

# Supporting pupils learning English as an Additional Language



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## Introduction

This guidance makes suggestions for the admission, induction into school and teaching of pupils who are learners of English as an Additional Language (EAL). These pupils may also be referred to as being bilingual. The term “bilingual” refers to pupils who have regular access to more than one language.

This group includes a wide range of experiences, from newly arrived pupils in the early stages of English language acquisition (also termed beginner bilinguals) to more advanced learners of English. Support strategies, suitable for pupils at all stages of the language acquisition continuum, are provided.

While some newly arrived, beginner bilingual pupils will come from a school or country where little or no English is used; others may speak, read or write some English. Children, born in the United Kingdom, may have had limited exposure to English before starting school.

When beginner bilinguals have become orally fluent, they may be described as being advanced learners of EAL. They have English skills necessary to operate effectively in spoken English, but may not be proficient in using academic language.



Pupils learning EAL have a broad range of bilingual experiences.

Most pupils learning EAL in Milton Keynes are making the United Kingdom a long-term home, but there is also a significant minority of pupils who are accompanying family members working on fixed-term contracts with international companies.

A broader understanding of how pupils learning EAL transfer their linguistic knowledge in their first language to an additional language is imperative if we are to implement effective strategies, which plan for the acquisition of English. The future attainment of pupils learning EAL will be critically determined by their success in learning English.

This document is designed to be user- friendly. The suggestions, in the format of bulleted lists and grids, can be incorporated into planning, thereby impacting upon classroom practice.

## Section 1: The Distinctiveness of EAL

“Pupils learning English as an additional language (EAL) share many common characteristics with pupils whose first language is English. Many of their learning needs are similar to those of other children and young people learning in our schools. However, these pupils also have distinct and different needs from other pupils by virtue of the fact that they are learning in and through an additional language, whilst also learning that language. In addition, they come from cultural backgrounds and communities with different understandings and expectations of education, language and learning.”

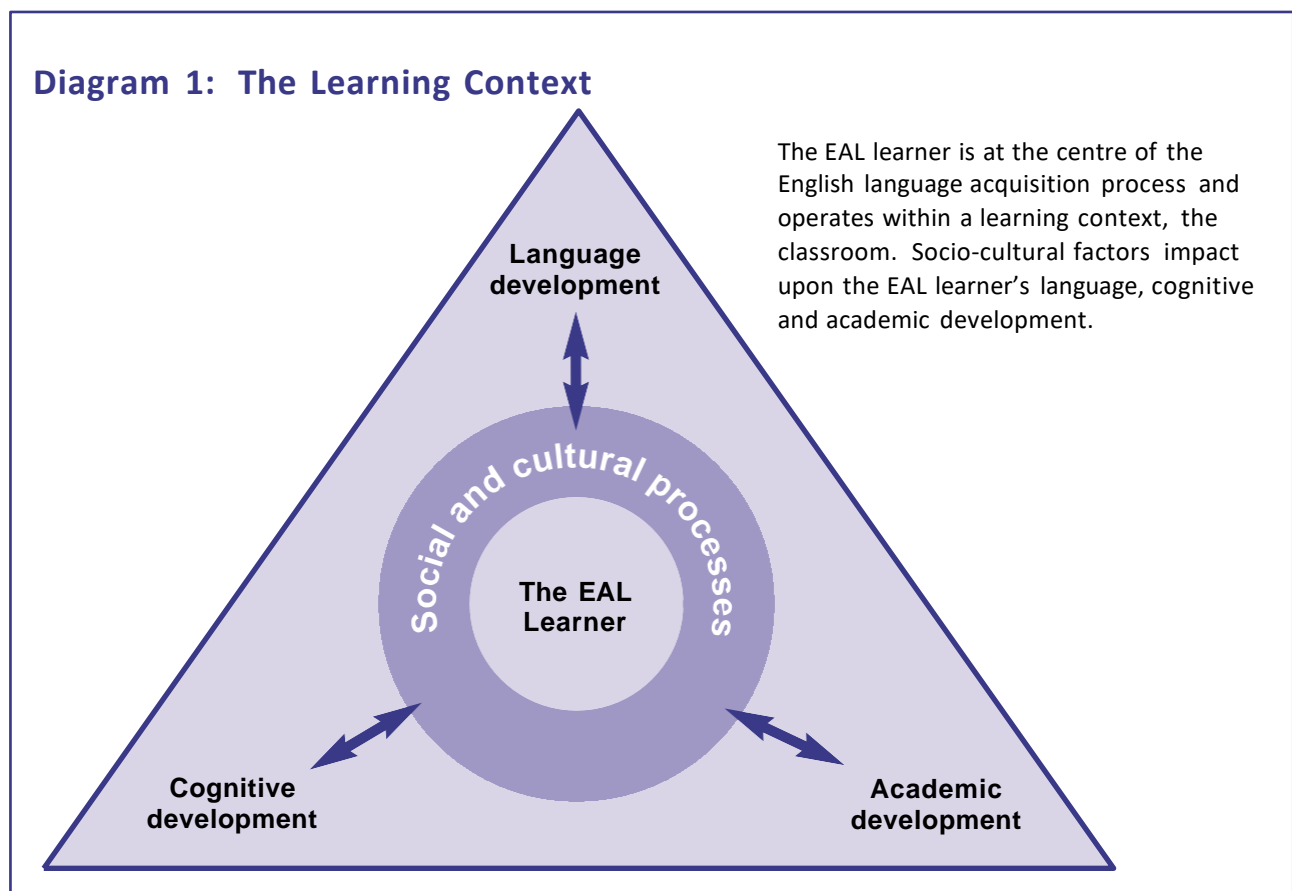
(NALDIC 2020)

Pupils learning EAL are taught within the mainstream curriculum, but their needs are distinct. The most significant distinction is that they are learning through a language other than their first language.

Pupils learning EAL have two main tasks in the learning context of the school: they need to learn English and they need to learn the content of the curriculum. The learning context will have an influence on both of these, as learners will be affected by attitudes towards them, their culture, language, religion and ethnicity.

EAL pedagogy is about using strategies to meet both the language and the learning needs of pupils learning EAL in a wide range of teaching contexts.

Diagram 1 describes the main interrelated factors which influence the EAL learner within the learning context.



## The development of language acquisition

It is useful to consult theories and models which aid understanding of how language development interacts with cognitive and academic development.

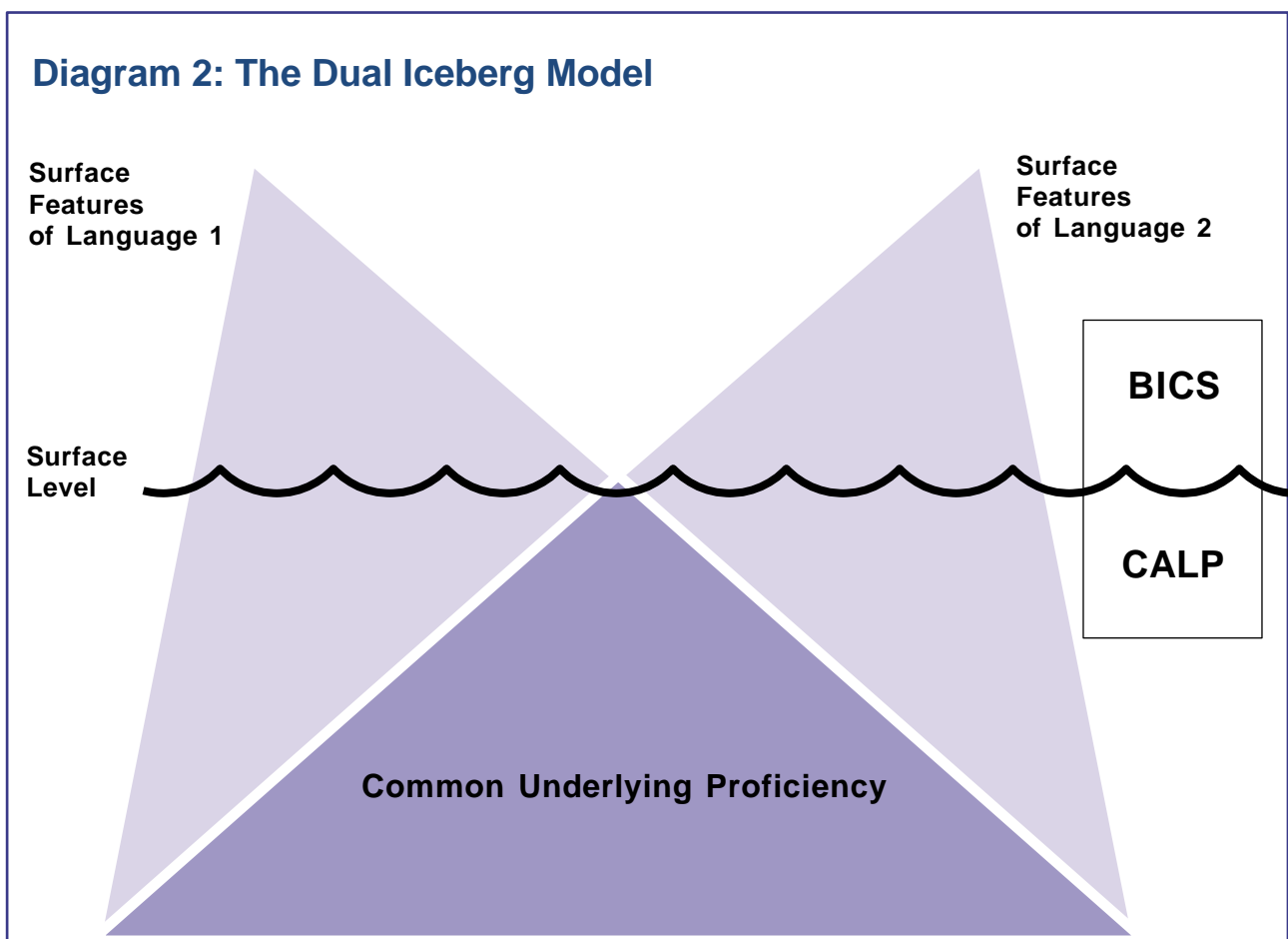
Language development needs are often masked by competence in oral language. Research has shown that it is possible for newly arrived pupils learning EAL to develop survival English in one year and conversational English within two to three years. This conversational fluency is described as having **Basic Interpersonal Communicative Skills (BICS)**.

It takes between five and seven years for EAL pupils to operate on a par with their monolingual peers. However, it may take longer to become proficient in using academic English, which is described as having **Cognitive Academic Language Proficiency (CALP)**.

## The importance of first language

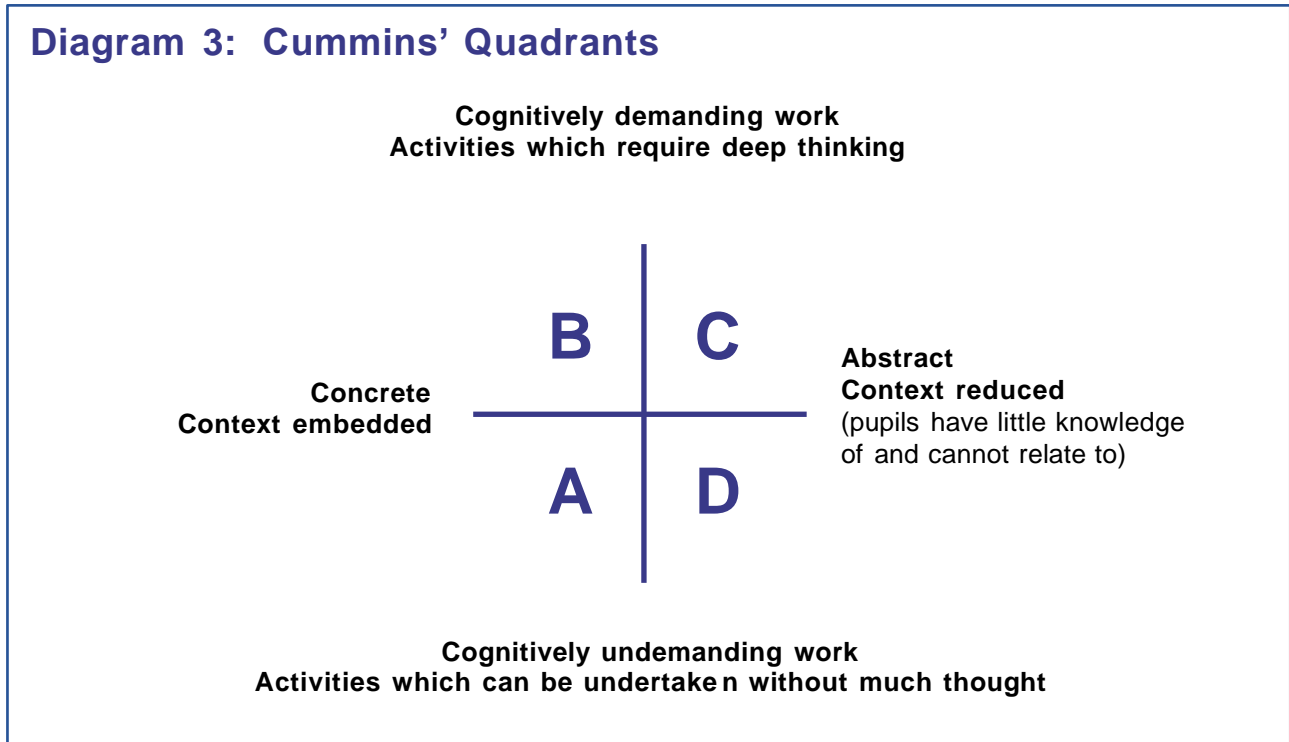
Research evidence shows that bilingualism confers intellectual advantages. Pupils learning EAL are already proficient in one or more other languages. They are able to transfer their linguistic and cognitive skills from one language to another. This reinforces the importance of strong development in first language for pupils while they are learning an additional language.

