



Effective EAL practice in Milton Keynes

Key Visuals

A strategy for supporting pupils with
English as an additional language

January 2020

A number of teachers in Milton Keynes schools are increasingly using key visuals as a strategy for giving EAL pupils access to learning. This leaflet will support teachers to develop effective use of key visuals in their classroom practice.

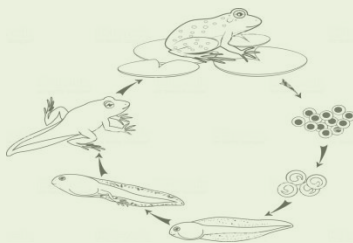
What are key visuals?

Key visuals show information in a diagrammatic or visual form. They are also known as graphic organisers.

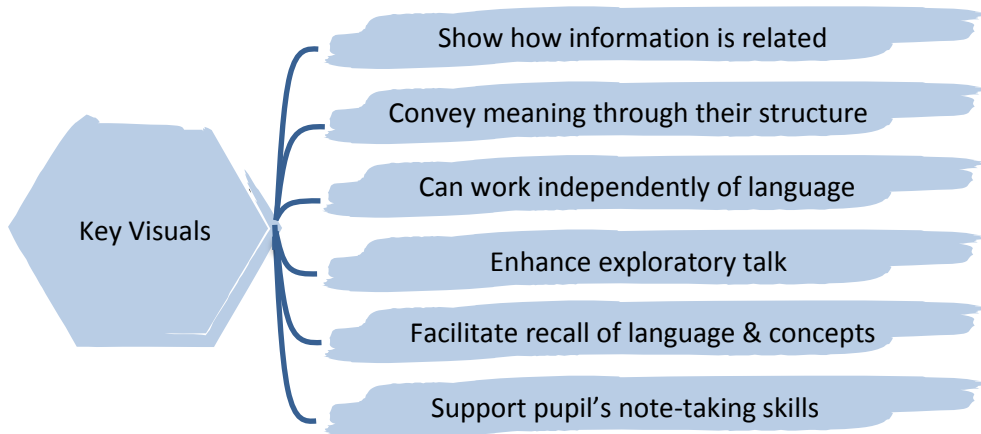
They are information packages, showing not only the content of a text, but also the structure of the information within that text.

They outline relationships between objects, events or situations.

For example, a picture (visual clue) of a frog contextualises the word 'frog', whereas a key visual of the life cycle of the frog shows the developmental stages of the frog.

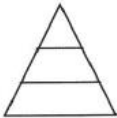
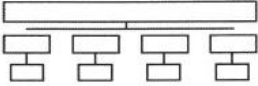
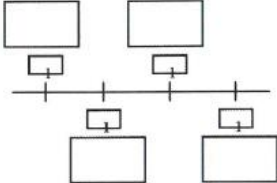
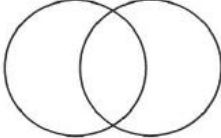
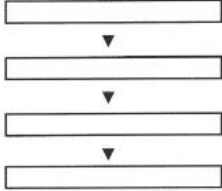
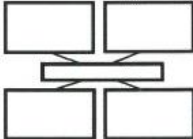
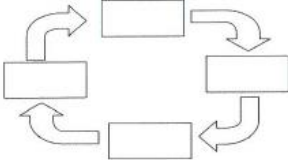
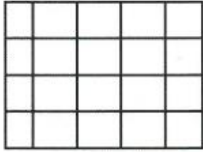


How do key visuals support EAL pupils?



How do key visuals look like?

Key visuals include formats like: tables, matrix charts, Venn diagrams and flow charts. For example, a text relating to a series of events can be summarised using a timeline

 <p>Pyramid - for hierarchical information</p>	 <p>Branching diagram - shows relationships between sub-groups</p>
 <p>Timeline - for sequential events</p>	 <p>Venn diagram - shows commonalities between subjects</p>
 <p>Flow chart - shows sequence, cause and effect</p>	 <p>Ideas chart - supports the organisation of ideas</p>
 <p>Cycle diagram - expresses the cyclical order of events or objects</p>	 <p>Tables - organises information into a grid</p>

A range of key visuals templates can be downloaded from the EMA Network website at:
<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement>

Examples of good practice in Milton Keynes:

First School in Milton Keynes

All teaching staff and support staff have been given training on how to create and use key visuals to promote understanding and learning.

One teacher developed good practice after initial training and then cascaded this as Continuing Professional Learning to her colleagues.

Key visuals have been found to be particularly useful for supporting newly arrived EAL pupils. The key visuals are used both in pre-teaching and main lessons. They are most effective if they are used alongside teaching of key language features.

The staff have found that key visuals aid access to learning for all pupils and that they are an especially useful tool for children with SEN.

Secondary School in Milton Keynes

Following successful key visuals training for all support staff, the Ethnic Minority Achievement Co-ordinator has shared a number of examples with curriculum teams. Some key visuals have been improvised to make them accessible for EAL pupils and these are also being used in different languages. Key visuals are used to highlight and support the learning of key language required in different curriculum areas, for example, subject-specific terminology and phrases.

The continued use of key visuals has ensured higher levels of engagement in lessons, provided greater access to texts and scaffolded verbal responses more effectively.

Further copies of this publication are available from The EMA Network:

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Email: ema@milton-keynes.gov.uk

Website: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement>