



English as an Additional Language

Working with EAL learners in
KS1

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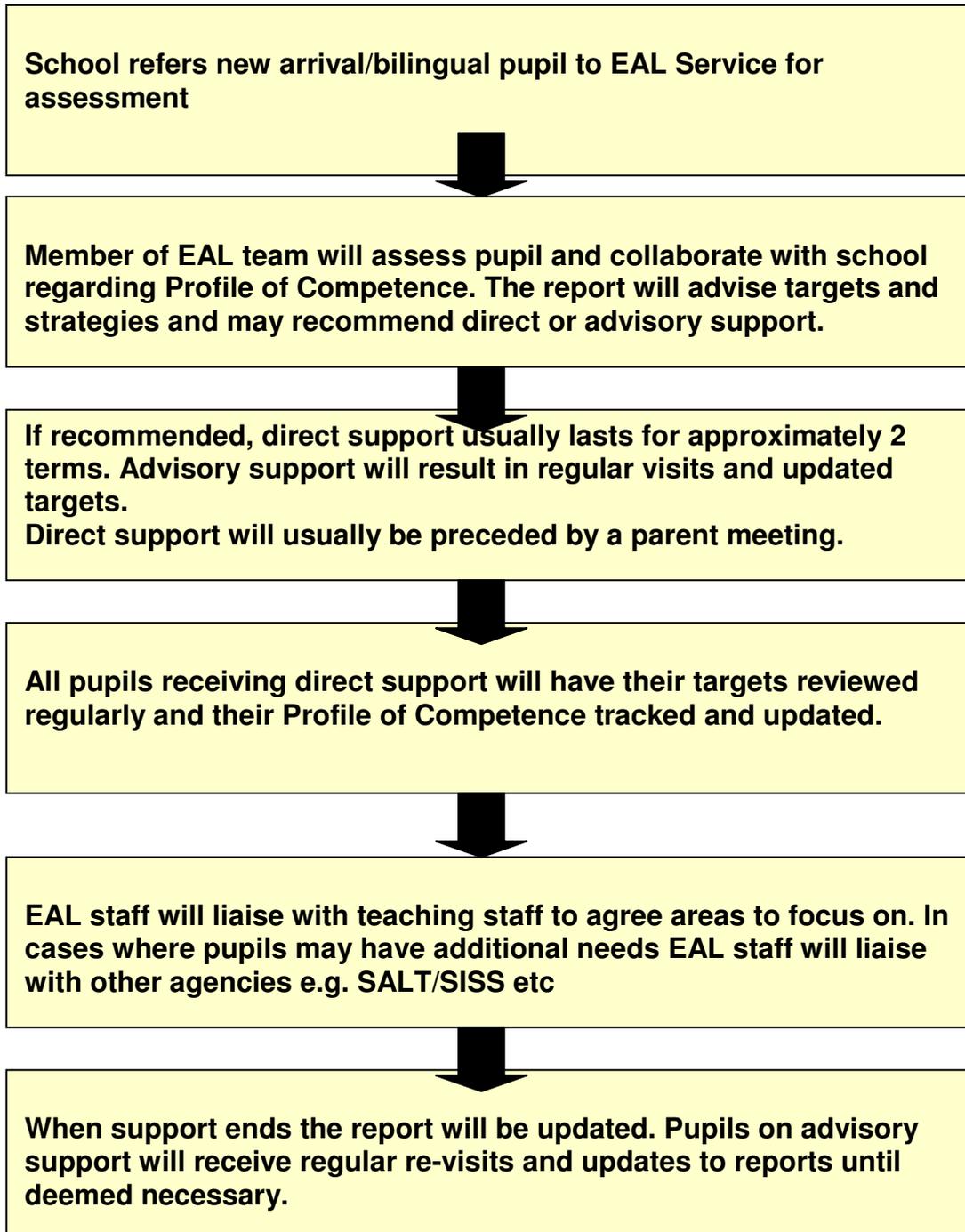
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EAL Process

Referral to the EAL Service usually follows this process:



In addition the EAL Service also offers the following:

- Advice and training
- Bilingual support in some languages
- SEN/EAL support and assessment
- Language profiles (including first language assessments)



Stages of learning for the EAL child

Children learning English as an additional language may

- Be silent
- Mix words from different languages (“code switch”)
- Make many grammatical errors

These aspects of language are all quite normal when children are acquiring a new language and do not indicate a delay or a speech and language difficulty. The table below outlines possible strategies used to support children with EAL at different stages of language development.

Stages of learning for the EAL child.	What we can do to help.
Chatters in home language Child wants to communicate but does not fully realise that others do not understand his/her language.	Keep talking and involving the child in activities with other children and adults. Use actions and visuals to convey meaning. Talk one to one in context and use familiar phrases e.g. “Wash your hands.”
Silent Period Child uses gestures, nods and smiles but is not confident yet to try and communicate in the new language.	Keep talking and involving the child in activities with other children and adults. Teach words and phrases and reinforce phrases from routines. Use auditory song cues e.g. “ <i>Hi ho, hi ho it’s time to...</i> ” Songs and rhymes are easier to remember and help the EAL learner to relate a tune with an activity. Accept any attempts to speak.
Single word/routine phrases Child practises the vocabulary learned through play as well as the familiar routine phrases e.g. “Tidy up”.	Use what the child says to extend and model language e.g. “Car”, “Yes, you’ve got a car!” Remember to use lots of visual and verbal praise.
Making own phrases/sentences Child uses learnt words to construct his/her own phrases e.g. “Ali want to do cars”.	Accept all that the child says and re-model without criticism e.g. “Yes, Ali, you may play with the cars.” Remember to use lots of visual and verbal praise.