Diagram 2, “The Dual Iceberg Model”, illustrates this.



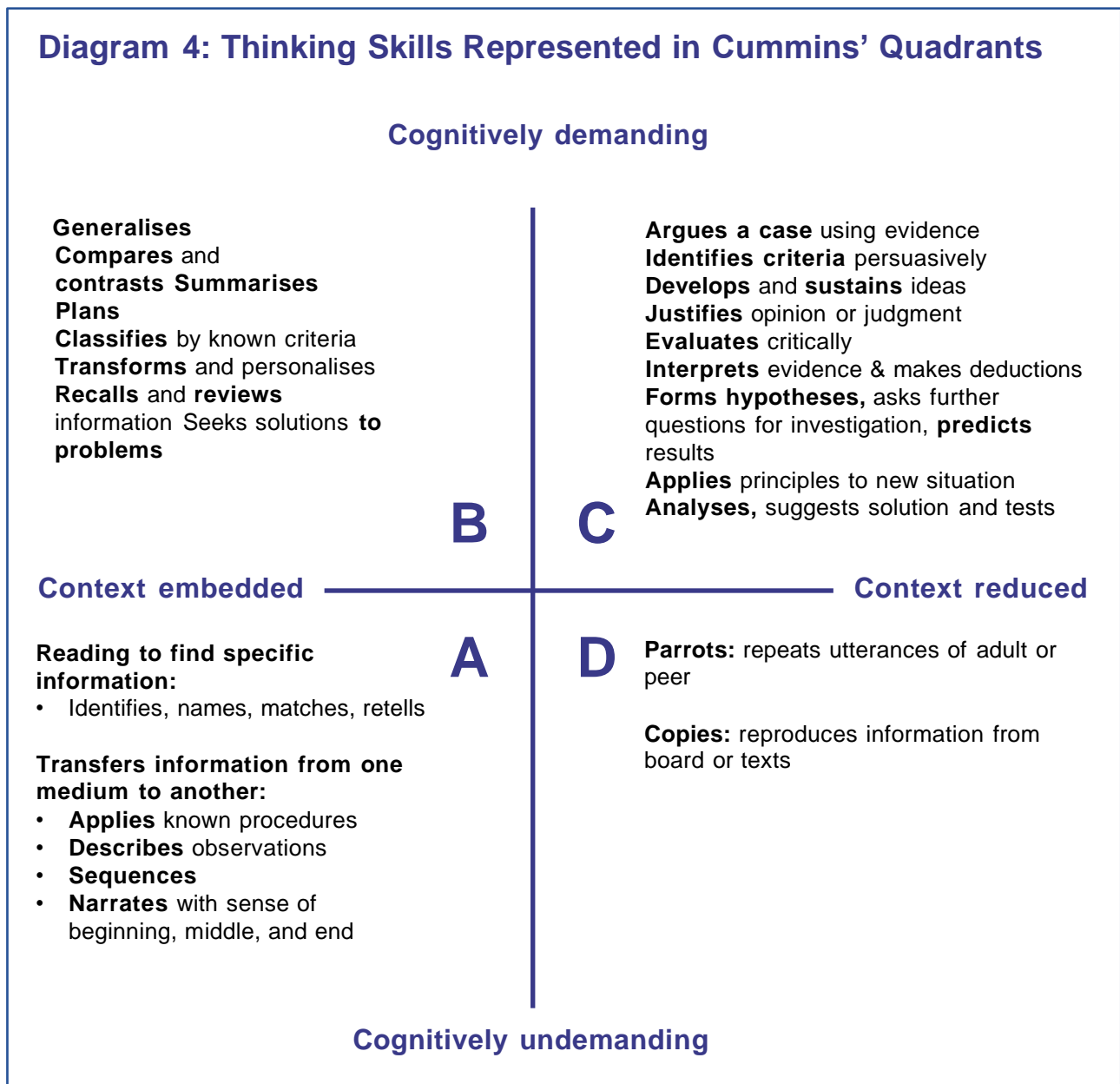
The tips of the icebergs represent the conversational features of the first language and the additional language (BICS). The base of the iceberg represents the learner’s cognitive and linguistic awareness, which can be applied to both languages. This is called “Common Underlying (cognitive/linguistic) Proficiency”, which enables the transfer of concepts from one language to another.

