



Mission Statement

'A place where the best teachers ignite your child's passion to learn. Where your child will be challenged to attain academic excellence in a stimulating, caring and supportive environment, so that they will become independent, critical thinkers with knowledge and confidence to succeed in life'

Name of policy	English as an Additional Language (EAL) – Supplementary Policy
Author of policy	Lorraine Ledwell
Date adopted by St. Clare's	1 Sep 2015
Date of review	
Date to be reviewed	1 Sep 2018

Statement of aims

We are committed to making appropriate provision of teaching and resources for all students whom English is not their first language.

st Clare's school will identify individual student's language level and needs and provide adequate support as an integral part of the curriculum.

Key principles:

- Activating pupil's prior knowledge
- Recognising and using first language knowledge
- provision of a rich contextual background
- actively encouraging comprehensible output
- drawing the learners' attention to the relationship between language form and function
- developing learner independence

We aim to ensure that all students are able to:

- use English competently and with confidence
- Use English as a means to access the whole school curriculum

We aim to achieve this by:

- All staff playing a crucial role in modelling correct use of language
- identifying the proficiency level of English in order to provide a programme of language learning appropriate to the students age and ability
- identifying, planning and differentiating through all areas of the curriculum
- providing learning support adequate to needs by means of a teaching assistant or more specialist provision by a suitably qualified teacher
- monitoring and evaluating progress, making adjustments to the programme according to emerging needs


We recognise the importance of effective dialogue between teachers, parents and outside agencies. We aim to keep parents informed, at every stage, of their child's progress and any concerns should be addressed in the first instance to class teacher.

SUPPORT STRATEGIES

Support strategies provide examples of good practice, which will impact on the quality of learning and teaching. These strategies should always be underpinned by an ethos of high expectation for the pupils to achieve their true potential.

general support

(Use the last column to assess the effectiveness of the strategy)

Strategy	Examples	Effectiveness
<p>Create an inclusive environment Ensure that the pupil will be able to relate to the classroom</p>	<ul style="list-style-type: none"> • Display labels and signs in home languages in the classroom and around the school environment • Reflect diversity in visual displays • Relate to the pupil's cultural background within the curriculum and enable the pupil to draw on his/her own experience 	
<p>Pairing and Mentoring Set up a 'buddy' system as soon as the pupil arrives</p>	<ul style="list-style-type: none"> • Where possible with same language speaker • Friendly and out-going pupil • Good role model of English, guard against placing EAL learners in groups with pupils with Special Educational Needs • • If there is a pupil with the same first language in another class make arrangements for them to meet at other times 	
<p>Practical activities Make opportunities for the pupil to become practically involved in the classroom, with a partner at first</p>	<ul style="list-style-type: none"> • Distributing equipment • Collecting exercise books 	
<p>Visuals Provide as much visual support as possible in a wide •variety of formats</p>	<ul style="list-style-type: none"> • Pictures • Diagrams • Photographs • Flash cards • Picture dictionaries • Computer programs, • Television • Artefacts • Produce a set of picture cards for the pupils to use to communicate needs 	

<p>Key words and key language Give short vocabulary lists, using a bilingual peer, support assistant or parent</p>	<ul style="list-style-type: none"> • illustrate key words with simple pictures • Pre-teach key words before a unit and/or of key words for each unit, lesson. • Create a glossary book for the pupil to record new words and key language. If the pupil is literate in first language, they should be recorded in both languages, with a definition in first language 	
<p>Key visuals Scaffold learning using key visuals</p>	<ul style="list-style-type: none"> • Tables • Timelines • Venn diagrams • Flow charts • Mind maps 	
<p>Dictionaries Offer a variety of types of dictionaries</p>	<ul style="list-style-type: none"> • Picture • Illustrated topic • glossaries • Bilingual dictionaries if the pupil is confident in written first language • (Literacy Strategy) Pupils should be made to feel confident about using a dictionary within the classroom 	
<p>Talk Opportunities for talk should be planned</p>	<ul style="list-style-type: none"> • A 'silent' period is often a stage of development in learning EAL and a pupil should not be forced to respond • It is normal for understanding to surpass verbal output in the early stages. • Create activities for scaffolded talk • Use paired discussion, preferably in first language if possible, before commencing written work 	
<p>Collaborative Activities Plan for regular collaboration with peers</p>	<ul style="list-style-type: none"> • Group tasks facilitate involvement, belonging and the need to experiment with language in order to complete a task • Language is modelled by peers • If pupils have been taught how to work collaboratively, the group creates a nonthreatening environment for learning 	
<p>Use of first language Encourage regular transfer between first language and English</p>	<ul style="list-style-type: none"> • Show that the pupil's first language is valued, fostering self-respect and motivation • Learn a few simple phrases, numbers, colours 	

	<ul style="list-style-type: none"> • Provide opportunities for pupils to work in same language groups and pairs • If pupils are literate in first language encourage them to continue reading and writing • Make bilingual books • Bilingual displays • Listen to bilingual taped stories • Read bilingual books • Use home and community languages in drama and role play • Ask parents, staff and community members to give bilingual support in the classroom 	
<p>Language awareness Foster awareness and knowledge of language</p>	<ul style="list-style-type: none"> • Gain a simple understanding of the pupil's first language, simple phrases, basic script form and syntactical differences • Teach pupils about the varieties of language within and between countries • Study the difference between written and spoken English, between different registers, codes and dialects of spoken English • Know appropriate use of English in different situations • Explain the use of synonyms, idioms, derivations and nuances in both English and first language 	
<p>Parental involvement Develop parents' ability to</p> <ul style="list-style-type: none"> • support and reinforce the school's work from home • and create an open dialogue for the school to become better informed about the pupil's development 	<ul style="list-style-type: none"> • Use interpreter or bilingual Language Assistant at meetings, especially the initial meeting • Visit pupil at home with an interpreter • Advise parents how to support their child's language development bilingually, for example, sharing picture books in first language • Give clear guidance about the British education system and the curriculum 	

SPECIFIC STRATEGIES FOR LITERACY

SPEAKING AND LISTENING

Teaching strategies	Examples of activity
Teach survival English first so that the child can express needs. e.g. toilet, drink	<ul style="list-style-type: none"> • demonstrate classroom vocabulary e.g. pencil, table, chair • use picture cards • use ICT
Value home language	<ul style="list-style-type: none"> • Ask the child for equivalent words to those you are teaching. This will boost self-esteem and help him/her to remember the English vocabulary • Use dual language picture dictionaries, tapes and CDs
Teach more nouns, trying to link them into current class learning	<ul style="list-style-type: none"> • Use visual and contextual clues • Examples: parts of the body; clothes; places; people • Picture lotto • Picture snap • Sorting activities, e.g. by colour, shape or size • Matching activities • Illustrated dominoes
Teach some key verbs	<ul style="list-style-type: none"> • Start with activities they will need to understand, such as sit, stand, walk and run • It could be practically demonstrated, with a question and response: "Can you?" "Yes I can" • Use picture cards • Use ICT,
Model colloquial phrases, opportunity to repeat them in a variety of contexts	<ul style="list-style-type: none"> • This is a..... giving an • What's this? • What colour is it? • How manyHave you got? • Can I have a blue pencil please?
Talk using full sentences	<ul style="list-style-type: none"> • Ask open ended questions to give pupils an opportunity to respond at their own level • don't insist on whole phrases ALL of the time, as it may be discouraging to beginner bilinguals • Picture sequencing: sorting unsequenced pictures and re-telling the story
Plan for opportunities for talk	<ul style="list-style-type: none"> • Use first-hand experience as a stimulus for talk • Create activities for scaffolded talk • Use collaborative group work • Play paired games, e.g. matching and sorting