The stages of learning may take several years. For children entering a setting where a different language is spoken it can typically take three months before they begin to understand. It may take them 2 years to become conversationally fluent and can take up to 7 years to develop a full cognitive understanding of the new language. During this time it is therefore crucial that they maintain their first language.



Which language should be used?

Language is an important part of identity. For EAL learners to feel confident and have positive self-esteem they need to feel proud of their bilingual skills and heritage. These are important resources that they can draw on in learning. If pupils do not feel their language has a place in schools they are likely to be reluctant to use it. **Establishing the importance and value of first/home language is crucial.**

Encourage EAL learners to use their first language:

- When they are still developing fluency in English
- To build on what they already know in their first language
- With younger pupils especially, to continue to develop their first language
- When the cognitive challenge is high
- To work through ideas
- To translate English and reinforce new words
- With pupils who share a first language
- To look at similarities and differences between English and other languages
- If they are literate in first language to look up meanings in a bilingual dictionary and to draft written work.

When to use English

There may be times when it is important to use English rather than their first language. Some examples are

- To practise English in order to improve fluency
- To rehearse orally in preparation for writing
- When learning new vocabulary in English
- When being encouraged to take risks in English in order to build confidence
- When preparing for a presentation in English
- When they need to practise expressing themselves quickly in English, such as exam preparation.

Pupils should not be discouraged from speaking their first language at home. A well developed first language acts as a “scaffold” for English (additional) language development. Research has shown that a child’s first language has a significant and continuing role to play in supporting cognitive and academic language proficiency in English.



How to work collaboratively with parents of EAL learners in Key Stage 1

Gathering Information

- **Set up an initial meeting to gather information on language development in first language**
 - Use online tool to help collate information <http://newarrivals.segfl.org.uk/>
 - If necessary use an interpreter in the initial meeting to complete a full profile
 - Find out the child's full name and how to pronounce it correctly- Chinese families often give children an additional English name to be used outside home
 - Find out which languages are spoken and with whom
 - Note down religions and religious festivals observed, dietary requirements
- **Give clear indication to parents that use of their own language will assist their child's learning (*Bilingualism leaflet EAL Service*)** Parents should be encouraged to speak their home language. This builds a firm foundation for the second language. Without this foundation, both first and second language can be delayed or disrupted.
- **Consult parents on a regular basis about development in first language:**
 - Home visits can play a valuable role in building up relationships with families of EAL learners
 - Invite parents to short stay and play sessions and encourage use of first language. Interactions between the child and their parent can be observed and insights into the child's abilities may be more evident.
 - Mobile phones can be used by parents at home to record short videos of their child, or to take photos which may provide evidence for assessment.

Providing Information

- **Show an interest in languages used at home and different cultures by:**
 - Asking parents to bring in materials from home to use in 'Chatterbox' activities
 - Creating displays on languages
www.newburypark.redbridge.sch.uk/langofmonth/
 - Using dual language books www.mantralingua.com
 - Creating learning environments such as 'home corners' with a range of artefacts, cooking utensils, & dressing up clothes which will allow an EAL learner to express him/herself
- **Use a Home/School communication book/notice boards to inform parents of daily timetable/weekly events/non uniform days**
- **Share key language covered in topics**
- **Ensure that parents and carers are invited into the classrooms on a regular basis**
 - Set up a coffee morning for all parents with a 'language' focus.
 - Ask parents to record key phrases in home language using talking postcards/recorder pens.
 - Share the importance of language and play
<http://learnenglishkids.britishcouncil.org/en/parents>
 - Inform parents of the importance of letter sounds and phonics. (Translated information on phonics in a range of languages is available from EAL Service)
<http://www.ngfl-cymru.org.uk/vtc/ngfl/ngfl-flash/alphabet-eng/alphabet.htm>



Early days in the classroom

Basic words and phrases to enable the newcomer to function day to day and express immediate needs in the first few days and weeks:

- Hello
- Yes
- No
- Please may I have...a drink?
- Thank you
- Goodbye
- I need to go to the toilet
- I like...
- I don't like...
- Where is...
- I don't understand
- I feel ill

With a buddy the EAL learner can label things in the classroom to help remember new words

Start an alphabet word book with pictures; add new words as they are learned.

Play circle games which allow participation with minimal speaking.

Have a box of materials ready to dip into e.g. games, puzzles, magnetic letters, wordless books, bilingual story books etc.

Ask classroom assistants to take a small group to do an activity such as cooking, book making, games etc.

Provide magazines and catalogues to cut out pictures to sort and categorise

Start an *All about Me* topic book. Take photos around school to illustrate places, activities and daily routines. Send topic book home to share key language with parents.

The EAL learner will be **watching/listening** to the adults and the children around him/her. It is really important to **support talk with visuals/ materials/ actions/ gestures** wherever possible to help convey meaning.



Creating an inclusive classroom environment

Include displays, books, labels and notices in the children's home languages. Use audio clips on the Interactive whiteboard to help a new arrival settle into their new surroundings (<http://www.newburypark.redbridge.sch.uk/langofmonth/>)

Involve parents and people from the wider community who might support children's needs and learning.

Ensure displays reflect a multi-cultural world. Choose books that show positive images of all children and avoid stereotypes. (<https://www.mantralingua.com/uk/home.php>)

Acknowledge and celebrate a diverse range of festivals e.g. Chinese New Year, Eid, Hanukkah etc

Provide a variety of multi-cultural toys, puzzles and games.