It is important to recognise that pupils learning EAL are as able as any other pupils. The learning experiences/activities planned for them should be no less cognitively challenging. Cummins, a researcher, developed a key visual which can be used to confirm the level of challenge in any learning activity. For EAL learners, high challenge can be maintained by providing linguistic and contextual support. See Diagrams 3 and 4:



- If pupils are to develop their CALP, they need to experience activities in Quadrant B.
- Pupils learning EAL will need linguistic and contextual support to access lessons in Quadrant C.
- It is tempting to give pupils who are struggling linguistically, work in Quadrant D, such as copying, but this should be avoided.

Diagram 4 highlights the types of thinking skills which are represented in the four quadrants. The language functions required for each of these thinking skills will differ from subject to subject but should be explicitly taught. Therefore, effective planning incorporates challenging learning experiences, supported both linguistically and contextually, within a scaffolded and modelled lesson framework.



Contextual support for pupils learning EAL includes:

- Making connections with and building on pupils' experience
- Creating space to use existing knowledge
- Giving opportunities to talk around a topic across the curriculum.
- Encouraging the use of first language
- Building a framework for organising thinking, using key visuals
- Using visual clues
- Providing concrete examples of impersonal and abstract concepts

## A supportive learning environment

Successful schools will provide a supportive learning environment based on the following features:

- Structured lessons that draw pupils in from the start of the lesson
- Active and engaging tasks which encourage all pupils to participate
- Teaching and learning strategies that are oral and interactive
- An emphasis on short-term planning, which includes planning for input and support from other adults in the classroom, to ensure the learning opportunities are maximised
- Subject-specific language skills and conventions of particular forms of writing, which are made explicit and demonstrated by the teacher
- Planned opportunities for oral rehearsal in pairs and in small groups
- A requirement that pupils apply learning, supported by group work, before moving to independent activity





## Section 2: Supporting newly arrived pupils

Investing time in good admission practices is important for all pupils and especially for those who are new to the English education system. Pupils who come to England from another country may arrive mid-term. Successful admissions policies will enable them to settle quickly and begin learning. The suggestions provided below are supportive for all pupils learning EAL.

