p> <p>Do free choice activities have language packs with key words, phrases, sentence stems and questions?</p> <p>Are staff aware of the language focus for task?</p> <p>Are children's responses supported with sentence stems and modelling of expected responses?</p>					



<p>What visuals are used to support language?</p> <p>Has pre-teaching of vocabulary taken place?</p>					
<p><u>Behaviour Expectations:</u></p> <p>Are behaviour expectations supported with visual cues (consider signing, gesture, pictures, and photographs)?</p> <p>Are expectations phrased positively ('walk' not 'don't run')?</p> <p>Are positive role models highlighted?</p> <p>Is it clear what rewards and sanctions are available and are these presented in a visual way suitable for the age group?</p> <p>Are individual monitoring systems available for those that need them?</p>					
<p><u>Asking Questions:</u></p> <p>Is thinking time given before pupils are expected to respond?</p>					



<p>Are visual prompts used to support pupils in knowing what sort of response goes with the question word used?</p> <p>Are opportunities for paired discussion before feedback is shared- how well is partner talk modelled and reviewed?</p> <p>Are strategies other than hands up deployed-are the staff following school policy?</p>					
<p>General Teacher Talk:</p> <p>Is the length of talk appropriate (age, ability, processing ability)?</p> <p>Do adults use language that can be misinterpreted such as idioms or seems over complex?</p> <p>Does the teacher model appropriate grammar and use of vocabulary?</p> <p>Do pupils have support to remain focussed (consider use of fiddles, brain gym, brain breaks, short well focused teaching sessions)?</p>					



<p>Are clear warnings given for what is coming up and when an activity is finishing?</p> <p>How is crucial information signposted?</p> <p>How well are transitions between activities supported?</p> <p>How does the teacher support 'choosing time'?</p> <p>Is irrelevant information left out?</p>					
<p><u>Independent Working:</u></p> <p>Are resources and prompts appropriate to the lesson available?</p> <p>Are the children offered a range of concrete materials?</p> <p>How well does the teacher explain and model how to use the apparatus?</p> <p>Do pupils know how to use the resources provided?</p> <p>Are models available for pupils to check their work against?</p>					



<p>Do pupils know what 'finished' looks like?</p> <p>Is a visual 'task slicing' approach used to support working procedures to complete tasks?</p> <p>Are success criteria agreed with pupils?</p> <p>Is there an agreed method for pupils to seek support- do the children know who they can go to for help?</p> <p>Is the noise level appropriate- does the teacher refer back to positive prompt to support this further?</p> <p>Can pupils work in pairs/groups?</p> <p>Do hand-outs/written information on the board reflect dyslexia friendly principles?</p> <p>Were enough opportunities given to develop rehearse for mastery- discussion following completion of task?</p>					
<p><u>Differentiation:</u></p>					



<p>How are different needs catered for?</p> <p>Are lesson materials adapted to reflect ability?</p> <p>How well is language adapted to support inclusion?</p> <p>Can we see difference in materials based on differing fine and gross motor skills?</p> <p>Are lesson objectives graded to reflect ability?</p> <p>Is the output the same for all children?</p>					
<p><u>Other Adults in the Environment:</u></p> <p>Are adults actively engaged in supporting pupils throughout the lesson?</p> <p>What is the ratio of children to staff? Do staff optimise numbers?</p> <p>How well to all staff ensure a supportive and nurturing classroom environment?</p>					



<p>So all staff have a clear role for the session?</p> <p>Are adults used to target specific pupils/groups?</p> <p>Has the lesson plan been shared in advance of the lesson commencing?</p> <p>How well is staff knowledge of the learning outcomes reflected in their practice?</p> <p>Are all staff confident on how progress will be assessed in the lesson?</p>					
<p>Plenary:</p> <p>Is there an opportunity for pupils to develop strategies to support them in remembering their new learning?</p> <p>Are the main teaching points summarised with key information signposted?</p> <p>Are pupils given opportunities to self-evaluate?</p>					
<p>Relationships</p>					



<p>Is positive and specific praise consistently used by all?</p> <p>Are staff warm and welcoming?</p> <p>Do children respect each other?</p> <p>Is a positive atmosphere created?</p> <p>Do children feel confident in seeking support from staff and each other?</p> <p>Is there a buddy system in place?</p>					
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Gathering Evidence of Need and Impact of Strategies

Issue	Initiative	Impact	What do we know now What do we need to find out?
<p>Example: Pupil X is unable to concentrate for more than ten minutes at a time in literacy. He appears to find processing the task and the language at the same time difficult.</p>	<ul style="list-style-type: none"> • <i>Trialled a workstation approach to short tasks and gave a variety of short, more practical tasks.</i> • <i>Pre-teaching of technical language.</i> 	<p><i>The pupil loved the workstation with the in built motivators but found changing task really difficult when verbal instructions were given. The pupil was more effective when visual cues were given to support spoken language. Pre-teaching meant that the pupil could access the content more effectively.</i></p>	<p><i>The workstation idea works well as the pupil will attend for longer when a motivating reward is offered. Visual supports work well for this pupil. We now need to explore the number of information carrying words that the pupil can effectively manage and work on common instruction phrases.</i></p>



Assessment of EAL Learners

The assessment of learners with EAL should follow the same principles of effective assessment of all pupils. It should:

- Recognise what pupils can do and reward achievement
- Be based on different kinds of evidence
- Be a valid reflection of what has been taught or covered in class
- Be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results
- Be manageable in terms of the time needed to complete the task and in providing results which can be interpreted to inform teaching and learning and reported or passed on to other teachers

We should also:

- Be clear about the purpose of the assessment, distinguishing summative, formative and diagnostic aims
- Be sensitive to the pupil's first or main other language(s) and heritage/culture
- Take account of how long the pupil has been learning English
- Assess in ways that are appropriate for the child's developmental age
- Focus on language whilst being aware of the influence of behaviour, attitude and cultural expectations
- Recognise that pupils may be at different levels of attainment in speaking, listening, reading and writing.

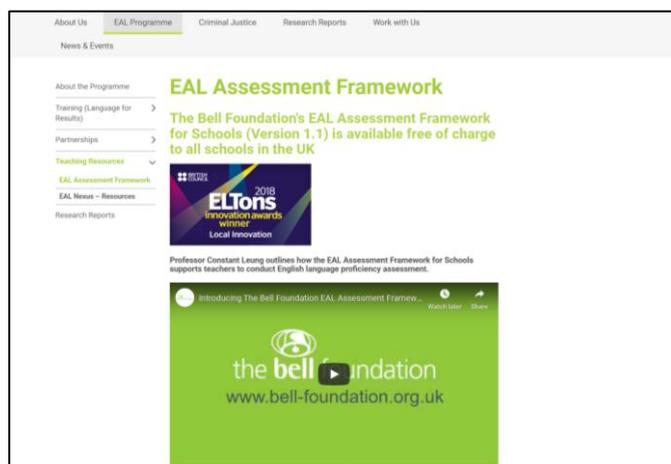
It is also important that we consider the use of standardised assessments very carefully. Many of such assessments have been standardised using samples of pupils who speak English as their first language.



Resources:

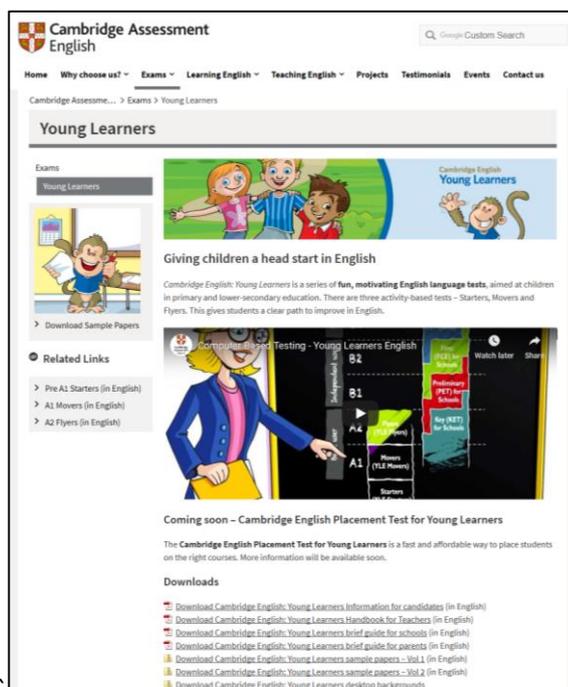
The Bell Foundation have produced an EAL Assessment Framework which can be downloaded and is free of charge to all schools in the United Kingdom. It is available from:

<https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>



Cambridge English: Young Learners is a series of fun, motivating English language tests, aimed at children in primary and lower-secondary education. There are three activity-based tests – Starters, Movers and Flyers. This gives students a clear path to improve in English. Further information is available from:

<https://www.cambridgeenglish.org/in/exams-and-tests/young-learners-english/>



Wellcomm can be used to inform teaching and learning programmes:

<https://www.gl-assessment.co.uk/wellcomm>

The banner features a blue background with a traffic light icon and the WellComm logo at the top. The main title is "WellComm Early Years and WellComm Primary (NEW)" with the subtitle "The complete speech and language toolkit". Below this are three columns of text:

- Screen in 20 minutes**
"The immediacy of results is one of the biggest advantages of WellComm. Those who need extra help can receive it straight away in their normal classroom or nursery."
Angela Hurd, Independent Speech and Language Therapist
- Act immediately with The Big Book of Ideas**
"We love the fact WellComm doesn't stop at the assessment. The activities in The Big Book of Ideas mean we're able to start making an impact with school-based interventions - such as attention and listening games - straight away."
Beccie Hawes, Head of Service, North Star Inclusion Advisory Team
- Identifies problems early, raising attainment**
"Children's early language is fundamental to learning, literacy, social and emotional development. Yet in some areas more than 50% of children start school with language difficulties. That's why we welcome practical tools, such as WellComm, which give nurseries and schools a tool to make children's language a high priority."
Mary Matthews, Director of Inclusion

The British Picture Vocabulary Scale can be used to assess receptive language but is standardised using samples of pupils with English as their first language:

<https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/>

The banner features a blue background with icons of books and the BPVS3 logo at the top. The main title is "British Picture Vocabulary Scale" with the subtitle "Vocabulary assessment for standard English". Below this are three columns of text:

- Identify**
Identify any delays in a child's vocabulary development
- No reading**
Assess language development in non-readers and pupils with language impairments
- Progress**
Ideal benchmarking and progress-checking assessment



Supporting the Development of Speaking and Listening Across the Curriculum

Best Practice Principles:

Planning should identify:

- The style of language most appropriate for the purpose and targeted vocabulary for the ability of the EAL learners;
- Opportunities to use bilingual strategies including how learners will be grouped in order to facilitate this, and roles of any bilingual adults who share the children's first language or languages;
- The provision of appropriate scaffolds to support speaking and listening skills (see resources);
- The use of talk partners and groupings to ensure that learners have opportunities to work with peers who are more proficient speakers both of their first language and of English to maximise implicit learning chances.