Learning should be supported by visuals and gestures as much as possible. Visuals could include:

- School routine cards/photographs to support children with everyday routines e.g. washing hands, putting on coats etc.
- Staff photographs
- Visual timetables
- Emotion cards



Classroom buddies

Creating classroom buddies can be very supportive to EAL learners when they join a school. It can help to promote positive relationships between pupils from different ethnic groups. There are different models of how to organise buddies:

Model	Pros	Cons
Buddy speaks same language as EAL learner	<ul style="list-style-type: none">• EAL learner can be understood and can understand more• EAL learner can feel less isolated• Can reinforce buddy's learning	<ul style="list-style-type: none">• Might negatively affect buddy's learning• Can seem as if buddy has sole responsibility
Buddy speaks only English	<ul style="list-style-type: none">• Can increase understanding of different cultures• Can help EAL learner learn English	<ul style="list-style-type: none">• Buddy can't translate• Buddy might be perceived as sole supporter and feel pressured.
A group of buddies	<ul style="list-style-type: none">• Disseminates responsibility. If one buddy is absent there are others to do the job.	<ul style="list-style-type: none">• Buddies may feel less personally responsible
A rotating group of buddies	<ul style="list-style-type: none">• Many people get a chance to buddy the new arrival• Buddy gets to know more peers	<ul style="list-style-type: none">• Buddies and new pupil may not get as much time to develop new friendships.

Some possible roles for buddies:

- 1) Encourage others to be friendly and supportive
- 2) Encourage the EAL learner to make friends and become more independent
- 3) Be advocates for EAL learners
- 4) Report back to the teacher on how well the EAL learner is doing
- 5) Make sure the EAL learner is included in group work
- 6) Check the EAL learner understand teacher instructions
- 7) Demonstrate activities to the EAL learner



Developing Early Vocabulary

These words are a guide showing the type of vocabulary that the EAL child in KS1 will need exposure to. They are not in any particular order of learning.

Personal Language

My name
My family
My teacher
My class
My friends
My favourite ...
I like/ don't like

Prepositions

In
On
Under
Above
Behind
In front of
Between

Everyday Nouns

In school...
Door Window
Chair Table Toilet
Book Lunch
Outside school...
Road House Car

Questions

Where?
Who?
What?
Which?
How?
Are you?
Do you like...?

Everyday Verbs

Listen Look Sit
Stand Watch Eat
Drink Jump Hop
Skip Throw Catch
Run Walk Go

Assertions/Negatives

I am/am not
I like/don't like
I want/don't want
You are/you aren't
You can/you can't
He/she is/isn't

Numeracy

Counting – ordinals and cardinals
Grouping into sets – colour, size, shape, number
Matching/Order
Time – Days of week

Other Early Vocabulary

Colours
Singular/Plurals
Pronouns (he, she, it, we, they)
Simple adjectives/opposites – happy, sad, tall, short

Sand/Water

Fill/empty
Pour
Wet/dry
Container – small/big
Language of estimation

Vocabulary related to role play areas e.g. home corner

Names of food
Items of clothing
Names of utensils
Names of electrical appliances

Time Vocabulary

Days of the week
Months
Seasons – weather
Before/after
Today
Yesterday
Tomorrow



Pre- teaching language and vocabulary

Pre-teaching vocabulary is an essential component in allowing EAL learners to access the curriculum. Identifying key vocabulary and language is essential for helping an EAL learner understand what is written and spoken about in the classroom.

There are several ways that teachers can approach this, and finding which works best for each learner is a matter of trial and error and depends upon factors such as:

- Knowledge of literacy in first language
- Parents' knowledge of literacy in either language
- Parents' willingness and/or ability to contribute to their child's formal learning
- Personality etc of the pupil involved

Ideas for pre-teaching key vocabulary

Send home a few key words a week, supported by visuals, for pupils to look at with parents/carers and discuss in any language. Using L1 can help form links between the languages and between home and school. Allowing the EAL learner to make links between English and his/her stronger home language will help him/her retain the new language and make it more meaningful. Forging good home/school links is important as often parents of EAL pupils feel isolated from their child's learning.

Set up a pre-teaching group in the classroom to look at key words before sessions in class so that pupils are introduced to the language in a small group. Ensure that visuals are used to help EAL learners access the new language and that examples are given of how the vocabulary is used in the context of a sentence. Allow pupils to experiment by using the new language through games/pair-work activities. EAL pupils often feel more equipped going into a lesson having pre-visited key language.

Use word mats (with pictures), washing lines, word banks and displays to reinforce key words. Involve the children in making these resources.



Subtract....moins...

Ah ! Maintenant je

comprends!!!



Importance of speaking and listening activities

- EAL pupils need to develop social language to form relationships with their peers
- They need to develop English for learning and talk enables them to develop, test out and revise ideas

Planning speaking and listening activities

- Plan opportunities for structured talk in pairs and in groups
- Plan opportunities to use oral language with peers. E.g. talk in pairs/small groups to verbalise concepts/ideas.
- Support Q and A sessions with written key questions
- Provide models of talk
- Scaffold talk with prompts or 'speaking frames'
- Plan opportunities to use oral language with peers. E.g. talk in pairs/small groups to verbalise concepts/ideas.

Teacher Scaffolding speaking activities- Explaining

- Use of visuals *Use props, puppets and images to support what you say*
- Repetition *Repeat key words and important phrases. Repeat correct answers given by pupils; EAL learners find it difficult to pick up on answers given around the classroom*
- Rephrasing *Use both complex language and rephrase using simpler language*
- Keywords *Display key words and point, circle or highlight as you speak. EAL learners will find it easier to make the link between the spoken and the written language.*
- Body language *Use mime, gesture, facial expressions, acting out, pointing.*
- Demonstration *Show pupils what you mean by demonstrating. Explain as you demonstrate so the meaning of your words is clear*

Teacher Scaffolding speaking activities- recasting

Recasting is a positive way of correcting an EAL learner's English

Me goed to park
Saturday.

Ah so you **went**
to **the** park **on**
Saturday did
you? Who did
you go with?



Questioning

No hands rule

Explain that when you ask a question you will choose named pupils to answer. This allows you to frame questions to match particular learners

Closed questions

Asking questions which require a 'yes/no' answer is a good way to check if an EAL learner has understood

Multiple choice questions

Giving a pupil the answers in the form of multiple choice or either/or models the language he/she needs to respond with. E.g. Is the line curved, straight or wavy?