READING

Teaching Strategies	Examples of activity
Share picture and illustrated reference books	<ul style="list-style-type: none"> • Tell the story from the pictures • Talk about the pictures as you would with a young child • Use taped stories and CDs in English and in dual language versions • Paired reading. The advanced English user can read and help the beginner to identify words.
Initial words	<ul style="list-style-type: none"> • Point to individual words and repeat them; • Flash cards • Key words lotto • Matching activities • Word Snap
Phonemes and the alphabet	<ul style="list-style-type: none"> • Lower case and phonemes (letter sounds) first • Teach the pupil to recognise letters at random, using flash cards and pictures, or a picture dictionary • Ordering activities • Only teach letter names when the child can understand the difference between name and sound, (that some bilingual children will have been taught the English alphabet by names before they arrive in school)
Reading text	<ul style="list-style-type: none"> • The text should relate to child's own experience • Build on discussion before individual or shared reading • Pre-teach key words and reading texts before group or whole class reading • Use texts with rhyme, rhythm and repetition • Translate and summarise key words and themes into first language, for example, by a bilingual Language assistant or peer
comprehension	<ul style="list-style-type: none"> • Place emphasis on understanding, expecting a different and the more advanced learners targeted response by: • Reducing the amount of text to be read • Multiple choice responses • Scaffolded writing frames, for example, sentence completion • Cloze procedures, filling gaps in sentences where: the words have been given elsewhere; a picture, diagram or first letter clue is given or where words are supplied from memory. • Use ICT • Sentence completion • Answering simple questions with yes/no or one-word answers. • True or false statements about given sentences. • Text underlining or highlighting, where pupils identify key words or parts of the text that relate to a particular question • These two suggestions would be extended to phrases • Labelling, where pupils write the main ideas in the margin or the teacher provides the main ideas so that the reader can place the cards against the passage (Underlining and labelling help pupils to focus on the text relevant to the task, as texts are usually complex and do not deal with one topic or theme at a time and enables them to make judgements about which aspects of the text are important for the task or the overall meaning) • The pupils represent the meaning of the text in diagrammatic form e.g. in flow charts • Sequencing sentences which are jumbled to form a piece of continuous writing, either ordered logically or chronologically
Select books with positive images of minority ethnic and which reflect pupils' cultural background	<ul style="list-style-type: none"> • Resources and lists of suppliers available from the Multicultural Resource Centres, libraries

WRITING

Teaching Strategies	Examples of activity
Letter formation	<ul style="list-style-type: none"> • Lower case and letter sounds (phonemes) first • Describe the pen movement to form the letters • Try to supervise “copy writing” until letter formation is secure
Words	<ul style="list-style-type: none"> • Labelling pictures and diagrams • Matching activities • Pupils maintain a glossary of new or keywords and phrases to revise both in school and at home. These may be kept bilingually where pupils are literate in first language. Glossaries may be in picture format and may be subject specific, for example, science equipment. Learn key words bilingually in advance. • Pre-teach keywords prior to a new unit or individual lesson • Display key words and phrases around the classroom, in English and bilingually • Reinforce and test key words during starters and plenaries
Sentence construction	<ul style="list-style-type: none"> • Visual clues to support writing • Matching sentences or paragraphs to a sequence or set of pictures. Pictures may be pasted into a workbook, with written sentences. • Provide pupils with word cards, which they use to construct sentences • Writing sentences using choice tables, where there are a number of possible responses to choose from to complete a sentence. This could be matching halves of different sentences. • Re-writing sentences by changing underlined words • Writing sentences based on a modelled answer, providing structure and setting standards of expectation • Cloze procedures, filling gaps in sentences • Use ICT
Text	<ul style="list-style-type: none"> • Use paired discussion or rehearsal of answers, preferably in first language if possible, before commencing written work. Oral practice encourages use of new language meaningfully, building understanding and fluency before having to cope with the additional demands of writing. Some text may be dictated to a scribe. • Use first-hand experience as a stimulus and to make learning meaningful • Collaborative writing, especially with same first language peers, including planning for extending texts • Encourage pupils to write with understanding; where appropriate in shorter pieces of writing than their peers • Glossaries of key words • Writing based on a modelled answer, providing structure and setting standards of expectation • using writing frames; sentence completion • Sequencing sentences to produce a piece of text. This may be based on a sequence of simple comprehension questions. • Explain the key features of different genres of writing, modelling the process • Pupils who are literate in their first language should be encouraged to write bilingually as a way of expressing concepts and ideas and promoting acquisition of English. Bilingual writing should be acknowledged by bilingual support staff, parents or peers where possible. ICT can be used to translate writing • guidelines for how to improve writing, for example, when marking show: what was done well; how corrections can be made and what needs to be done to move to the next level • Homework tasks should be explained in the lesson, checking for understanding. Differentiated support material should be provided.