Consideration should be given to:

- Providing starting points which are culturally familiar or ensuring that EAL learners have the opportunity to activate prior knowledge and experience relevant to the topic;
- Utilising pre-teaching opportunities to provide context;
- The provision of opportunities for children to reflect on their choice of language in different situations;
- Providing opportunities for bilingual learners to compare and contrast their languages;
- Providing opportunities for learners to reflect on their additional language development as well as the development of their speaking and listening achievement;
- Ensuring that contexts for speaking and listening are inclusive and promote a sense of belonging for all learners.

Assessment for learning should explore and reflect upon:

- The effectiveness of learner's talk, including adaptation to purpose, context and audience;
- Clarity in communicating, including the use of reasons and evidence, a clear sequence of ideas and use standard English;
- Contributions that show positive and flexible work in groups;
- Evidence for use of first language;
- Progress between the two or more languages used by the learner. Judgements should recognise achievements in the first language without compromising the expectation that learners need to achieve in English as well.



- Oral language samples of the use of English across the curriculum as well as in social contexts. These provide a rich source of evidence for analysing the linguistic development of the learner and can be used as part of the language development target-setting process as well as for informing planning, teaching and reporting on progress.
- Assessment should not be influenced by accent, dialect, confidence or opinions expressed.

Pronunciation:

- Miscommunication can be as a result of pronunciation errors. Bear in mind that consonant and vowel sounds do not always match exactly across languages. Therefore, where no exact equivalent exists, learners can sometimes substitute sounds. Consonant clusters which do not occur in the first language can be difficult to hear and reproduce.
- Take care when modelling intonation. Laying the stress in the wrong place can sometimes lead to misunderstandings or to sounding unintentionally abrupt. Questions may sound like statements; questions intended to be polite may sound like accusations.

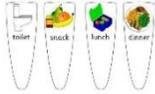


For all information highlighted in **yellow** a web link is provided at the end.

Supporting the Development of Speaking and Listening Skills Across the Curriculum: Strategies				
	New to English	Acquiring English	Developing Competence in English	Fluent English Speakers
Organising the Learning Environment	<ul style="list-style-type: none"> When choosing a seating position ensure that the learner can see your face and body language clearly. Ensure that the learner's seating position means that can hear you clearly. Position the learner so that they are last to 'have a go' in turn taking games and paired work. This provides valuable opportunities to observe and listen first. Sit with good peer models for speaking and listening. This will provide incidental learning opportunities. If your class demographic allows. Seat and pair learners who have the same first language. 	<ul style="list-style-type: none"> If your class demographic allows seat and pair with learners who have the same first language to support understanding. Sit the pupil with good peer models for speaking and listening. This will provide incidental learning opportunities. Begin to give specific roles in group activities. Begin to add further key words and simple phrases to visuals to support attempts to make basic needs known. Each new addition should be explicitly taught. This resource should be kept in a place that is easy to access. 	<ul style="list-style-type: none"> Sit the learner with pupils who provide positive speaking and listening role models. In discussion tasks, provide opportunities for the learner to be grouped with a range of peers. This should include learners with the same home language where possible and those who do not have EAL. Add dual language labels, phrases and sentences to key resources and classroom displays. Point to these during teacher talk as appropriate. Encourage the learner to help you to make the labels and share them with their peers. 	<ul style="list-style-type: none"> Group the learner with peers that provide good speaking and listening role models. Direct the learner to take a lead role in group activities. Encourage the learner to make dual language labels, phrases and sentences for key resources and classroom displays. Encourage the learner to teach the meaning to their peers.



- Provide easy to access 'at hand' visuals to support attempts to make basic needs known.



Pupil Bar



- Ensure classroom displays have simplified areas focusing upon key subject specific vocabulary. Explicitly point out each word as you use it.



- Add dual language labels to key resources and classroom displays. Point to

- Add dual language phrases and labels to key resources and classroom displays. Point to these during teacher talk as appropriate.



	these during teacher talk as appropriate.			
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Quality First Teaching Strategies

- Ensure that all adults speak slowly and clearly whilst facing the learner.
- Provide opportunities to build on previous experience including their first language.
- Use natural gesture to support communication – ensure that the gestures used are consistent choices.
- Use the learner’s first name so that they know that you require their attention and secure eye contact before beginning speaking.
- When giving instructions use simplified language with supportive visual cues. Point at the visual cue as the key term is said. The same visual should be consistently

- Avoid unnecessary challenges such as idioms.
- Provide sentence starters for pupils to use to build a response. For example:
‘I learnt that ...’ ‘One thing I discovered was ...’, ‘I found out that ...’
- Allow additional processing time before expecting a response.
- Provide choice boards for the learner to point to when responding. Model how to say the word in a simple sentence in English as they point.



- Provide more complex sentence frames for pupils to use to build their response. Model first:
‘One similarity between ____ and ____ is that ...’, ‘A key distinction between _____ and _____ is that ...’
- Provide visuals to support more complex or challenging language such as idioms. These can be taught by exploring pictures:



- Agree a discrete signal for the learner to show when they have not understood.

- Provide talk frames in the style of a writing frame.
- Explicitly draw the learner’s attention to more complex language structures and idioms. Ask them to infer what they might mean.
- Encourage the learner to create a personalised dictionary of academic terms or higher level subject specific vocabulary.
- Develop opportunities for pupils to answer questions with more complex language structures.
- Although the learner may appear fluent do not assume that they have always understood.

used by all.

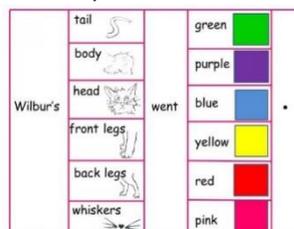


- Provide choice boards for the learner to point to when responding. Model how to say the word in English as they point.



- Have a mini-whiteboard available for the you and the learner to make quick drawings to support communication.
- Ask specific yes/no questions.
- When the learner offers a single word label add a

- Provide pictures to sequence to support responses.
- Offer substitution tables as a scaffold to develop simple sentence responses.



- Provide visual cues for key question words as they are used – refer to them as you use them.

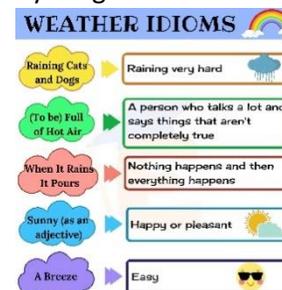


- Correct errors by remodelling correctly: 'She wented home.' Is remodelled as 'She went home.'

- Provide a dual language dictionary and ask the learner to look up words that they have found challenging to understand following an explanation.
- Introduce listening checklists. Learners could tick off key words/phrases/information as they hear them.
- Ensure that cultural references that the learner may not recognise/understand are explained.
- Lesson leaders should check the learner's understanding of higher order concepts, sentence structures and vocabulary choices.
- Record key phrases and instructions on a voice recording device for the

- Agree a discrete signal for the learner to show when they have not understood.

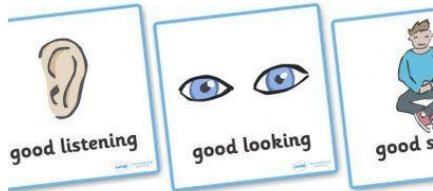
- Discuss idioms in context as they are used and create collections of which can be grouped by usage:



- Provide a listening frame to support pupils in identifying what information to listen out for and make notes on. This strategy can be extended by summarising the subsequent talk/clip and asking the learner to prepare a suitable

word and repeat: 'Dog.' becomes 'Big dog.' Use gesture to support.

- Refer to positive pragmatic prompts with explicit teaching.



- Record simplified key phrases and instructions on a voice recording device for the learners to replay as many times as required.
- Provide step-by-step visual task timelines for common classroom routines and instructions. Point at each stage of the task as you give an instruction.
- To focus listening set explicit tasks for identified keywords. For example: make a tally chart of the number of times a particular word is used or provide a bingo chart for learners to cross off particular words as they are used. Supportive visuals could be added.

learners to replay as many times as required.

- Explicitly teach the meaning of 'stock' classroom phrases/instructions and model the expected pupil response.
- Provide a listening frame to support pupils in identifying what information to listen out for and make notes on.
- Set explicit tasks for identified keywords and phrases. For example: make a tally chart of the number of times a particular word/phrase is used or provide a bingo chart for learners to cross off particular words/phrases as they are used. Supportive visuals could be added.

listening frame for another pupil.

- Before discussions elicit the knowledge that the learner already has in place. This will help them to contextualise language. Activities could include completing KWL grids (with more complex sentence stems). More complex activities such as looking at pictures and asking: 'How might this connect to...' could also be explored.

KWL Chart

Topic		
K	W	L
What I Think I Know	What I Want to Know	What I Learned

- Encourage the learner to compare and contrast



		<ul style="list-style-type: none"> • Offer drama activities that focus upon the use of gesture to support the meaning of the words/phrases that the pupil already knows. Listening and understanding is enhanced for all children when oral language is accompanied by appropriate gestures, facial expressions, reactions of other participants and so on. • Activate prior knowledge for speaking and listening activities by populating the 'K' section of a KWL grid with known vocabulary and familiar cultural references: 	<ul style="list-style-type: none"> • Have additional handouts of texts pre-prepared with the keywords already highlighted for the pupil to focus upon as you read the passage aloud. <div data-bbox="1332 462 1512 782" data-label="Text"> <p>4 How Courts Are Administered</p> <p>Through the justice system, courts and their function independently of government. They are not subject to the same system of laws and are not subject to the same system of laws as the rest of the country.</p> <p>Federal Judges</p> <p>Federal judges are the most visible part of the justice system. They are appointed by the president and confirmed by the Senate. They are not subject to the same system of laws as the rest of the country.</p> <p>STATE COURTS</p> <p>The Constitution gives the states the power to create their own courts. These courts are subject to the same system of laws as the rest of the country.</p> <p>JUDICIAL REVIEW</p> <p>The President has the power to appoint and remove federal judges. He also has the power to grant pardons and reprieves. He can also grant a full pardon to anyone who has been convicted of a crime.</p> <p>LEGISLATION</p> <p>The President has the power to sign or veto laws passed by Congress. He can also grant a full pardon to anyone who has been convicted of a crime.</p> <p>EXECUTIVE</p> <p>The President has the power to appoint and remove federal judges. He also has the power to grant pardons and reprieves. He can also grant a full pardon to anyone who has been convicted of a crime.</p> <p>LEGISLATION</p> <p>The President has the power to sign or veto laws passed by Congress. He can also grant a full pardon to anyone who has been convicted of a crime.</p> <p>EXECUTIVE</p> <p>The President has the power to appoint and remove federal judges. He also has the power to grant pardons and reprieves. He can also grant a full pardon to anyone who has been convicted of a crime.</p> </div> <ul style="list-style-type: none"> • Before discussions elicit the knowledge that the learner already has in place. This will help them to contextualise language. Activities could include completing KWL grids (with modelled sentence stems) such as: 	<p>using their home language and English. This could be facilitated by providing grids and frames, asking them to identify any patterns, similarities and differences and asking them to compare and contrast the responses.</p> <ul style="list-style-type: none"> • Explore analogies. For example: a car could be like a cat as they both have a body. This will assist the learner in connecting information and exploring how language can be used offering an alternative to logical reasoning that aids the understanding and application of concepts in different contexts. • Explicitly draw attention to the relationships between words. Supportive visuals
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		<p>KWL Chart</p> <table border="1"> <tr> <td colspan="3">Topic:</td> </tr> <tr> <td>K</td> <td>W</td> <td>L</td> </tr> <tr> <td>What I Think I Know</td> <td>What I Want to Know</td> <td>What I Learned</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> Help pupils to create links with language to aid understanding. For example if you were introducing King Henry VIII show lots of images of kings and leaders at the same time to help the learner make a link and develop their conceptual understanding. 	Topic:			K	W	L	What I Think I Know	What I Want to Know	What I Learned				<p>KWL Chart</p> <table border="1"> <tr> <td colspan="3">Topic:</td> </tr> <tr> <td>K</td> <td>W</td> <td>L</td> </tr> <tr> <td>What I Think I Know</td> <td>What I Want to Know</td> <td>What I Learned</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> Offer collaborative group activities. During the process of trying to explain something to others, learners often notice that they do not have the language to say exactly what they need to say. Support can then be sought. Encourage other pupils to explain to EAL learners. Pupil-to-Pupil explanations are often understood easier than the explanations of adults because the language used by a slightly more expert peer is closer than the 	Topic:			K	W	L	What I Think I Know	What I Want to Know	What I Learned				<p>should be collated by the learner to refer back to. Examples include: homophones (look at the relationship of similarity and difference), root words, prefixes and suffixes:</p> <p>Homophones:</p>  <p>Root words:</p>  <p>Prefixes and suffixes:</p>  <ul style="list-style-type: none"> Offer collaborative group activities in which
Topic:																												
K	W	L																										
What I Think I Know	What I Want to Know	What I Learned																										
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What I Think I Know	What I Want to Know	What I Learned																										