Traffic lights

Get pupils to respond non-verbally by getting them to draw a red, amber or green circle. (smiley faces)

Talk frames and prompts

Talk frames provide the language EAL learners need to begin their sentences and structure their talk:

A. Drama, PE, Music- Evaluation

- What I did well was...
- I showed this by...
- I will do this by...
- I know I am successful because...
- Next time I will...

B. Reporting back on an Investigation

- What we did was...
- What we found out was...
- What our results show is...

C. Debates

- I think that...
- I believe that...
- I agree with...because
- In my opinion...
- Some people say...but...



Reading Strategies for the EAL learner

Synthetic Phonics

EAL doesn't have to be a barrier to learning phonetically. Although the sounds of the first language are imprinted very early in the child's development, most EAL children very quickly tune into different sounds. They are practised in listening to and differentiating between different sounds. Listening is a very important aspect of learning any language, and it is important that EAL learners are listening carefully before beginning any activity.

Tuning into sounds

EAL learners will have had lots of speaking and listening practice in their first language but they need the chance to do the same in English. It is important to have a strong emphasis on speaking and listening activities to prepare children to hear English sounds, enunciate sounds, blend sounds together and segment words into their individual sounds.

- Allow the EAL learner extra processing time during listening activities as they won't be as 'tuned in' to the English sounds as their monolingual peers.
- Slow songs/nursery rhymes down and use additional visuals to help the EAL learner understand the words and correctly pronounce and join in with the words.
- Keep parents informed of new nursery rhymes you are learning and show them where they can listen to them with their children on the internet.
<http://learnenglishkids.britishcouncil.org/en/little-kids-songs>
- For children learning EAL, songs and rhymes are a particularly effective way of learning chunks of language. Be aware that they may internalise the language as a 'chunk' and may not hear where one word starts and another ends.
- Sharing songs and rhymes in home languages reinforces similarities in sounds and patterns of languages. <http://www.mamalisa.com/?t=eh>
- Even if they do recognise words in isolation, mistakes can be made. 'Next week/ necks weak'. Careful enunciation of words and phrases is important with appropriate gesture and expression.
- Songs and rhymes are a way of tuning into the rhythm and developing speech patterns of the language.
- Sympathetically re-model/re-cast speech when possible so that the EAL learner hears the correct English pronunciation.
- Group EAL learners with good role models of spoken English for independent activities such as the role-play corner where speaking and listening activities naturally occur.
- Barrier games can be effective. In these games, children have to listen carefully, usually in pairs, to instructions in order to complete a task with pictures or objects to match a task performed or set behind a simple barrier.



Oral segmenting/Oral blending

The EAL learner, having learnt the correct English pronunciation of words, will need exposure to the oral segmenting/blending games so that they become familiar with segmenting words into their individual sounds. This integral part of Phase One Letters and Sounds is important for the EAL learner

Comprehension

Whilst synthetic phonics teaching and the development of phonological awareness will contribute to bilingual learners' English reading development, this should not supplant EAL language development work. The ability to decode, a skill which many EAL learners develop rapidly, is often not accompanied by the comprehension skills necessary for achievement within the educational system. For this reason undue emphasis should not be placed on decoding skills with children operating in a second language

“A child with good decoding skills may give the impression of having good reading skills and, as a consequence, poor comprehension skills may not be identified. As children with poor language skills progress onto texts that challenge decoding ability, the storyline with the text is likely to go beyond their level of understanding... Failure to provide the necessary language support in the early years of education may lead to a poor-get-poorer pattern of reading comprehension achievement for many children learning EAL”.

Hutchinson, J.M., Whiteley, H.E., Smith, C.D., & Connors, L. (2003) 'The developmental progression of comprehension-related skills in children learning EAL' Journal of Research in Reading, 26 (1), 19-32.

Strategies

- Be aware that EAL learners need to talk about their books more than a monolingual learner. They need to talk about the new vocabulary; that 'fierce' is the same as 'angry'. That the word 'shed' refers to the building made of wood in the picture at the bottom of the garden. They will not have had the same exposure to oral language as their monolingual peers have had and so may initially find it difficult to guess words from the context in which they appear in a sentence. 1:1 reading with your EAL pupil is as important as including them in appropriate phonics groups.
- Assess the reading level of the EAL learner and identify readers which will be suitable. Beware of standardised, formal reading assessments and remember not to give age equivalents without qualifying that the norms are based on the performances of monolingual speaking peers. Results therefore should only be reported upon qualitatively and used to measure progress; compare child against themselves over a given time period taking into account progress made developmentally.