SPECIFIC STRATEGIES FOR MATHS

For newly arrived/early stage pupils with EAL

Teaching strategy	Examples of activity
Familiarise pupils with number names and place value.	<ul style="list-style-type: none"> • Use numerical system from pupil's culture if possible • Oral games, rhymes and songs for repetition scripts • Number jigsaws/squares • Matching activities (oral and/or written)
Familiarise pupils with words describing position	<ul style="list-style-type: none"> • Games/activities to reinforce e.g. first, fourth, last e.g. discussion about races (athletics, horse races games/activities to reinforce e.g. 'inside', 'outside', 'opposite')
Teach pupils to tell the time (12 & 24 hour), days, months, years & seasons	<ul style="list-style-type: none"> • Use pictures of the school day, with written times and clock faces, use a digital camera to record the pupil's own class timetable
By Key Stage 3, pupils should be familiar with the four rules	<ul style="list-style-type: none"> • Ensure that pupils are familiar with addition, subtraction, multiplication and division

During oral and mental starters:

Speaking and Listening

Activity	Examples
Rapid response	<ul style="list-style-type: none"> • Model language, including mathematical language, required in responses • Build in sufficient thinking time • Use mini white board or fans for responses • Allow pupils to 'show' rather than 'tell' • Encourage pairs to rehearse responses in first language or with an encouraging peer • Ensure participation in chanting and counting activities
Kinaesthetic activities	<ul style="list-style-type: none"> • Model activities and the language required before pupils are expected to carry them out • Sorting activities supported by flashcards • "Simon says" activities
Group activities	<ul style="list-style-type: none"> • Encourage pupils to participate in solving problems and interpreting data verbally

During main teaching activity:

Speaking and Listening

Teaching strategy	Examples
Learning intentions should be explicit	<ul style="list-style-type: none"> • Display learning intentions, in pupil-speak, on the board throughout the lesson • Record instructions and tasks on the board and underpin with visual clues, gestures and modelling where possible • Tell pupils what, if anything, to prepare for the plenary
Key vocabulary and spellings taught or reinforced	<ul style="list-style-type: none"> • Explain new keywords and elaborate on those that may have multiple meanings, e.g. table, volume • Use spelling strategies, e.g. mnemonics • Clarify symbols which may confuse pupils
Questioning to establish prior knowledge and skills	<ul style="list-style-type: none"> • Scaffold questions to ascertain levels of prior knowledge, e.g. Mathematical Vocabulary

	<ul style="list-style-type: none"> Encourage pupils to answer in full sentences once language required has been modelled
Model language required and encourage repetition	<ul style="list-style-type: none"> While pupils should encouraged to acquire the target language modelled by teacher and peers

Recording

Teaching strategy	Examples
Model different stages used to arrive at the answer	<ul style="list-style-type: none"> Make language associated with each particular step explicit Work through modelled examples with the pupils Display examples that pupils can follow as a structure to support their explanations
Use prompt sheets or writing frames	<ul style="list-style-type: none"> Produce writing frames/scaffolded answers appropriate for the lesson Use key visuals to demonstrate and explain ideas and methods
Encourage use of mathematical or bilingual dictionaries	<ul style="list-style-type: none"> Ensure that pupils have dictionaries available Allow them to consolidate their use of mathematical vocabulary Allow pupils to record keywords (especially those with multiple meanings) and set phrases for reference Symbols may be recorded with their meaning New instruction words should also be recorded with an explanation of what is required, e.g. Show your working... Flashcards should be used and key vocabulary displayed
Use culturally relevant examples and problems	<ul style="list-style-type: none"> Be certain that pupils understand concepts referred to in examples or exercises e.g. newly arrived pupil living outside London may not understand references to "The Underground"

Using and Applying

Teaching strategy	Examples
Display examples that pupils can follow as a structure to support understanding their explanations	<ul style="list-style-type: none"> Use questions and writing frames to scaffold pupils' Encourage pupils to underline important keywords or instructions Pupils should write numerical calculations out in words
Allow pupils to talk problems through	<ul style="list-style-type: none"> Encourage pupils to explain calculation strategies, methods for the solution of problems and justifying results both in pairs or groups and to the teacher
Boost pupil confidence by allowing time for initial practice	<ul style="list-style-type: none"> Use writing frames to scaffold pupils' understanding inform pupils when it is appropriate to use a calculator Allow discussion in pairs or groups
Ask pupils to offer their and methods solutions for whole class discussion	<ul style="list-style-type: none"> If the pupil is not a confident speaker, allow him/her to write the solution on the board while the teacher or peer describes the process If the pupil is not confident to speak in front of the class, he/she may tell the teacher who paraphrases For more confident speakers, allow time for rehearsal Pupil responses should be used as informal assessment of language as well as mathematical knowledge and understanding
Ensure that pupils are paired or grouped correctly	<ul style="list-style-type: none"> Pupils should be grouped with pupils of similar ability who will provide good models of language Ensure high cognitive demand by providing contextual and linguistic support