			<p>teacher's language to the language of the learner.</p>	<p>the learner takes the lead. In collaborative situations, learners often use higher-order language skills when explaining ideas to others, ideas which could be formulated in the first language and then reformulated in English. This facilitates understanding and powerfully supports the development of cognitive and academic language proficiency.</p> <ul style="list-style-type: none"> • Develop metacognition skills: encourage the learner to explain why they have chosen particular vocabulary, language styles and sentence constructions. This will promote conscious speaking and listening choices. • Learners have a prepared text with words deleted. The
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				teacher reads the complete text and learners listen in order to insert the missing words.
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Further activity ideas and information is available from:

<https://ealresources.bell-foundation.org.uk/search?s=speaking%20and%20listening>

<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>

<https://wsh.wokingham.gov.uk/learning-and-teaching/mea/eal/eal-training/effective-speaking-and-listening-strategies-for-bilingual-learners/>

Bilingual 'quick tips' sheets in nineteen different languages to encourage speaking and listening:

<https://literacytrust.org.uk/early-years/bilingual-quick-tips/>



Resources



Sample Planning Tool – Focusing on Vocabulary and Language Structure.

Activities	Supports	Language Functions	Language Structures	Vocabulary
<p>Identify, visualise and describe 2D shapes.</p>	<p>Shape vocabulary mat. Picture of each shape with its name next to it.</p> <p>Talking tins added to shapes on display. Pupil can press and listen to each shape's name.</p>	<p>Classifying Describing</p> <p>Questioning</p> <p>Identifying Expressing likelihood</p>	<p>It has got... It has not got...</p> <p>How many...? Does it have...?</p> <p>It is a... It could be... It might be... It must be... It has to be...</p> <p>because so</p>	<p><u>Nouns</u>: shape names, face, edge, vertex/vertices.</p> <p><u>Adjectives</u>: curved, straight, circular, irregular, obtuse, acute, angular, equilateral, isosceles, regular, irregular.</p>

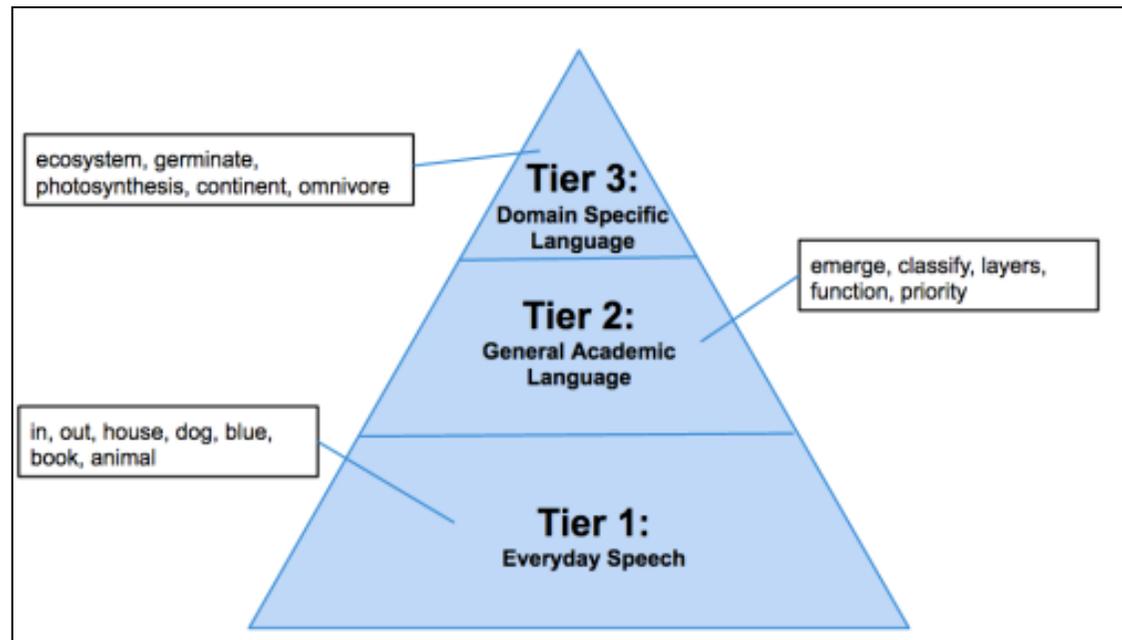


Supporting the Development of Vocabulary Across the Curriculum

Best Practice Principles:

Planning should identify:

- The topic-specific vocabulary you wish to develop – these should be progressive and chosen to build upon the learner’s unique starting point;



- Opportunities to use bilingual strategies including how children will be grouped in order to facilitate this, and roles of any bilingual adults who share children’s first language or languages;
- The provision of appropriate scaffolds and visual supports to aid vocabulary access and development;



Consideration should be given to:

- Providing starting points which are culturally familiar or ensuring that EAL learners have the opportunity to activate prior knowledge and experience relevant to the topic;
- Utilising pre-teaching opportunities as a vehicle for developing personalised supports that can be used back in the classroom;
- The provision of opportunities for learners to use newly developed vocabulary in a range of situations to aid generalisation;
- Providing opportunities for bilingual learners to compare and contrast their languages;
- Providing opportunities for learners to reflect on their additional language development as well as the development of their speaking and listening achievement.

Assessment for learning should explore and reflect upon:

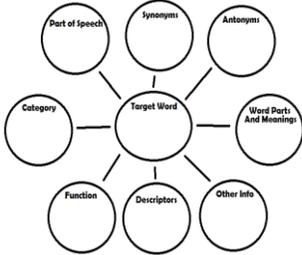
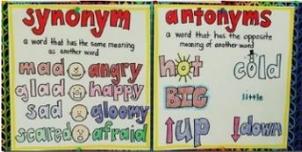
- The effectiveness of their vocabulary application, including adaptation to purpose, context and audience;
- Contributions that show positive and flexible work in groups;
- Evidence for use of first language;
- Progress between the two or more languages used by the learner. Judgements should recognise achievements in the first language without compromising the expectation that learners need to achieve in English as well.
- Oral language samples of the use of English across the curriculum as well as in social contexts. These provide a rich source of evidence for analysing the vocabulary development of the learner and can be used as part of the vocabulary development target-setting process as well as for informing planning, teaching and reporting on progress.
- Assessment should not be influenced by accent, dialect, confidence or opinions expressed.

Pronunciation:

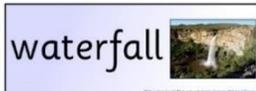
- Miscommunication can be as a result of pronunciation errors. Bear in mind that consonant and vowel sounds do not always match exactly across languages. Therefore, where no exact equivalent exists, learners can sometimes substitute sounds. Consonant clusters which do not occur in the first language can be difficult to hear and reproduce.
- Take care when modelling intonation. Laying the stress in the wrong place can sometimes lead to misunderstandings or to sounding unintentionally abrupt. Questions may sound like statements; questions intended to be polite may sound like accusations.



For all information highlighted in **yellow** a web link is provided at the end.

Supporting the Development of Vocabulary Across the Curriculum				
	New to English	Acquiring	Developing Competence	Fluent
Environmental and Quality First Teaching Strategies	<ul style="list-style-type: none"> Make sure that all resources are labelled with images and words so that the learner can be as independent as possible in choosing and collecting resources.  <ul style="list-style-type: none"> Have a visually simple area on each subject display that focuses upon the key subject specific vocabulary. This should be supported with visual images. 	<ul style="list-style-type: none"> Identify target subject specific vocabulary that are non-negotiable for the learner and provide table-top prompts for them to access:  <ul style="list-style-type: none"> Use word webs to support the learning, storage and retrieval of key vocabulary (see resources).  <ul style="list-style-type: none"> Offer pre-teaching activities to secure subject specific vocabulary and make it 'feel' familiar. 	<ul style="list-style-type: none"> Identify the vocabulary and key sentence starters required for the topic or genre and pre-teach. Play vocabulary games such as: Snap: (using flashcards with a word and picture on) before a player can win the pile of cards they have to say a sentence containing the word, the word's opposite (using the sentence 'The opposite of _____ is _____') or a synonym ('Another word for _____ is _____'). I went to the market and I bought _____: the memory game where a phrase is repeated can be used with a range of different structures, e.g. I am a scientist and I can use (a Bunsen burner / a Newtonmeter / a 	<ul style="list-style-type: none"> Develop a personalised dictionary containing visual images, the word in a sentence, antonyms and synonyms. Offer activities in which the learner builds their vocabulary knowledge such as: exploring word origins, adding prefixes/suffixes, identifying antonyms and synonyms. Provide high quality visual supports to refer back to.  <p>Explicitly draw attention to the relationships between words. Supportive visuals should be collated by the learner to refer back to. Examples include: homophones (look at the relationship of similarity</p>





- Support instructions with visual cues to aid understanding.



- Use natural gesture to support teacher talk.

- Teach the learner how to use a bilingual dictionary.
- Provide visual cues for key question words – refer to them as you use them.

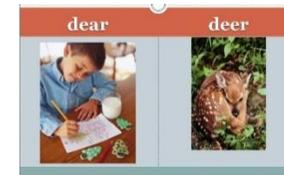


- Create vocabulary links with to aid understanding. For example: if you were introducing King Henry VIII show lots of images of kings and leaders at the same time to help the learner make a link and develop their conceptual understanding.
- Play eye-spy in the environment or hunt for words and pictures in a text.
- Play simple matching games using the same word with a picture,

thermometer / a test tube).

- Support the learner to create a personalised vocabulary bank/dictionary containing visual supports.
- Think of a clear context when the word is used and either describe it to the learner or give them example sentences to clarify and embed meaning further.
- Ask students to classify a group of words into different categories and make cards for each category with supporting visuals. For example, a list of transport words categorised into air/sea/land.
- The adult displays the written word and a supporting visual and the learner adds to it all of words that come to mind

and difference), root words, prefixes and suffixes:
Homophones:



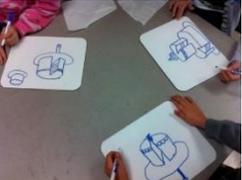
Root words:



Prefixes and suffixes:



- Encourage the learner to create personalised 'memory hooks' to support the recall of vocabulary (see 'Never Heard the Word' resource).

	<p>Ensure that gestures are consistent.</p> <ul style="list-style-type: none"> Repeat daily social language in context. Use a mini-white board to quickly illustrate words that have a concrete meaning: 	<p>synonyms and antonyms. Learners could create their own versions for others to play. For example:</p> 	<p>when they see that word. This supports the activation of prior learning. The words can then be categorised.</p> <ul style="list-style-type: none"> If familiar, use a Harry Potter theme to have students sort words into categories. They can pull them out of a hat. If you give them the categories, it's called a 'closed sort.' If they come up with their own categories, it's called 'open sort.' Give students words in pairs and have them evaluate if the words are the same, opposite, go together, or are unrelated. Use Word Wheels to explore words (see resources). 	<ul style="list-style-type: none"> Have learners show their understanding of vocabulary by saying the word when it applies, or remaining silent when it doesn't. For example: "Say radiant if any of these things would make someone look radiant." <ul style="list-style-type: none"> -Winning a million dollars. -Earning a gold medal. -Walking to the post office. -Cleaning your room. -Having a picture you painted hung in the school library. Use Visuwords to explore vocabulary in depth. Use the 'Frayer Model' graphic organiser to explore words and their application (see resources).
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Further activity ideas and information available from:

<https://www.teachingenglish.org.uk/article/vocabulary-activities>



<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-language-drills>

<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-introducing-new-vocabulary>

<https://flashacademy.com/best-eal-vocabulary-activities/>

Visuwords

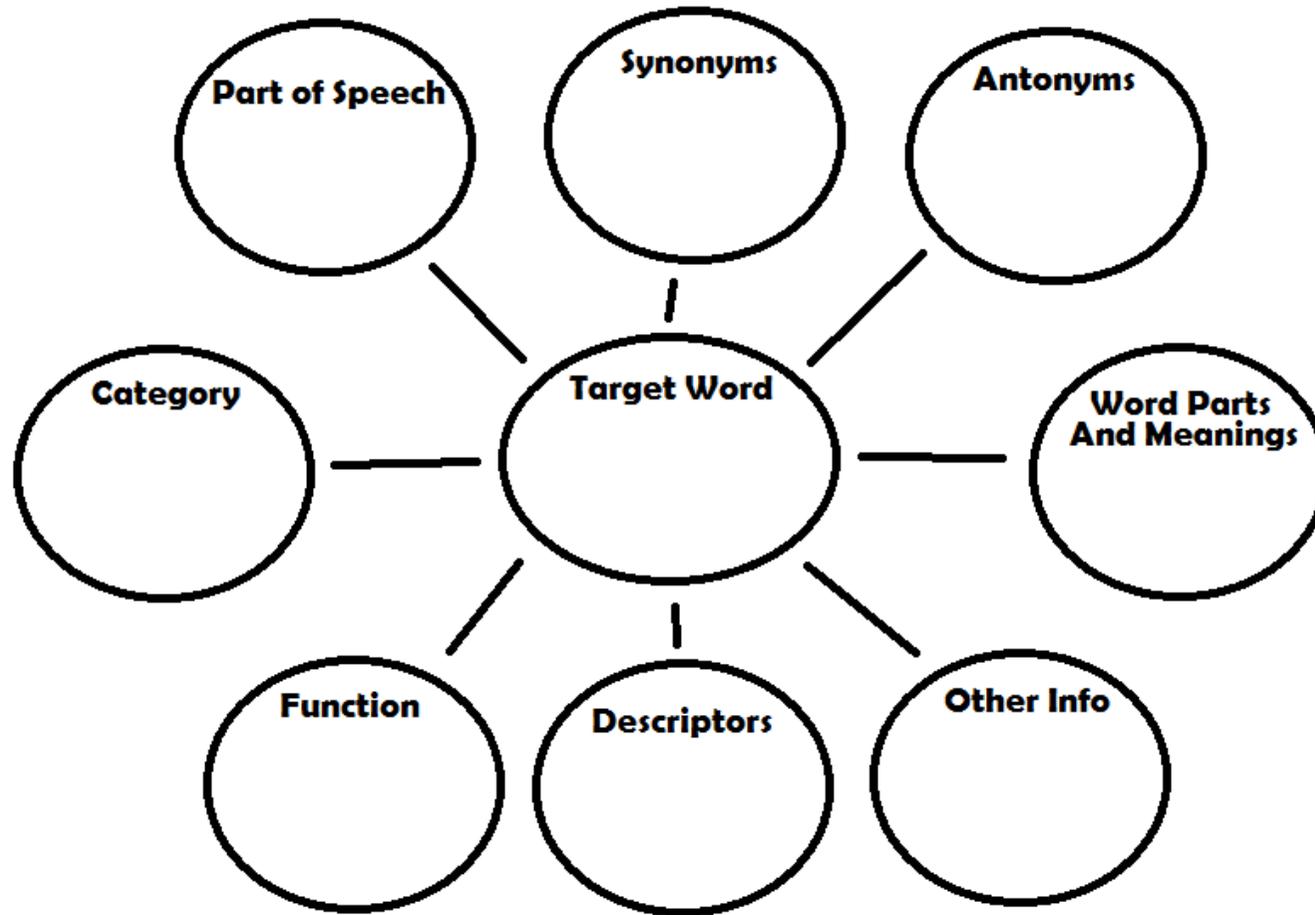
<https://visuwords.com>



Resources



Word Web



Never Heard the Word?

Key Word	Heard it Before? When and Where?	Dictionary Definition	My Definition	In a Sentence	Picture Cue
<p><i>For example:</i> condensation</p>	<p>Yes – when it was a wet day.</p>	<p>Condensation is the change of water from its gaseous form (water vapour) into liquid water.</p>	<p>When water changes from a gas into a liquid.</p>	<p>He wrote his name in the condensation on the window.</p>	



Word Wheels

Copy the following onto card, cut out and make into a simple spinner. The learner responds appropriately using a given word where the spinner lands.

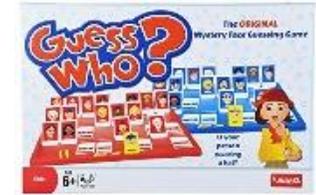


Games and Ideas to Encourage and Enrich Language Skills

The following list offers a starting point. The level of difficulty will need to be adjusted according to the learner's unique starting point.

I Spy – can be played generally looking around the setting or developed to focus upon particular letter sounds, objects or categories.

Guess Who – Rehearse asking questions. Teach facial features, colours, clothing, question formats.



20 Questions - A guessing game in which you have to guess an object or person in less than 20 questions.

<https://www.wikihow.com/Play-20-Questions>

Pelmanism: Pairs Matching Game – Place a series of cards face down on a table. The pupil turns the cards over to find a pair. This could be played using picture cards that fit a topic or category.

Busy Pictures – Look at a range of busy pictures label what you can see and focus upon 'wh' questions: Who can you see? What are they doing? What is happening? Where is the ...? What can you see? Which one is the biggest/smallest?

Guess What – Give a description for the child to guess from. For example: 'What has sharp teeth, is orange and black and lives in the jungle?'

Yes or No? – Issue a statement for the child to say yes or no to. For example: 'Dogs have two legs.'

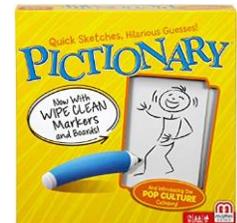
Category Sorts – Sort real life objects and pictures into given categories. Throw in some that don't belong and discuss why.

Category Labels – Give a child the category label and encourage them to place the correct objects/labels.

Simon Says – Give simple instructions to follow targeting specific vocabulary. The instruction can only be followed if 'Simon Says'.

Feely Bags – Place objects in a bag for the child to feel and describe. Specific topic/category vocabulary could be targeted.

Pictionary – Learners draw a picture of an object for others to guess.



Memory Buzz - Pupil 1 says- In the classroom, I see a clock. Pupil 2 says: In the classroom, I see a clock and a map. Pupil 3 says - In the classroom I see a clock, a map and a chair etc. Touch each object as you say it.



Vocabulary Bingo - Learners work in teams and the winning team has to make sentences that include all the words. Synonyms could be explored through this.

Word of the week - Learners commit to using the targeted word or phrase as often as possible during the week and report back the following week.

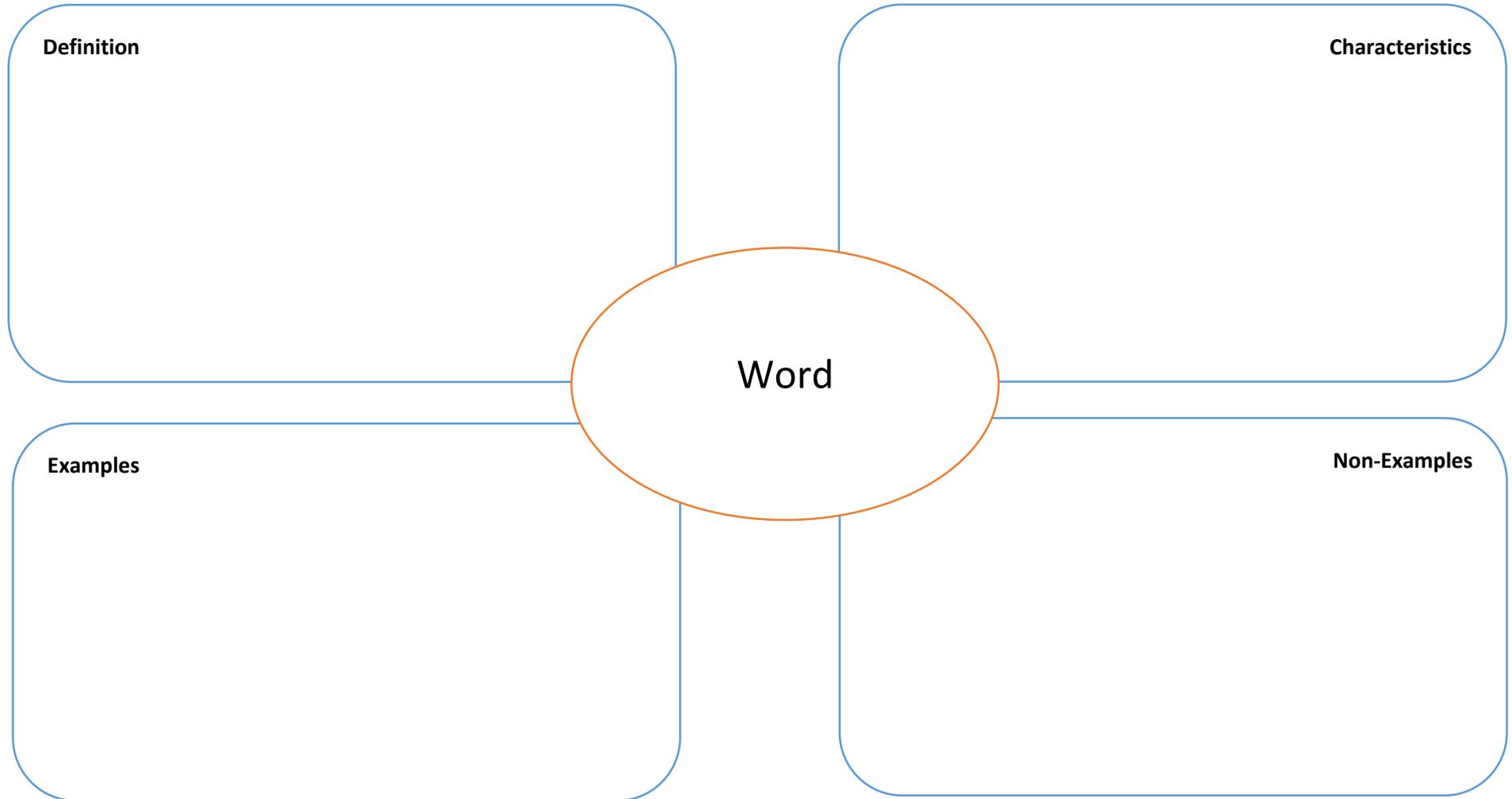


Frayer Model – How to Use

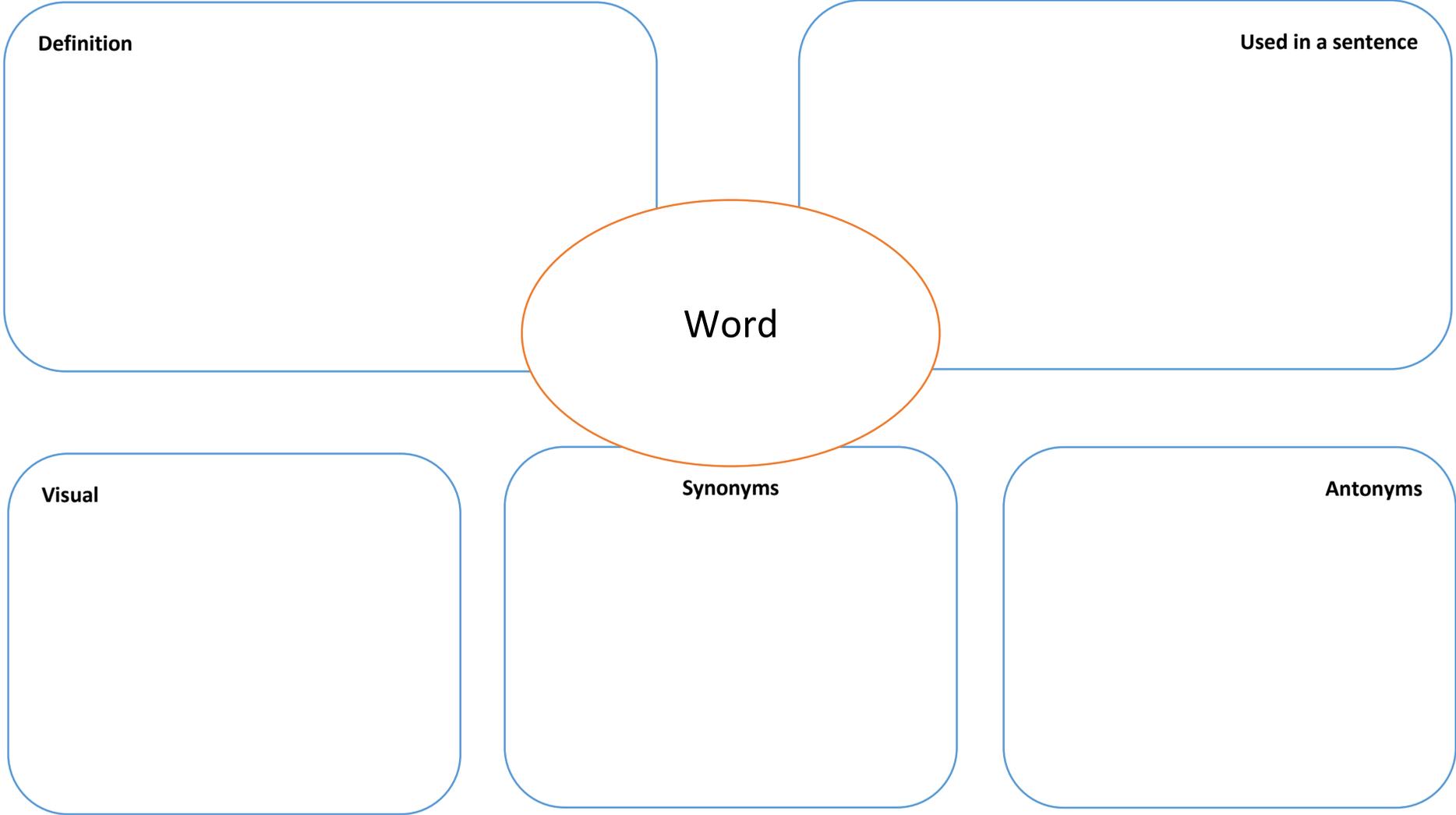
- Decide which key vocabulary you will target.
- Model the Process: Share the Frayer graphic organiser and explain each of the sections. Use a common vocabulary word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
- Divide the class into pairs. Assign each pair one of the key words and have them complete the four-square organizer for this concept or allow each learner to work on one word alone.
- Share Ideas: Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.
- Create study supports: make copies of each Frayer graphic organiser so every learner has a personal copy of all key vocabulary to use in class or display completed Frayer graphic organizers on a “Vocabulary Wall” for learners to refer to.
- Possible extension/challenge: Extend or deepen thinking by asking learners to describe their reasons for examples and non-examples.
- Learners could use the Frayer Model to:
 - develop understanding of key concepts and vocabulary.
 - draw on prior knowledge to make connections among concepts.
 - compare attributes and examples.
 - think critically to find relationships between concepts and to develop deeper understanding of word meanings
 - make visual connections and personal associations.
 - review key vocabulary before a test or quiz
 - create a “vocabulary wall” for quick reference of word meanings



Frayer Model



Frayer Model



Supporting the Development of Reading Across the Curriculum

Best Practice Principles:

Planning should identify:

- The active reading strategies learners will need to navigate the text as well as the necessary key comprehension aspects required in order to make meaning;
- Opportunities to use bilingual strategies including how children will be grouped in order to facilitate this, and roles of any bilingual adults who share children's first language or languages;
- The provision of appropriate scaffolds and visual supports to aid text access. This could include visual support, pre-teaching opportunities and cultural/previous knowledge and experience activation.

Consideration should be given to:

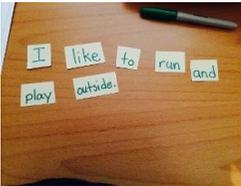
- Providing starting points which are culturally familiar or ensuring that EAL learners have the opportunity to activate prior knowledge and experience relevant to the topic;
- Use of bilingual texts;
- Use of texts that provide a high level of visual support to aid decoding and comprehension;
- Utilising pre-teaching opportunities as a vehicle for supporting comprehension.;
- Supporting learners to navigate the text successfully;
- Providing opportunities for bilingual learners to compare and contrast their languages.

Assessment for learning should explore and reflect upon:

- The effectiveness of their application of decoding and comprehension skills in a range of contexts;
- Contributions that show positive and flexible work in groups;
- Evidence for use of first language;
- Progress between the two or more languages used by the learner. Judgements should recognise achievements in the first language without compromising the expectation that learners need to achieve in English as well.
- Assessment should not be influenced by accent, dialect, confidence or opinions expressed.



For all information highlighted in **yellow** a web link is provided at the end.

Supporting the Development of Reading Across the Curriculum				
	New to English	Acquiring	Developing Competence	Fluent
Quality First Teaching Strategies and Activities	<ul style="list-style-type: none"> Read text slowly and clearly pointing to each word. When reading aloud to learners, support meaning with facial expression, tone of voice and gesture. Always point to the key word or visual that you are referring to. Provide an English picture dictionary to support understanding. Provide age appropriate objects of reference and supportive pictures. Point to the word as you use each supportive tool. Offer the same text studied in class in the learner's home language 	<ul style="list-style-type: none"> Reading in English needs to be at a much simpler but age-appropriate/interest level while reading in the first language needs to be maintained. The learner should be encouraged to continue reading more advanced texts in their first language whilst reading simpler texts in English. Work with texts that provide a rich context to support decoding. Provide regular peer paired reading of simple stories. This enables the learner to hear the correct stresses and pronunciation of the language. Seeing the words and hearing them in context is extremely 	<ul style="list-style-type: none"> Encourage the learner to predict what word could come next from a given sentence. Offer DARTS (Directed Activities Related to Texts) using modified texts. Cut up sentences into individual words and ask learners working in pairs or small groups to reassemble. Explore a range of different sentence structures and how the meaning alters according to the word order.  <ul style="list-style-type: none"> Explicitly teach and model a range of decoding strategies. Provide a visual 	<ul style="list-style-type: none"> Offer DARTS (Directed Activities Related to Texts) using unmodified texts. Ensure that the learner understands figurative language and idioms used in the text. Ask them to produce illustrations to demonstrate their understanding. This could be built into a personalised language bank that they could share with other learners.  <ul style="list-style-type: none"> Explain cultural references that the learner may not be familiar with. Offer cloze procedure activities to check



so that they can explore both.

- Teach one/two high frequency words at a time and add a picture of a common verb. To develop reading of a repetitive simple structure:

I can  .



I can .

- Access **audio-visual stories**.
- Offer word and picture bookmarks for use with key texts to support story access:

important in second language acquisition.

- Ensure that the illustrations in the text directly support understanding and decoding.
- Provide pictures from a story for the learner to sequence and retell. This will build familiarity with the story and vocabulary.
- Allow the learner to make simple books in English about topics that they are familiar with such as themselves or hobbies. They can read these with a friend. Target particular high frequency words and repetitive sentence structures.
- Use repetitive texts to build familiarity with high frequency words.

support to remind the learner of the strategies that they could use. This could take the form of a bookmark (see resources – Reading Strategy Bookmark):



- Once a range of strategies are secure teach cross checking to support independence when decoding. This involves using more than one strategy such as looking at the initial sound/letters to

understanding. Word banks of appropriate choices can be offered as a support.

- Provide a range of ways to demonstrate comprehension of text not just traditional questions. For example:
 1. Ask learners to say whether discrete sentences (taken from the text, or paraphrases) are true or false.
 2. Give learners a number of false sentences, and ask them to reword the sentences to make them true.
 3. Give learners a copy of the text which has been edited to contain errors. Ask the learners to identify the errors and correct them.
- To build confidence allow the learner to act as a reading tutor to a peer or younger pupil as part of a **paired reading programme**.