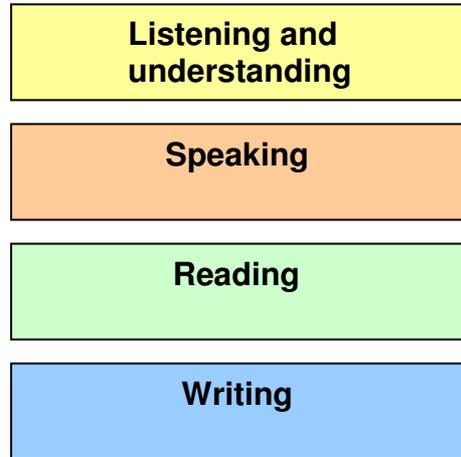


- Set up paired reading on a regular basis with a competent reader. Provide a range of reading materials and encourage the pair to read to each other. Ensure that the paired reader is clear of what is expected of him/her.
- Talk to the parents/carers about the importance of reading at home with their youngsters. Encourage them to read the text with their child and then to discuss the meaning of individual words, phrases and paragraphs in their home language. It is important that the EAL learner has the chance to discuss the meaning behind the stories they are reading in their stronger language.
- Consider inviting parents into school during individual reading sessions so that they can see the importance of asking comprehension questions. This is also an opportunity to explain how to fill in reading diaries.
- Consider using props such as story sacks, puppets, visuals to encourage the EAL learner to do follow up activities, at home and in school, based on the books they are reading. Activities such as sequencing of pictures, short book reviews will encourage the EAL learner to think about the stories they have read. For EAL pupils who are in the 'silent' stage sequencing activities or cloze activities are a good way of assessing whether they have understood the books they have read.
- Set up a story corner where set books and props are kept to encourage the EAL learner to enact some of the stories that have been shared with the whole class. An EAL learner needs time to be able to experiment with the new language they have learnt in a safe environment.
- Hot seating and drama activities enable EAL learners to draw on gesture and conversational English to communicate their understanding.
- Encourage the EAL learner to transfer information to a different format such as a graph or a diagram or make a visual response – e.g. draw picture and label it with key vocabulary.



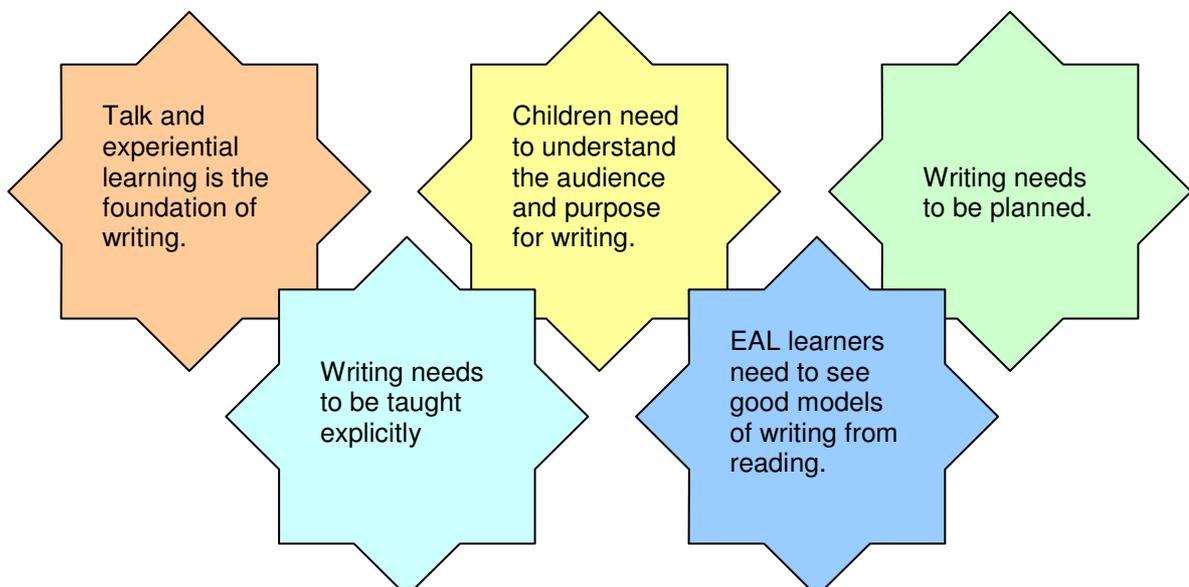
Ideas for teaching writing

Language learning for EAL pupils usually follows the same order as it does for monolingual children:



New arrivals and EAL learners in your classroom may not have reached the same stage of language development in English as their monolingual peers and therefore will need adjustments to be made in order to accommodate this. EAL learners are expected to demonstrate their literacy skills/expressive language skills having had relatively less time for these to develop compared to their monolingual peers. Writing is therefore an even greater challenge for EAL learners. As with all strategies for EAL learners the challenge is to **keep the cognitive challenge high whilst making the language element accessible.**

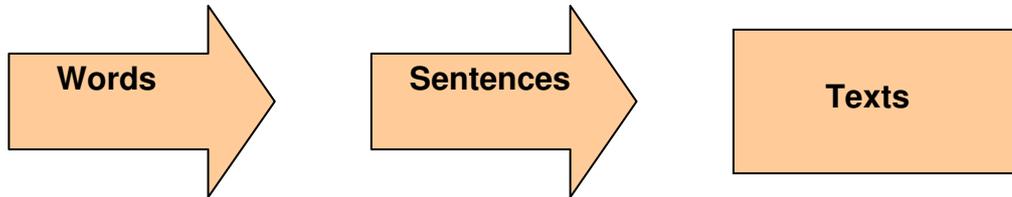
Speaking is an essential building block for developing writers. Most teachers instinctively correct, re-cast and re-model spoken language for all children; children learning to write in a second language will need additional input of this type to ensure they **learn the difference between written and spoken language** and that they catch up with their peers.





Three levels of writing

We can look at writing on three levels



Language development is not a totally linear and systematic process. EAL learners will be learning whole chunks of language through verbal interaction, not just single words. However, in planning for language development it is useful to think of a logical sequence for building language: when teaching begin by introducing single words and start to link words into phrases or sentences.

Talk

Well organised talking activities will help children learn the language structures that they will later transfer into writing. Examples are:

<p><u>Barrier games</u></p> <p>These allow children to practise specific language e.g. prepositions, key vocabulary etc.</p>	<p><u>Pair/group work</u></p> <p>Well organised, this type of activity can allow children to hear and practise language in context. Group with good role models of language and learning.</p>	<p><u>Talking postcards/voice recorders</u></p> <p>These enable children to say a sentence (with or without support) and play it back multiple times so they can use it as a model for writing.</p>
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Cloze

Children have to reconstruct a text, parts of which have been deleted. You could supply the words pupils need separately or give a selection of possible words to choose from. You can support these activities with relevant visuals and if necessary give initial letter clues; in short it is easily differentiated and can be tailored to the needs of the individual. Cloze text enables children to see and read good models of writing; they can also be used to support the acquisition of key words and tricky words.