During plenaries:

Speaking and Listening

Teaching strategy	Examples
Allow pupils to ask questions	<ul style="list-style-type: none"> • Encourage pupils to ask for clarification • Allow pupils to set questions for other pupils
Encourage pupils to feed back to the whole class	<ul style="list-style-type: none"> • Provide sentence starters for newly arrived pupils or prompt them verbally to say things in their own words
Ask pupils to offer their methods and solutions whole class discussion	<ul style="list-style-type: none"> • If the pupil is not a confident speaker, allow him/her to write the solution on the board while the teacher or peer describes the process • If the pupil is not confident to speak in front of the class, he/she may tell the teacher who paraphrases • For more confident speakers, allow time for rehearsal

Recording

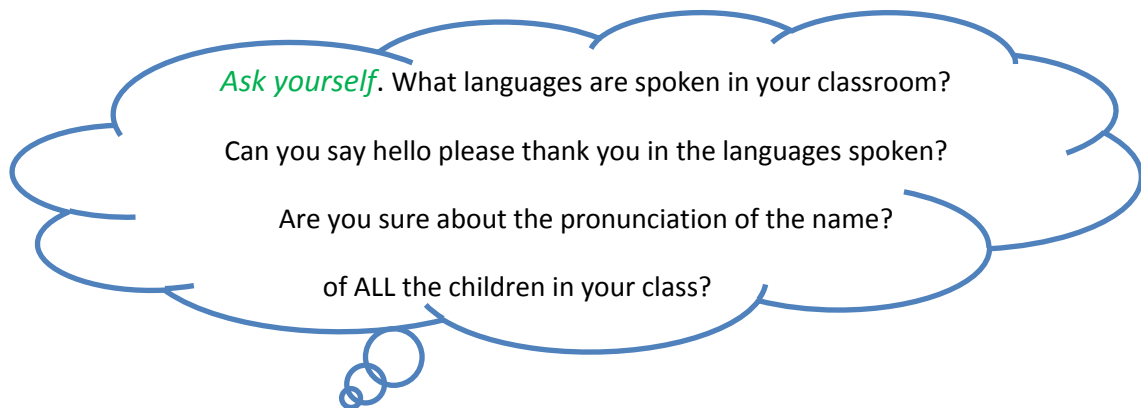
Teaching strategy	Examples
Allow pupils to demonstrate work without having to speak	<ul style="list-style-type: none"> • Teacher can provide the oral explanation while pupil demonstrates
Glossary	<ul style="list-style-type: none"> • Allow pupils to record keywords (especially those with multiple meanings) • Symbols with an explanation may also be recorded • New instruction words should also be recorded with an explanation of what it requires • Allow pupils to copy down examples of language used in tests

Using and applying

Teaching strategy	Examples
Use different contexts to those used in the lesson to test application	<ul style="list-style-type: none"> • Ensure that examples are culturally relevant and that language is appropriate • Use real-life resources and examples for this, e.g. pamphlets, advertisements, etc.
Show and share	<ul style="list-style-type: none"> • Encourage pupil interaction
Homework	<ul style="list-style-type: none"> • Set homework which involves practising vocabulary as well as mathematical procedure • Set homework which encourages pupils to demonstrate their knowledge visually, e.g. make a poster about triangles

SUPPORTING CHILDREN WITH ENGLISH AS A SECOND LANGUAGE

IN THE PRIMARY CLASSROOM



PLACING OF NEW ARRIVALS



Things to consider

do not always place in lower ability group

- placing the child with children who speak the same language
- allowing the child to sit and work alongside pupils who can provide good learning and language models
- assessments in English will not accurately reflect the child's abilities or potential- if possible trained adults who speak the same language /dialect should carry out assessments during initial periods
- a child that feels no stress, is welcomed and feels valued and included will have a more successful and rapid journey to second language acquisition



A SILENT PERIOD THAT COULD LAST FOR UP TO A YEAR IS COMMON FOR PUPILS WHO ARRIVE WITH LITTLE OR NO ENGLISH

SIX PRIORITIES- FOR LANGAUGE ACQUISITION



Activating pupil's prior knowledge

Recognising and using first language knowledge

Provision of a rich contextual background

Actively encouraging comprehensible output

Drawing the learner's attention to the relationship between language form and function

DEVELOPING LEARNER INDEPENDENCE

SUGGESTIONS FOR WHOLE SCHOOL ACTIONS TO DEVELOP A WELCOMING ENVIRONMENT AND INTERCULTURAL UNDERSTANDING:

- conduct a language survey;
- display a map of the world in the school entrance highlighting target languages are spoken;
- display a welcome message in many languages on the school website;
- invite staff, children and parents to share the language they speak;
- learn greetings and key words from other languages
- play music from other cultures in assemblies
- learn songs, stories and playground games from around the worlds
- invite visitors from other cultures and countries to assemblies and to support lessons;
- Collect and display information and artefacts from staff and children's travels.

CLASSROOM SUPPORT STRATEGIES FOR BEGINNER LEARNERS OF ENGLISH:

- Use gestures and visual prompts to teach instructions and key phrases;
- put the emphasis on listening before expecting pupils to speak
- provide opportunities to hear the sounds in English through phonics and rhyming activities/games
- identify and teach key vocabulary for tasks and new topics providing visuals when available;
- provide meaningful tasks that pupils can complete (end in success)
- plan some purely listening activities
- model task examples
- use graphic organisers –tables, charts, maps, pictograms;
- provide writing frames and partially constructed sentences, and word banks
- encourage the use of home language for discussion
- provide bilingual and/or picture dictionaries
- encourage the child to develop word banks.

Weblinks

<http://www.primaryresources.co.uk/letters/>

This resource bank includes some standard letters for parents in many languages

<http://www.newburyparkschool.net/langofmonth/>

This site provides audio files and resources for teaching common words and phrases in a variety of languages

ESOL.BRITISHCOUNCIL.ORG-CONTENT-TEACHERS-LESSONS-AND-ACTIVITIES

In this section you will find a wide range of teaching and learning resources, including lesson plans and activities to help you in the ESOL classroom.

Download 'Greet Primary school' PDF –EVIDENCE OF GOOD PRACTICE FOR PUPILS LEARNING EAL (available on ac. share. student support –EAL resources)

SUPPORTING YOUNG CHILDREN WITH EAL

Good practice includes:

- making sure everyone knows how to pronounce the child's first name;
- allowing time for the child to process thinking and talking in a new language (silent period)
- talking to the child as you work/play alongside them, even if there is no response;
- modelling correct language for the child to listen to (using short, simple sentences)
- Avoiding excessive direct closed questioning e.g. "what is this? ", "what colour is this?" (can increase a sense of failure if a child doesn't know the answer)
- using non-verbal gestures and body language to aid understanding;
- being consistent with simple repeated instructions;
- using stories, songs and rhymes with repetitive chorus lines to encourage the child to join in;
- encouraging the retelling of stories, using gesture, body language and tone of voice;
- providing musical opportunities where children can participate without using spoken language, e.g. through actions or playing an instrument;
- ensuring there is routine and structure to the day;
- pairing a child that they feel comfortable with- [see buddy chart](#);
- creating a language rich environment which includes and values first language;
- using visual aids: puppets, story props, pictures and objects to support understand and participation;
- using photographs to prepare and support children for outside visits;
- using games which involve turn taking, introduce new vocabulary and social language and provide motivation to listen and speak;
- talking about what you are doing AS you are doing it so that the child hears good language, modelled in a context with visual support;
- Providing situations where the instructions and questions have a real purpose, e.g. cooking activities.
- the involvement of parents and families.

weblinks

<http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/early-years/>

this section contains EAL guidance from NALDIC, government agencies and others which can help you with teaching EAL and bilingual learners.

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

free to use games for learning 80+ languages. with Bin are games for learning phrases, numbers, spelling, alphabet and vocabulary.

learnenglishkids.britishcouncil.org This site has free resources for children to use both in class and at home, either independently or with family members or friends. You can recommend activities from this site to children to do for homework, or during school holidays. You can also recommend the [Parents](#) section to parents and carers of children.

SPEAKING AND LISTENING

Statutory requirements state that a pupil should:

- listen and respond appropriately to adults and their peers
- ask relevant questions that extend their understanding
- speak audibly and fluently with an increasing command of standard English
- participate in discussions performances and role play
- be able to justify their answers and opinions
- give well-structured descriptions, including those for expressing feelings
- hypothesise, speculate and explore ideas
- gain and maintain the interest of the listener
- consider different viewpoints.