- Support learners who can read in their home language to develop a set of bilingual flashcards for high frequency words.
- Establish how the child has learnt to read in their first language and build on existing skills.
- Choose books with good visual support and a basic and repetitive text. Initially an emphasis on phonic reading material may be confusing as the children

- Use a **precision teaching** approach to develop a reliable and efficient sight vocabulary of high frequency words.
- Trial the **'Words First'** reading scheme. The scheme takes a carefully structured approach to learning to read and write high frequency words, by linking word recognition and comprehension skills in a series of graded steps.
- Provide learners with a clear idea of what to expect from the text, and give them plenty of time to engage with it. Consider providing a brief summary, in pictures or in straightforward English at their level.
- Providing pupils with a new experience linked to the text such as baking a certain dish or going to

make a 'best guess' and then checking with the supporting illustration.

- Introduce a **paired reading programme** to develop fluency and accuracy.
- When selecting texts be aware of familiar vocabulary used in ways which may obscure meaning. For example: [What's a 'piggy bank'?](#) What happened when the Mayor ['gave someone his daughter's hand in marriage'](#)? Pre-teaching will be required to understand these ideas.
- Be aware that texts designed for less able monolingual readers may pose substantial difficulties for EAL learners. The increased use of prepositional verbs and colloquial expressions (For example: 'Oh, I give up!') can make these texts easy

	<p>will not know the meaning of the words involved.</p> <ul style="list-style-type: none"> • Timetable a regular slot when the learner can listen to stories. • Use alphabet arc activities to develop alphabetic knowledge (see resources – Alphabet Arc activities). 	<p>visit a place can give pupils a tangible experience that they can draw on later when reading. This will support understanding.</p> <ul style="list-style-type: none"> • Play skimming and scanning games to locate known keywords and other words in short texts. • Teach a range of strategies for decoding. Model and teach each one in isolation to avoid early confusion. As each one is taught add to a menu/bookmark with visual cues that act as reminder for the learner. This can also be taken home to support home reading. • Ensure that the learner has access to positive reading role models who demonstrate fluency, a range of strategies and a positive love of reading. 	<p>to decode but difficult to understand.</p> <ul style="list-style-type: none"> • Develop a problem solving diagram for the learner to work through to develop independence when decoding (see resources – What Might It Say?). This could be shared with parents and carers to support home reading. Make sure the learner can access each approach by providing visual prompts. 	
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		<ul style="list-style-type: none">• Begin to introduce a paired reading programme to develop fluency and accuracy.• Try to find out what books the learner has enjoyed in their home language and provide English versions of these as a starting point. These could be sent home for the family to look at together.• Use alphabet arc activities to develop alphabetic knowledge (see resources – Alphabet Arc activities).		
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Further activity ideas and information is available from:

<https://learnenglishkids.britishcouncil.org/read-write>

Audio Visual Stories

<https://learnenglishkids.britishcouncil.org/listen-watch>

<https://learnenglishkids.britishcouncil.org/read-write>

Cloze Procedure

<https://www.twinkl.co.uk/teaching-wiki/cloze-procedure>

DARTS

<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-darts>

Precision Teaching

<https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/NEPS-Resource-Precision-Teaching-Approach.pdf>

<http://www.johnandgwyn.co.uk/probe.html>

Paired Reading

<https://highlandliteracy.files.wordpress.com/2018/02/paired-reading-for-teachers.pdf>

Words First

<http://soundlearning.co.uk/html/wordsfirst.html>

The International Children's Digital library contains a vast range of storybooks in 61 languages available for reading online:

<http://en.childrenslibrary.org/>



Reading Hero packs provide activities that can be used alongside the text and includes chapter summaries, chapter comprehensions, picture and word glossaries and loads of support activities to help with differentiation and understanding. Free resources are available:

<https://www.ealhub.co.uk/reading-hero-packs/>



Resources



Reading Strategy Bookmark

Stuck on a word?

 **Stretchy Snake**
says: "Stretch it out!"

 **Eagle Eyes**
says: "Look at the picture!"

 **LIPS the Fish**
says: "Get your lips ready!"

 **Chunky Monkey**
says: "Looks for chunks!"

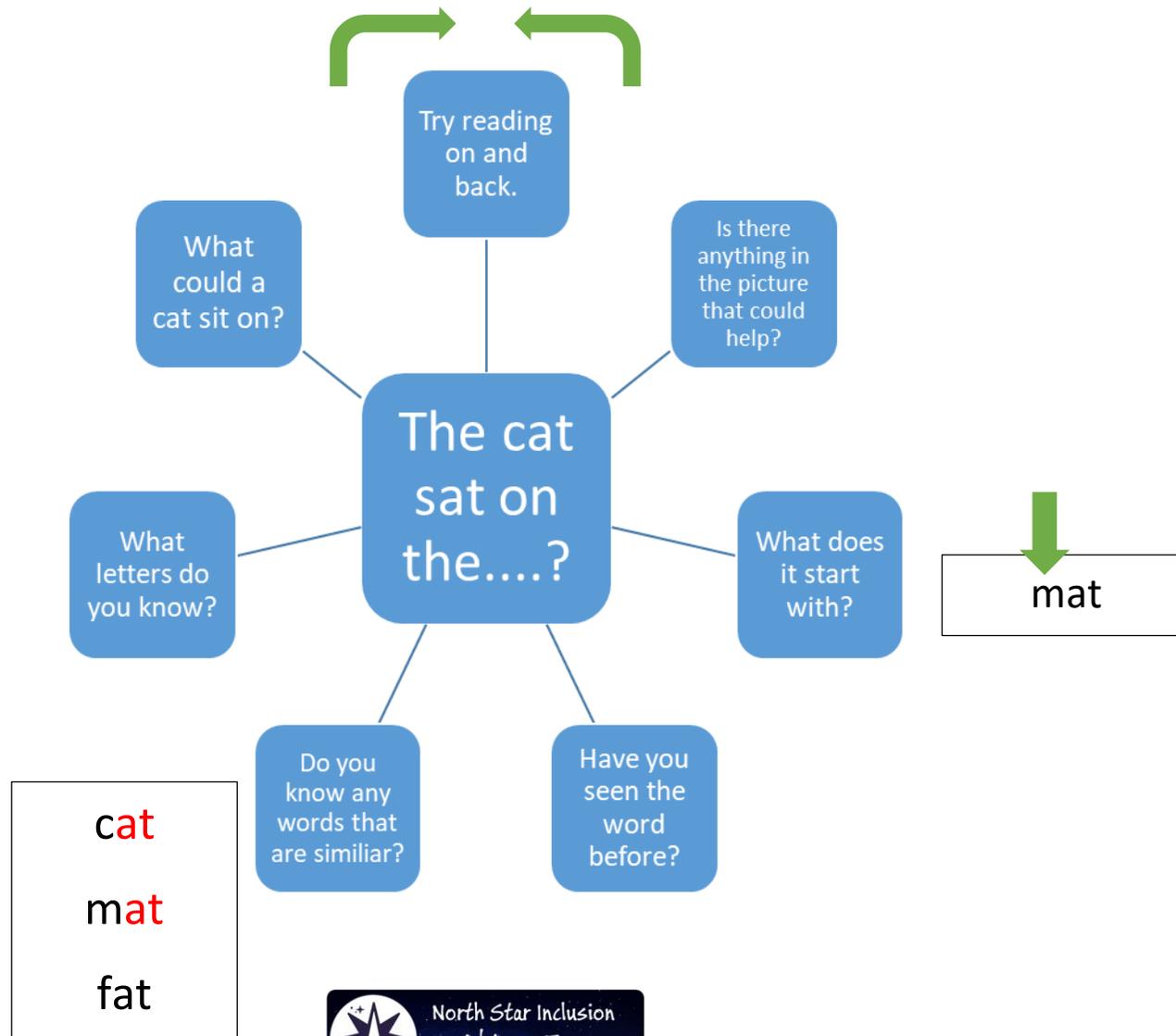
 **Flippy Dolphin**
says: "Flip the vowel sound!"

 **SKIPPY the Frog**
says: "Skip it, skip it!"

 **Tryin' Lion**
says: "Try it again!"



What Might it Say?



Alphabet Arc Activities

The pupil should be sitting in the middle of the arc with MN directly in front of them. Think of the pupil sitting in the middle of the arc of a rainbow.



Starting Off:

1. Teach the markers – the pupil should place these first.

Aa Mm Nn Zz.

2. Set out the rest of the alphabet. There are several ways of doing this:

- A to Z in order,
- At random from a heap,
- MN as the starting point and then one to left and one to the right,
- Reverse order,
- Set out in random order then change to alphabetical order.

Pupils should name each letter as they put them out and check for the correct orientation.

Touch and Name

Touch and name each letter in alphabetical order. Use a timer to speed up responses, but ensure that the letter is being touched as it is said – this is essential for multisensory input.

Increasing alphabet knowledge

- Touch and name letters given as quickly as possible,
- Close eyes and point to where a given letter is,
- Trace a letter on the pupil's back – he names it then finds it in the arc,
- Identify letter before/after a given letter,
- Hide a letter, close the gap and ask which letter is,
- Ask the pupil to find the vowels and take them out of the alphabet line,
- Ask the pupil to touch a consonant,
- Say the vowels and consonants out loud to identify the difference between vowel and consonant sounds,
- Teach that vowels can have a long and short sound,
- Have an alphabet conversation - name alternate letters forward and backwards.

You can use the letters to:

- Build, read and spell VC (for example: it, in, if, on, at) and CVC (cat, fan, hit, pot, fig) words,



- Practise onset and rime patterns (for example h –it, p – it),
- Build consonant blends,
- Add suffixes and prefixes,
- Rehearse spelling choices/rules.

Putting the Alphabet Away:

Use this to revise and secure alphabetic knowledge:

- Put all vowels away first,
- Put all of the consonants away first,
- Push the letters into a pile and put them away in alphabetical order,
- Put away alternate letters,
- Ask the learners to find and put away specific letters.

Develop dictionary work:

Teach dictionary quartiles

- ABCD
- EFGHIJKLM
- NOPQR
- STUVWXYZ



Supporting the Development of Writing Across the Curriculum

Best Practice Principles:

Planning should identify:

- The possible vocabulary demands of the writing activity;
- Opportunities to use bilingual strategies including how children will be grouped in order to facilitate this, and roles of any bilingual adults who share children's first language or languages;
- The provision of appropriate scaffolds and visual supports to aid text access. This could include vocabulary lists with visual supports, substitution tables or writing frames.

Consideration should be given to:

- The spelling system and language structure of the learner's home language. In some languages verb tenses, personal pronouns, articles or punctuation are not used in the same way as English and some sounds do not exist;
- Providing starting points which are culturally familiar or ensuring that EAL learners have the opportunity to activate prior knowledge and experience relevant to the topic;
- Opportunities to write in their home language;
- Scaffolds that can lessen the content of cognitive load;
- A high level of oral rehearsal and modelling of the writing process;
- Utilising reading as a reciprocal approach to writing;
- Providing opportunities for bilingual learners to compare and contrast their languages in a written format.