Little Red Riding _____ walked through the _____.

She was going to see her _____.

Hood
forest
Grandma



Sentence makers

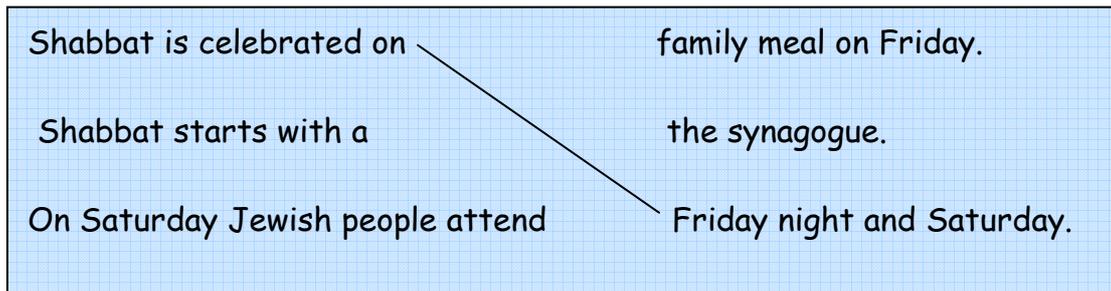
Sentence makers are excellent for teaching EAL learners specific structures in writing. They give pupils the opportunity to repeat and practise the language. They can be used as a scaffold for talk and to rehearse orally before writing.

Example of a sentence maker in Science:

The	light	is are	making a	shadow.
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Heads and tails

“Heads and tails” is another great tool to help EAL learners construct sentences. Type out the sentences and cut them in half. You can copy them on to card for learners to assemble. Think carefully about where you make the splits.



Making connections

Ensure you teach EAL learners connectives. It is helpful to teach them in groups. If students are literate they may be able to translate these connectives and make bilingual lists; making connections between languages is a helpful way to learn.

Here are some simple examples:

Time
First
Finally
Next

Adding
And
As well as

Cause and effect
So
Because

- Display connectives on posters in your classroom
- Create connectives banks for specific genres of writing
- Encourage pupils to collect connectives and add to the lists



Bilingual pupils need to be shown how to use connectives in sentences so that they understand how the sentence structure changes.

*Little Red Riding Hood visited her Grandma **because** she was unwell.*

Because she was unwell, *little Red Riding Hood visited her Grandma.*

You could use some of the tools eg cloze, heads and tails etc to demonstrate and reinforce this point.

Writing frames

A writing frame is a skeleton outline to scaffold pupils' writing. Writing frames can support EAL learners to write longer texts in different genres. They are useful once an EAL learner is starting to write in sentences, but as students develop control over their writing the scaffold should be reduced and eventually taken away.

Writing frames can provide

- Sentence starters
- Relevant sentence grammar
- A structure for writing
- Relevant connectives

Powerful alternatives to writing frames are modelling writing and graphic organisers.

There is a danger that writing frames can become a straitjacket rather than a support if they are overused.



Models and modelling

Models are essential for EAL (and all) learners to know what a good example should be like. There are various ways of using good models:

- Use examples of pupils' writing
- Use authentic, real life examples of the sorts of texts you want pupils to write
- Compare good and bad examples of the genre
- Write them yourself
- Write collaboratively with a small group **combining talking with writing**

Modelling enables teachers to demonstrate what a good finished product looks like at the same time as demonstrating the process of writing. It enables pupils' to know what the writer is thinking during the process.



"I want to persuade Father Christmas to bring me a present, so I am going to write, *Please visit me, I have been very good.....*"



How to support EAL learners in mathematics

The language of Maths presents particular challenges for EAL pupils.

There are three main areas of language which need to be identified by classroom teachers and in some cases should be pre-taught:

Specialist mathematical vocabulary

e.g. multiply, divide, triangle, sum

The use of everyday words in Maths in specific ways

e.g. table, match, difference

Language of reasoning and logic

If...then...because...must be...can't be....could be.....therefore.....

Children learning English as an additional language will need to have this vocabulary specifically taught; it is not something that will usually just be “picked up” and without targeted interventions these children can be disadvantaged.

Interventions to teach the vocabulary include:

- Oral rehearsal
- Barrier games
- Adult modelling
- Display with visual models
- Speaking frames
- Bilingual glossaries/liaison with home
- Pre teaching