Key strategies for developing the speaking and listening skills of EAL learners can be by:

- oral rehearsal prior to writing
- using paired or group work
- effective use of practical work encouraging listening and then participating in extended speaking
- allowing the child to report from own experiences, in own language first
- explicit modelling, offering thinking time and reflection on oral work
- use of their first language within groups if/when possible-read a book that is written in their own language but talk about it in English
- ensuring that realistic targets are set
- ensuring a good routine will increase confidence



A child with EAL may take up to 2 years to develop 'survival language,' which

Incorporates basic interpersonal communicative skills and simple phrases

allowing them to operate fluently in the playground

and the social environment,

and up to 7 years to develop cognitive, academic language



JUST BECAUSE A CHILD IS NOT SPEAKING DOESN'T MEAN THEY ARE NOT LEARNING

ASSESSMENT

The principles of assessing EAL

Assessment should:

- recognise what pupils can do and reward achievement
- draw on different kinds of evidence
- reflect what has been taught in class
- be reliable (can someone repeat the assessment and obtain comparable results?)
- be manageable (in terms of time taken and reporting results)



Things to consider:

- is the purpose of the assessment clear? What are the aims?
- does the assessment take into account the pupils main/other language and culture?
- how long has the pupil been learning English?
- is the assessment age appropriate?
- is the focus on language, while being aware of the influence of behaviour, attitude and cultural expectations?



TRIGGERS FOR CAUSE FOR CONCERN:

- Language acquisition progress below expected norm.
- Unusually slow work rate compared to peers.
- Little response to teacher intervention or peers.
- Specific weakness in English language development e.g. poor verbal comprehension, limited vocabulary and use of expression.
- Poor listening and attention skills.
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension, limited unaided writing.
- Gap between cognitive ability tests and reading age.
- Very low baseline assessment.
- Poor ability in first language.
- Inability to acquire basic number concepts.
- Parent expressing concern over pupil's school progress.
- Pupil has difficulty in subjects which are less language dependent. However,
- Emotional and behavioural difficulties. Pupils remain socially isolated within peer group after a significant settling-in period

ASSESSING LISTENING: *Evidence of listening with understanding in English*

Observable outcomes should include:

Who does the pupil speak to?

- one person at a time
- a partner in pair work
- small groups
- a whole class

What types of utterances are made?

- Initiated talk. e.g. statements (naming), requests (questions)
- supported talk, e.g. echoing words, response to questions
- extended talk e.g. long turns, participation in drama/role play

What features of speech are there?

- pronunciation`
- clarity
- audibility
- formality/informality of usage
- non-verbal communication to support meaning (e.g. using gesture or mime to convey idea)

ASSESSING READING: *Evidence of attainment in reading English*

Observable outcomes should include:

- knowledge about how books work e.g. front to back, left to right
- use of reading strategies
- word recognition
- sentence grammar
- context
- understanding and response to text-prediction and inference
- pupil asking text related questions
- enjoyment of books and reading activities
- range of interest e.g. fiction, information, environmental print, ICT
- ability to transfer literacy skills from another language



Things to consider:


- Pupils learning EAL often acquire word skills that enable them to decode text without necessarily having complete understanding of what they have read
- try not to over correct

ASSESSING WRITING: Evidence of attainment in writing English

Observable outcomes should include:

- using pictures or symbols to convey meaning
- awareness of purpose in appropriate text structures
- use of spelling strategies, for example knowledge of word structure
- grammatical accuracy shown in sentence structure, punctuation, word order and tense choices
- use of descriptive and subject specific words

Use of the checklist below will help identify gaps and help planning to address them

Text Features	 X
General features/ expression of meaning	
1 is the meaning clear?	
2 Are the main ideas developed?	
3 Does the text show an understanding of the purpose of writing?	
4 Is there experimentation with language use?	
Genre/form	
5 Is the text appropriate to the purpose of the genre?	
Text cohesion	
6 Are the connectives used to link ideas?	
7 Are appropriate connectives used?	
8 Are pronouns used correctly?	
Vocabulary	
9 Is the vocabulary appropriate to the text type e.g. descriptive vocabulary in a narrative?	
10 is there a variety of words?	
Sentence structure/grammar	
11 Are the correct tenses and verb endings used?	
12 Is there subject-verb grammar agreement -e.g. 'He goes' not 'He go'?	
13 Are correct prepositions used e.g. of, in, at, under, over etc?	
14 Are definite articles (the) and indefinite articles (a) used correctly?	
15 Are the words in the sentence in the correct order?	
16 Is there a variety of sentence types ?	
Punctuation	
17 Is punctuation adequate for the writing?	
18 Is punctuation used correctly?	
19 Does it enhance the readability of the writing?	
Spelling	
20 Is conventional spelling used	
21 Are there approximations? If so what do these show about the writer's knowledge of spelling e.g. using phonic knowledge?	