Assessment for learning should explore and reflect upon:

- The effectiveness of their application of writing skills in a range of contexts;
- Contributions that show positive and flexible work in groups during written tasks;
- Evidence for use of first language;
- Progress between the two or more languages used by the learner. Judgements should recognise achievements in the first language without compromising the expectation that learners need to achieve in English as well.
- Assessment should not be influenced by accent, dialect, confidence or opinions expressed



Supporting the Development of Writing Across the Curriculum				
	New to English	Acquiring	Developing Competence	Fluent
Quality First Teaching Strategies and Activities	<ul style="list-style-type: none"> Teach the learner to write a range of common high frequency words which includes their own name. These can then be used to generate simple sentences. For example, the words: I, he, can, like, jump, they, you, to. These can make: <ul style="list-style-type: none"> - I can jump. - They like to jump. - He can jump. - Can you jump? Provide word mats of genre specific/topic specific vocabulary to support writing. If the learner is not used to writing a Latin script additional support for letter formation may be required. Multi-sensory approaches will support this effectively (see 	<ul style="list-style-type: none"> Offer lots of opportunities for the learner to listen to and participate in lots of oral rehearsal. Offer simple substitution tables with visual support to help learners to develop their sentence structure and vocabulary selection. <div data-bbox="786 762 1126 970" data-label="Image"> </div> <ul style="list-style-type: none"> Offer simple writing activities based upon sequencing familiar stories. A simple writing frame could support this process. Develop personalised bilingual word banks. 	<ul style="list-style-type: none"> Provide writing frames for specific genres. This could be developed from speaking frames which can provide a stimulus. Support the learner to produce their own short texts about familiar topics such as themselves and their interests/hobbies. This can be used by the learner to rehearse reading skills – a reciprocal approach. Use 'Dictogloss' as a method of modelling text construction and language structures. Pre-teach sentence structures. Develop personalised bilingual vocabulary banks. 	<ul style="list-style-type: none"> Use pictures to stimulate and inspire writing. Use the 'Storybird' website to stimulate writing. Offer more complex substitution tables to support pupils in developing their sentence structure and accurate word choices. These can be developed to provide a model for the pupil to write independently from. Use 'Dictogloss' as a method of modelling text construction and language structures. Explore morphology to support spelling. Be aware of and explain cultural references that the learner may need a



	<p>resources). Support for directionality may be required.</p> <ul style="list-style-type: none"> • Gap filling activities using a familiar and very short sentence structure. Offer a choice of two words to select from with visual support. • Write labels for pictures of familiar objects. • Develop personalised bilingual word banks. • Allow opportunities to write in their home language. • Make simple books about themselves using a shared writing process. • Provide a bilingual dictionary for the learner to look up words and copy. • Support the learner to make a vocabulary scrap 	<ul style="list-style-type: none"> • Allow opportunities to write in their home language. • Gap filling activities using a familiar sentence structure. Offer a choice of words to select from. • Utilise voice recording devices to record short phrases and sentences to aid content recall for writing. Learners can listen back as many times as required. • Use the lower levels of Colourful Semantics to generate simple words/phrases which can be rehearsed orally. • Offer short writing activities linked to real experiences such as captioning photographs of the child's experiences or writing speech/thought bubbles. 	<ul style="list-style-type: none"> • Give genre specific sentence starters which should be modelled orally first. • Offer visual supports to help with spelling choices such as common homophones. Teach in context. <div data-bbox="1205 595 1585 853" data-label="Image"> </div> <ul style="list-style-type: none"> • Use the appropriate Colourful Semantics level to generate more complex sentences (see resources). • Write captions, speech and thought bubbles to create comic strips relating to real-life experiences. • Where appropriate compare English word order with home language. 	<p>deeper understanding of to access written tasks.</p> <ul style="list-style-type: none"> • Use the higher Colourful Semantics level to generate more complex sentences (see resources). • Explicitly teach gradients of vocabulary so that the correct choices are made. For example: mist, rain and drizzle. • Develop the use of writing partners. The EAL learner could work collaboratively to edit and improve the work of their peers. • Teach dictionary and thesaurus skills to use to aid spelling and vocabulary selection. • Work on awareness of audience so that the learner can recognise the formality of language/tone required.
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	<p>book containing new vocabulary with visual supports (photos/drawings) for them to use when writing. These words can be in their home language and English.</p> <ul style="list-style-type: none"> To support spelling some explicit teaching of sounds may be necessary. 	<ul style="list-style-type: none"> Complete dictation activities with accompanying spelling and vocabulary banks that have visual supports. Offer story maps for the pupils to label using known vocabulary. 	<ul style="list-style-type: none"> Offer specific work on determiners – this could be a ‘gap fill’ task. Complete dictation activities with accompanying spelling and vocabulary banks that have visual supports. Offer the learner opportunities to circle some words/phrases that they have heard in addition to writing everything down. Develop story maps when writing longer narratives to aid the pupil recall key events and vocabulary to lesson cognitive load for writing. 	<ul style="list-style-type: none"> Encourage writing for pleasure: diaries, journals, emails/letters to friends and family.
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Further activity ideas and information available from:

A range of writing activities:

<http://learnenglishkids.britishcouncil.org/writing-practice>

Spelling activities:



<http://learnenglishkids.britishcouncil.org/speak-spell>

<https://pbskids.org/games/spelling/>

Dictogloss

<https://www.teachingenglish.org.uk/article/dictogloss>

Storybird

<https://storybird.com/>



Resources



Multi-Sensory Learning (Letter formation and Spelling Rehearsal) Ideas

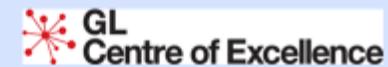


Colourful Semantics



What is Colourful Semantics?

- An approach founded by Alison Bryan.
- Aimed at helping users develop their grammar but is rooted in the meaning of words (semantic system).
- The system reassembles sentences by cutting them up into their thematic roles. This creates structured and graded sentences.
- Colours give excellent support to children who are visual learners.





Who can deliver it?

A range of adults trained in the approach:

- Teachers
- Teaching Assistants
- Parents
- Carers
- Tutors
- Professionals
- Speech and Language Therapist





Why use Colourful Semantics?

- Encourages wider vocabulary
- Helps increase language/use longer sentences.
- Helps answer questions or generate responses to questions.
- Improves use of nouns, verbs, prepositions and adjectives.
- Improves story telling
- Oral skills can be transferred to written sentences
- Develop written language comprehension.





Why use Colourful Semantics?

- Understand instructions and sentences.
- Follow discussions and to communicate their own ideas effectively.
- Use different modalities to learn about making sentences.
- Develop competent use of simple sentence structures and complex grammar with more advanced vocabulary.
- Develop a concept of narrative (e.g. what makes up a 'story').





The Colours

Range of levels and phrases, each with their own colour.

- Who
- What doing
- What
- Where

The system also includes adjectives, adverbs, conjunctions and negatives at higher levels.





Level One

Who is the **subject**

People

Animals

ORANGE



First to appear on the sentence strip.





Level Two

Who is the **verb**

YELLOW

Second to appear on the sentence strip.

What
Doing?





Level Three

What is the **Object**
- e.g. 'the ball' 'the giant peach'

GREEN

It is third to appear on the sentence strip.

What?





Level Four

Where is the **Location**
- e.g. 'in the park' 'the kitchen'

RED

- It is fourth to appear on the sentence strip.





Level Five

'When' is the time in the sentence.

e.g. yesterday, last week,
on the weekend, tomorrow,
'Once upon a time'...

PINK

When?

It is the fifth to appear on the strip.





Level Six

'Describe' is the adjective in the sentence.
What like?
Can include feelings and physical attributes

PURPLE

It is the sixth to appear on the strip.

'Describe' can be moved to different places on the strip to and words to other places in the sentence.

Describe





Level Seven

'Details' are the prepositions, connectives, determiners and conjunctions in the sentence.

BLUE

Can go anywhere.

Details

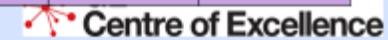




Walsall's Colourful Semantics

Element	Semantic Link	Colour
Who?	Actor/ Agent (person/animal)	Orange
What doing?	Verb	Yellow
What?	Theme Object	Green
Where?	Location/Goal	Red
When?	Time	Pink
What like?	Description Adjectives	Purple
Details	Prepositions Connectives Determiners conjunctions	Blue

Element	Semantic Link	Colour
Details	Prepositions Connectives Determiners conjunctions	Blue
How doing?	Adverbs	White
Who to...?	Indirect objects	Black
Joining words	Connectives	Brown
NOT	Negatives e.g. not verb, not adjective [N.B. 'never' = 'how doing' (adverb); 'does/did' etc. = auxiliary verbs e.g. 'Boy did not run']	red circle out out





Breaking Down a Sentence

who + what doing + what + where

The girl dropped her teddy on the ground.

She broke her teddy in the garden..

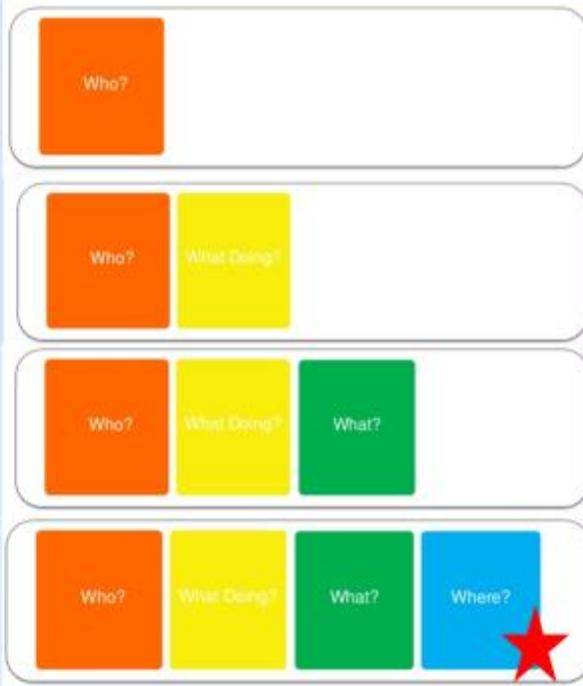




Things to Remember:

- Introduce each level separately
- Introduce the colour cue card and state what you will be doing- 'Let's talk about **who** is in the picture'
- Do not move on to the next level until the child consistently understands the concept being taught.
- Encourage the use of the 'little' words
- e.g. The man is eating the cake





Supporting Social, Emotional and Mental Health

Supporting and developing positive social, emotional and mental health of all of our learners is paramount to having happy children that will thrive in all aspects of school life.

When considering the social, emotional and mental health needs of learners with EAL we should also bear in mind that:

Learners that are newly arrived to the country may have:

- Travelled from a country that is experiencing challenging circumstances so could have witnessed and lived with many difficulties associated with war, political and power issues, famine and food shortage, economic troubles etc;
- Experienced a difficult journey to arrive in this country;
- Not yet established stable living arrangements in terms of housing and access to resources;
- Access to the difficulties in their home country reported on the news and via social media;
- May have left family and friends in their home country.
-

For learners that are settled in this country we should remember that previously they may have:

- Varied cultural, social and economic experiences.
- Varying levels and kinds of school experience;
- Different expectations of schooling and education;
- Experienced disrupted or little formal education;
- Had varying previous exposure to English;
- Come from established or new communities;
- Experienced isolation or have been a refugee;
- Experienced racism, emotional or psychological stress, mental or physical ill health.