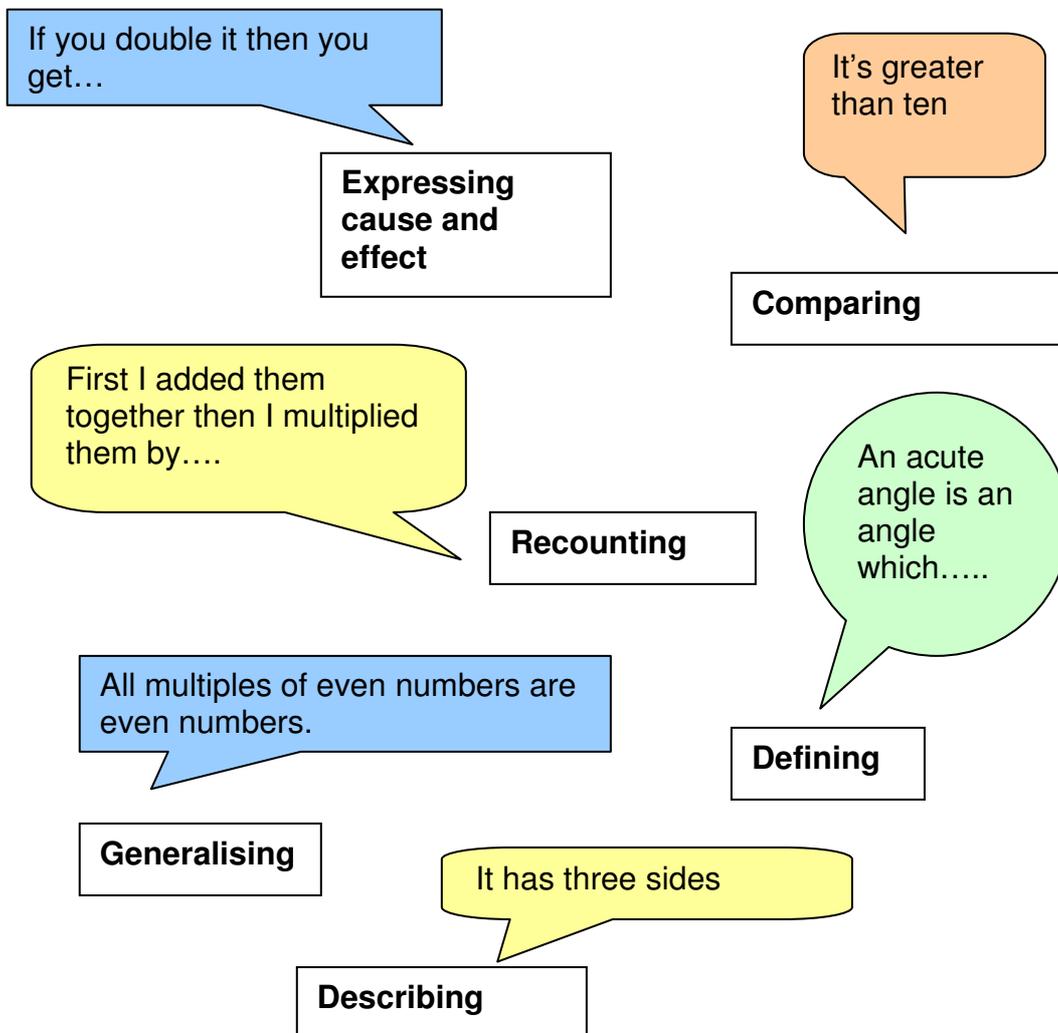


Teacher modelling is crucial for pupils to understand the subject-specific use of this language and Maths lessons should be full of **talk and action**.

Ensure that pupils are given vocabulary lists and that bilingual lists are sent home (where appropriate) so that parents can reinforce new vocabulary in their first language.

Mathematical vocabulary and symbols should be clearly displayed in the classroom

It is helpful to consider language functions and structures in Maths:



An awareness of how language is used in Maths lessons will help teachers to plan lessons with an appropriate language focus.



Many EAL learners under attain in comparison with their monolingual peers for significant parts of their educational career as they are still acquiring academic fluency in English. This is normal and most will catch up with, and even exceed, their peers given time and the correct support.

Low expectations can be one of the biggest barriers to learning encountered by EAL pupils. For significant parts of their educational career EAL learners will make more rapid progress assuming they are exposed to good quality-first teaching and appropriate intervention.

It is essential that all EAL learners are tracked effectively so that progress is seen in context.

Profile of Competence

EAL learners in Solihull are tracked and assessed using the Profile of Competence. This is an assessment system that covers the for areas of language (Listening & Understanding, Speaking, Reading and Writing) and tracks progress from beginner to advanced – a process that usually takes 5 to 7 years, but can take up to 10 years in some cases. The table below shows the expected time each stage should take.

EAL learner	EAL level
Beginner Typically 2 years	Step 1
	Step 2
	Step 3
	Step 4
Intermediate Typically 2 – 5 years	Step 5
	Step 6
Advanced Typically 5 – 7 years	Step 7
	Step 8

The Profile of Competence is should form the context to National Curriculum assessments and should run alongside assessments in the classroom. It is not intended as a substitute but as an additional tool to ensure that teachers are able to demonstrate that pupils are making progress. For this reason it is recommended that it is updated at least termly.

EAL learners who have been learning English for between 5-7 years should not necessarily be considered as underachieving if they are working below age-related expectations.

It is essential to consider the following factors when looking at pupil progress:



English as an Additional Language

- 1) The age of the pupils when he/she arrives and
- 2) The number of years schooling the pupil has received in his/her language
- 3) The amount of time he/she has been learning English

The trajectory for EAL learners needs to be steeper than normal in order for them to catch up with their peers. EAL learners require aspirational targets to be set for them and these require **good quality-first teaching and the implementation of a range of interventions to ensure the targets are met.**

Tracking pupil progress is an essential link in the assessment chain and, where possible, any information should be integrated with existing school systems.

This example details the range of additional fields that are particularly important in developing an effective data tracking system for EAL learners.

Name	Year	Gender	Date of UK entry	Country of origin	Ethnicity	First Language	EAL?	Literacy in L1?

- Tracking systems should include all BME (Black & Minority Ethnic) pupils not just those reported as learning EAL
- Date of entry into the UK is a critical piece of information as this may explain the under attainment for the early part of a learner's educational career; it will not explain underachievement.
- Country of origin, ethnicity and first language each add useful information and add extra fields to analyse data
- EAL- bear in mind that not all ethnic minority learners have an influencing language in their background. Those who do not would not be described as learning EAL. It is a worthwhile field as it can be used for data analysis e.g. ethnic minority and/or EAL compared with white British. The number of beginner EAL learners* is required for the school's self evaluation form.
- Literacy in first language can be difficult to determine. It is suggested that "yes" is recorded if pupil is working at an age-appropriate level in reading and writing, "partial" if they have some literacy and "none" if they have little or no ability in their first language.
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Failure to track pupils effectively can mean they are placed in low sets and given low targets which leads to significant underachievement. Particular attention should be given to tracking data at times of transition between key stages.