Induction procedures checklist

Before pupil starts school	✓
<p><u>Leadership responsibilities</u></p> <ul style="list-style-type: none"> • arrange a tour of the school and an admissions interview • complete a pupil profile prior to interview • provided parents with welcome pack/prospectus • provide the class teacher with a copy of the pupil profile prior to child starting • agree a date for an induction review • arrange opportunity for 1:1 with class teacher and prior to start 	
<p><u>Class teacher's responsibilities</u></p> <ul style="list-style-type: none"> • create a welcoming environment including signs, displays and dual language resources • allocate a buddy to support the child around the school in the first few days • teach a class greeting in the EAL child's first language • send a letter /email welcoming the child with pictures 	
During the child's first weeks	
<ul style="list-style-type: none"> • Assess the child using agreed descriptors • place child in pairs or groups with a good role model of English • avoid withdrawing the pupils where possible (rationale) • allow pupil to communicate in their home language • allow pupil to have a 'silent period' • teach language from key vocabulary lists • use gestures and visuals to reinforce key instructions • hold a meeting to review progress during induction process 	

An induction pack could include:

- information about the school
- plan of the school grounds with pictures
- an outline of the school day
- term dates and calendar
- travel arrangements
- information about extra-curricular activities
- lunch arrangements
- pictures or photographs of uniform
- a photograph of their class teacher/support staff
- details of provision for additional support

Be sure to find out:

- how to pronounce the child's name correctly
- home language and level of ability in home language
- dietary restrictions, likes and dislikes
- interests and hobbies
- any other learning/tutoring outside school
- particular abilities and learning needs

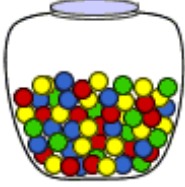


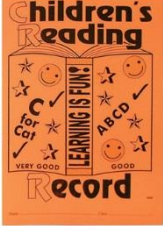
New arrival buddy checklist for KS1

Name of new child: _____

Class: _____

Tick when you have done each one:

<p>Show them the toilet.</p> 	
<p>Show cloakroom, where to put bags and lunchbox.</p> 	
<p>Tell them about snack</p>  <p>Snack</p>	
<p>Tell them about lunch.</p> 	
<p>Tell them about PE kit</p> 	
<p>Teach them important words.</p>  <p>hello, thank you, please</p> <p>Show them the classroom.</p> 	
<p>Tell them about house points/marbles/green cards</p>	

	
<p>Show them (class toy?)</p> 	
<p>Show them their peg,</p> 	
<p>tell them where to put their reading book</p> 	

Done by: _____ (buddy name)

Date: _____

My Individual Language Plan

Name: **Max Kosunen**

first language: **Finnish**

Date of Birth:

Date: **September 2015**

SMART TARGETS

speaking/listening:

Follow one-step instructions given to myself or the class.

Talk about immediate experiences.

Reading:

Understand the direct of print and read simple labels around the school

Writing:

Copy single words and write my name

My Targets	Asking and responding to questions and instruction's	Ideas	Target achieved date
Greetings	Hello Good morning Good afternoon Goodbye		
Identifying myself and others/preferences	My name is What is your name? How old are you? I am a girl I am I like/don't like I am happy/sad/hurt/hungry		
Social language	Please Thank you Excuse me May I go to the toilet? May I go out to play? Can I have...? Sit down -u Stand up -u Line up by the door I need.....		
Parts of the body	Head Eyes Nose mouth Arms legs hands feet tummy		

Adjectives	Big/Small Good/bad Fast/slow Open/shut Same/different Old/new First/last		
Colours	The is red etc		
numbers	Count from 1-10 and over as appropriate Answer to "how many" "There are" Operation signs +, = and -		
Days of the week/time	Monday Tuesday Wednesday Thursday Friday Saturday Sunday Weekend Yesterday/ tomorrow O'clock		
Verb tenses	I aming What is she doing? They areing		
animals	Where is the ...CatDogBirdCowhorse		
clothes	I'm wearing my... Where is my....? "Put/take off on your PE kit/shoes"		

Signed: _____

Date _____