Whilst it is important that we do not generalise the needs of learners with EAL, the following factors could have an impact upon an EAL learner's social, emotional and mental health:

- Curriculum access;
- Previous experiences of formal education;
- Potential previous trauma;



- Difficulties in developing friendships;
- Different experiences of play;
- Fatigue due to additional language processing demands;
- Cultural confusions and experiences;
- Difficulties with self-expression.
-

Supporting Social, Emotional and Mental Health	
Environmental and Quality First Teaching Strategies	<p>Not all EAL learners will require the following but you could:</p> <ul style="list-style-type: none"> • Offer a safe space/specified location in school to withdraw to when feeling overwhelmed. • Offer regular respite times to refresh and refocus when the pupil is experiencing fatigue as a result of additional language processing demands. • Provide access to a key adult. The learner could have a small credit card sized photograph of this person with their name on and where to find them. • Provide a selection of peer buddies. It is important to vary who this is and to identify what a good buddy should do. • Find out if there are any sights, sounds, smells linked to previous experiences that could trigger upset or more extreme or withdrawn behaviours. Approach curriculum content with sensitivity. • Evaluate curriculum demands carefully and offer appropriate differentiation and scaffolding to limit frustration at not being able to fully access the curriculum. • Offer translation support and visually supported communication keyrings to limit frustration at not being able to express needs, wishes and feelings. • Offer simple ways to gain help from peers and adults. • Provide additional processing time and praise all positive attempts at communication. • Offer story writing and autobiography writing activities to explore previous experiences. • Ensure that cultural and linguistic diversity is promoted within classwork, visitors to school, resources and display throughout the school. • Offer pre-teaching activities to help learners develop familiarity with lesson content, vocabulary and new situations. • Explicit support to develop specific vocabulary to express feelings, thoughts and behaviours. Provision of visual supports for this is important in the early stages.
	<p>Developing a sense of belonging:</p> <ul style="list-style-type: none"> • Develop a display focusing upon the learner’s home country. This could include visuals/photographs and facts such as: famous people, a map, longest river, tallest mountain, capital city, traditional food and clothing, famous landmarks, hobbies, traditional tales, key words and



phrases. The learner could help select images. Encourage class discussion about the display. You could include some similarities that all of the children are familiar with and may have in common such as popular fast food outlets and celebrities.

- Set up a buddy system.
- Make explicit any other pupils that share the same home language. This could be achieved by having them wear a small pin badge of the flag of the country where their language originates from.



- Learn some keywords and phrases in the learner's home language such as how to say 'hello'. The following link may be helpful: <https://www.newburyparkschool.net/lotm/index.html>.



- Allow the learner to take on positions of responsibility so that they feel like and become an important part of the class.
- Label the learner's coat peg, locker, storage tray and seating place with their name and photograph.
- Encourage the rest of the class to answer the class attendance register in the learner's home language.
- Learn songs from other cultures and in other languages and perform.
- With consent, put families who share the same language, country of origin or cultural references in touch with each other.

Value the learner's home language and culture:

- Have whole school displays showing the country that learners originate from and the languages that they speak.





- Develop projects that celebrate cultural diversity. For example, recording (written or oral) traditional tales from your pupils' home countries for display and sharing. Pupils could complete this task with their family.
- Offer opportunities for the pupil to be the expert. They could teach their peers about their home country and culture. This could include sharing food, photographs and stories.

Supporting social inclusion:

- Encourage peers to explain and demonstrate the rules of common games that are played on the playground. Photo cards could be developed and used to support the understanding of rules and conventions.
- Encourage the learner to explain and demonstrate their favourite games to their peer group.
- Provide all children with survival language and key word/phrase keyrings/lanyards/fans. This will aid self-expression.
- Carry out surveys to find out what the children have in common such as music tastes, food, television programmes and films.
- Find and offer joint activities that learners can share in that require minimal language but can be shared together such as building a model from LEGO using the picture instructions, sharing a dual language text or picture book or watching a film with appropriate subtitles.
- Provide partner and small group play opportunities.



Raising EAL Attainment and Progress: Audit and Action Planning Tool

Rationale:

The following audit tool is designed to support reflection in order to identify areas of strength and development priorities specific to English as an additional language for the following areas:

1. The Quality of Education;
2. Behaviours and Attitudes;
3. Personal Development;
4. Leadership and Management.

For each area the key questions should be explored and a RAG (red, amber or green) rating given with evidence to support each judgement. Following this, development priorities should be identified which will be used to inform an action plan.

The Audit

Focus: 1. The Quality of Education for Learners with EAL				
Key Questions	Red - Not yet in practice	Amber – Developing practice	Green – Secure practice	Supporting Evidence
1.1 Is the curriculum appropriately ambitious for pupils at different stages of learning English?				



1.2 Is the curriculum appropriately planned and sequenced to provide learners with EAL sufficient opportunities to develop subject specific knowledge and skills as well as developing their English?				
1.3 Do teachers and leaders make good use of assessment information to identify early which EAL pupils may need additional intervention?				
1.4 Do teaching staff understand the potential barriers to learning faced by EAL learners in order to deploy well matched teaching strategies, differentiation and scaffolds?				
1.5 Do EAL learners have opportunities to develop their English as an integral part of their day-to-day classroom experience? If so, to what extent?				
1.6 What guidance is for teaching staff on the production/adaption of resources which are accessible to EAL pupils and support the development of English at different levels?				
1.7 What interventions are offered to learners with EAL (in lessons and during extra-curricular activities)?				



1.8 What is the impact of interventions offered to learners with EAL?				
1.9 What additional support is offered to EAL pupils to facilitate learning outside of the classroom (for example: school trips, extra-curricular activities, pupil leadership opportunities)?				
1.10 Does classroom management and organisation provide effective support for learners with EAL (for example: access to displays, seating arrangements, groupings)?				
1.11 What does progress from the unique starting point of EAL learners look like? How does this compare with other learners?				
1.12 What does attainment for learners with EAL look like? How does this compare with other learners?				
1.13 are the language needs of learners with EAL identified? What happens as a result?				



1.14 What assessment tools are used to identify the progress and needs of learners with EAL in respect of: - Progress - English development?				
Development Priorities	•			
Focus: 2. Behaviour and Attitudes of Learners with EAL				
Key Questions	Red – Not in place	Amber – Developing practice	Green – Secure practice	Supporting Evidence
2.1 Is attendance for learners with EAL in line with the national average? How does this compare with other groups of learners?				
2.2 What does punctuality look like for learners with EAL? How does this compare with other groups of learners?				
2.3 How do learners with EAL demonstrate a positive attitude to learning and wider school life?				
2.4 Do all members of the school community behave in a welcoming, caring and inclusive manner towards pupils, staff and visitors who do not have English as a first or home language?				
2.5 How are rewards and sanctions made accessible to learners with EAL?				



2.6 Are there any behaviour trends concerning learners with EAL (for example: over representation in monitoring, exclusions)?				
2.7 Does the school actively reinforce the assets of bilingualism amongst its pupils, families and staff?				
Development Priorities	•			
Focus: 3. Personal Development				
Key Questions	Red – Not in place	Amber – Developing practice	Green – Secure practice	Supporting Evidence
3.1 Are learners with EAL and their families actively engaged in all aspects of school life (for example: attending celebration assemblies, parents’ evenings, special events)?				
3.2 How are visiting speakers, wider school links and special events to widen pupils’ knowledge and understanding of different languages, traditions and beliefs deployed?				
3.3 How does the school’s physical environment recognise and celebrate the fact that pupils, staff and parents that may come from a variety of language and cultural backgrounds?				
3.4 How are learners with EAL supported to develop their character – including their resilience, confidence, independence, mental and physical health?				



3.5 How are learners with EAL supported to ensure that they are ready for the next steps in their school career?				
3.6 How are learners with EAL supported to access life in modern Britain?				
Development Priorities	•			
Focus: 4. Leadership and Management of Learning and Provision for Learners with EAL				
Key Questions	Red – Not in place	Amber – Developing practice	Green – Secure practice	Supporting Evidence
4.1 Is there a named governor with responsibility for EAL identified?				
4.2 Is there evidence of specific support and challenge from the governing body/identified governor with regard to EAL?				
4.3 Is there an identified member of the SLT with a strategic overview for EAL?				



4.4 Do school leaders have a clear vision for the development of EAL provision and practice in school?				
4.5 Is an action plan in place to develop the provision for learners with EAL in order to promote access to all aspects of school life and raise attainment and accelerate progress?				
4.6 Does the school have a discrete EAL policy? - Is there evidence of its successful implementation? - How is implementation monitored?				
4.7 How is progress and attainment data for EAL used to inform decision making?				
4.8 What additional analysis of EAL attainment, progress and engagement data is carried out internally by the school? How is this used to inform decision making?				
4.9 How are the needs of learners with EAL identified? How does school ensure that the needs of learners with EAL are distinguished from those who have SEND?				



4.10 What quality assurance work goes on specifically related to EAL in school?				
4.11 How does the school ensure that the Inclusion Manager and/or SENCO is knowledgeable about English language development for children with EAL who do not have a Special Educational Need but are also able to identify and meet the needs of EAL pupils who may have a Special Educational Need?				
4.12 How does the CPD programme ensure that all staff are: - aware of the school's strategy for EAL support? - have the necessary skills to contribute to its delivery?				
4.13 How are the needs of newly arrived learners with EAL assessed and met?				
4.14 How regularly is support for individual EAL pupils reviewed and amended in response to pupils' changing needs and development?				
Development Priorities	•			

Action Plan



Area: Quality of Education for Learners with EAL

Task

Task	Responsibility	Resources, Cost, Time	Completion Scale	Outcome Including Mini Milestones	So What?

Area: Behaviour and Attitudes of Learners with EAL

Overarching Task

Tasks	Responsibility	Resources, Cost, Time	Completion Scale	Outcome Including Mini Milestones	So What?

Area: Personal Development of Learners with EAL

Overarching Task

Tasks	Responsibility	Resources, Cost, Time	Completion Scale	Outcome Including Mini Milestones	So What?

Area: Leadership and Management of Learning and Provision for Learners with EAL



Overarching Task

Tasks	Responsibility	Resources, Cost, Time	Completion Scale	Outcome Including Mini Milestones	So What?



Resource Stockists and Teaching/Learning Supports

Mantra Lingua

A range of dual language books and talking devices:

<http://www.mantralingua.com/>

Letterbox Library

A bookseller that specialises in books that celebrate equality and diversity:

<https://www.letterboxlibrary.com/>

TTS

A range of resources that can be used to support quality first teaching and intervention:

<https://www.tts-group.co.uk/primary/languages/eal-resources/>

Madeline Lindley

Stockists of dual language books for a range of ages:

<http://www.madeinelindley.com/ecommerce/Browse-By-Category/dual-language-books/>

LDA

A range of resources that can be used to support quality first teaching and intervention:

<https://www.ldlearning.com/search?phrase=EAL>

EAL Hub

A range of downloadable resources/activities to support teaching and learning – includes some free downloads:

<https://www.ealhub.co.uk/>

NALDIC

EAL teaching and learning resources:

<http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/>

British Council

EAL classroom resources and supports:

<https://www.britishcouncil.org/school-resources>

The Bell Foundation

Classroom resources and activities to support teaching and learning:

<https://ealresources.bell-foundation.org.uk/>

Little Linguist



Multilingual and multicultural resources:

<https://www.little-linguist.co.uk/catalogue.html>

Twinkl

Activities and display options to download and print:

<https://www.twinkl.co.uk/resources/english-as-an-additional-language-eal>