Frequently asked questions

How do we communicate with parents when we are uncertain of their understanding?

If you feel a phone call may not be understood, try to get a contact number of someone who will be able to translate e.g. work contact, neighbour, friend etc. Ensure that parents are happy with the contact for confidentiality reasons.
Written messages are useful e.g. home-school diaries, as these allow families time to get them translated.
Most families have contacts who can act as interpreters.

Why won't a child talk to me when I have heard them talk freely to other children?

Children may develop language for social communication quite rapidly; this is usually based on the language around them and may be based on echoing what they hear. Many children understand what they hear but are unable to formulate replies to questions and cannot "make conversation" themselves. Don't give up talking to them; they will begin to make sense of what you are saying and may even surprise you by uttering a complete sentence after months of silence!

Should I put a child on the SEN register because he/she is learning EAL?

EAL does not mean that a child has SEN. Children with EAL should not be assessed using p-scales and they should not be put on the SEN register unless they have been identified as having an additional need. However, it is important that children with EAL are carefully tracked and monitored so that any possible additional difficulties are not missed.



Dual language books & dictionaries

Grant & Cutler

55-57 Great Marlborough Street, London W1V 2AY

Tel: 020 7734 2012 Fax: 020 7734 9272

“The UK’s largest foreign language bookseller”. Good for dictionaries.

Catalogues available include: Languages of Eastern Europe & former USSR; Indian; Oriental; Middle East & Eastern Mediterranean; Scandinavia.

Roy Yates Books

Smallfields Cottage, Cox Green, Rudgwick, Horsham RH12 3DE

Tel: 01403 822 299 Fax: 01403 823 012

Children’s books & dictionaries. Contact him for lists of available resources, specifying the languages in which you are interested.

RDS (Reading Discounts for Schools)

8 Merton Road, London, E17 9DE

Tel/fax: 020 8 2521 6969

Sells: Mantra, Milet, Learning Design, Refugee Council, Harmony Publishing

Mantra Lingua

5 Alexandra Grove, London N12 8NU

Tel: 020 8445 5123

Main publisher of dual language books. Also multilingual posters.

Milet Ltd

PO Box 9916 London W14 0GS Tel: 020 7603 5477 Fax: 020 7610 5475

Specialise in Turkish dictionaries, dual language resources and books etc. about Turkey. Also supply dual language books and dictionaries in other languages.

Mirage Children’s Theatre Company

Park Walk School, London, SW10 0AY

Tel/fax: 020 7349 9969

Dual language audio plays: traditional stories retold in a range of languages including: Albanian, Somali, Sylheti & Tamil.

The Refugee Council

Resources for schools including bilingual books

Learning Design

(Tower Hamlets Education Directorate) English Street, London E3 4TA

Tel: 020 7983 1944 Fax: 020 7983 1932

Dual language books in Albanian, Bengali & Somali. Books about teaching pupils with these backgrounds/languages



Other specialist publishers & suppliers

African Books Collective

The Jam Factory, 27 Park End Street, Oxford OX1 1HU

Tel: 01865 726686 Fax: 01865 793298

Books from and about Africa. Thematic catalogues available including ones on children's books.

Alpha Education, Nottingham

Tel: 0115 976 2821 Fax: 0115 840 3630

"Your Online, One Stop Shop for Multicultural Educational Books & Resources to Schools, Libraries, Nurseries, After School Groups and the Parental Market."

BIS Publications

PO BOX 14918, London N17 8WJ

Tel: 0208 880 4066 Fax: 0208 880 4067

Educational materials about people of African descent.

Central Books

Mail order supplier of books from smaller publishers eg. Bogle L'Ouverture and Human Rights Watch.

Kids Like Me

49 Victoria Drive, Eastbourne, East Sussex BN20 8JU Tel: 01323 649 924

On-line supplier of 'Inspirational multicultural toys, books and educational resources for children aged 0-12.' Including DVDs, music CDs, posters, dressing up clothes, stationery, arts & crafts.

Letterbox Library

71~73 Allen Road, London N16 8RY

Tel: 0207503 4801/3/4/8 Fax: 020 7503 4800

Specialise in multicultural & non-sexist books for children. School visits. Local representatives around the country.

Open-Sez-Me Books

1 Winchester Street, Brighton, E. Sussex BN1 4NX.

Tel: 01273 272231 Fax: 01273 709040

Books on festivals throughout the year. Website also has useful information & ideas for activities.

Soma Books

38 Kennington Lane, London SE11 4LS Tel: 020 7735 2101

Books for children & adults on Asian/African cultures, imports from India etc. Dual language books.



English as an Additional Language



Tamarind Books

PO Box 52, Northwood, Middx. HA6 1UN Tel: 020 8866 8808 Fax: 020 88665627

Books which feature, mainly, African-Caribbean children.

Willesden Bookshop

Specialises in multicultural books. Useful thematic booklists. On-line ordering and will invoice your school.

World Language Books

Foreign language books for children and young adults.



English as an Additional Language

Further Reading/References



- An extensive list of approaches and strategies can be found on the NALDIC website: <http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources>
- To look at OFSTED's definition of good practice in EAL teaching <http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/eal-ofsted>
- Hutchinson, J.M., Whiteley, H.E., Smith, C.D., & Connors, L. (2003) 'The developmental progression of comprehension-related skills in children learning EAL' Journal of Research in Reading
- Washbourne, A (2011) *The EAL Pocketbook* Teachers' Pocketbooks
- Dorset County Council Ethnic Minority Achievement Service *Welcoming Bilingual pupils into Primary Schools*
- Gibbons, P. *Learning to Learn in a Second Language* Heinemann 1993
- Gloucestershire Race Equality and Diversity Service, *English as an Additional Language: A guide to working with children in Early Years settings*, www.irespect.net