The admission and induction of pupils needs to be a whole-school initiative. Staff need support and training to feel confident about meeting the needs of pupils learning EAL. The school's Ethnic Minority Achievement (EMA) Co-ordinator should take a key role in developing and implementing the induction programme. It is important that office staff are consulted as they are usually the first point of contact for the new arrivals.

The first meeting with a family and child will establish the basis of the home-school relationship and will provide information which will enable the child to settle into the new school quickly. For some minority ethnic parents or carers this may be their first experience of an English school.

### Before the pupil arrives:

The initial meeting and discussion with parents/carers is a time for relationships to be established.

Allow time before the first meeting, after the initial contact has been made, to acquire bilingual translation if necessary.

The interview should enable the parents or carers to appreciate the importance of providing key linguistic and educational information about the child.

### 1. The Admission Form

The Admission Form should include information about the child's previous experiences. When admitting minority ethnic pupils, additional information about the pupil's experience is essential. This will ensure that effective provision is made. An addendum to the school's admission form is provided. It may be adapted to suit the school's individual needs. It should be made clear to parents that this information is collected to enable the school to make high quality provision for the pupil.

See Appendix 1.

The addendum should include:

- The pupil's full name, correct spelling and pronunciation. Note if there is a name they prefer to be known by and where their personal and family names are positioned within the full name. See the "Addressing the child or family" section in "Equality and Diversity in Milton Keynes", EMA Network 2020.
- Ethnicity
- Country of birth
- Date of arrival in UK, if not UK born
- Religion
- Siblings
- Previous schooling, including pre-school. This should include:
  - any breaks in education
  - prior language instruction
  - subjects studied
  - attitude to school and progress made, including assessment details (baseline, NC or other specific tests)
  - particular abilities or learning needs

- Home language/s, proficiency in spoken and written, languages used in different contexts, such as with siblings and peers
- After-school or weekend learning
- Supplementary schools attended
- Interests and hobbies
- Dietary restrictions and preferred diet
- Known medical conditions
- Other relevant information, for example, refugee status



## 2. An Induction Pack

Provide an induction pack for the admission of bilingual pupils. It could include:

- Information about the English school system
- A school prospectus and the school's expectations of pupils
- Plan of the school
- An outline of the school day with exemplary pictures or diagrams
- Travel arrangements for secondary school pupils
- The homework system and how parents might support children at home
- Extra-curricular activities
- Calendar of term dates
- Additional support provided by the school
- How to get information about their children's work and progress, and who to contact if they have any concerns
- Pictures or photographs of uniform or dress requirements, suppliers and information about grants. See the "Dress codes and school uniform" section in Equality and Diversity in Milton Keynes, EMA Network 2020.
- Lunch arrangements, including information of benefits such as free school meals. See the "Dietary requirements" section of Equality and Diversity in Milton Keynes, EMA Network 2020.
- Information about school resources including the school website
- Contacts for local services, such as: welfare advice, doctors and health clinics; community and faith groups, and MK supplementary schools. The EMA Network can provide links with local communities and has a wealth of materials to support newly arrived pupils available from the EMA Network resource centre.

### 3. School Tour

Give the family a tour around the school, showing typical school activities. A photograph booklet may show the activities and the times in clock format. This could be a 'Talking photograph booklet' available to borrow from our resource centre.

### 4. Support for the family

It is important for families to understand the significance of first language and the role it plays in helping to acquire competence in a second language. Families should be encouraged to continue to use their first language at home. An accredited Interpreter service should be secured for initial and important meetings where limited English may impair communication.

Some minority ethnic families may have moved from stressful situations, for example, those of refugee and asylum seeker origin. Discussion may lead to families sharing about:

- War or the political situation in the country of origin
- Family stress and separation from relatives
- Accommodation and whether it is temporary or permanent
- Financial issues such as free school meals
- Religion and culture
- The new neighbourhood and environment
- Local community groups

### 5. Time for the school and teachers to prepare for the pupil's arrival

Delay entry into school until preparation has been made with: class teachers, support staff, mid-day supervisors and peers. Ensure that all staff members teaching and supporting the pupil are familiar with the relevant sections in this document. Teachers should:

- Talk to the class about the new pupil's country of origin if the child is a new arrival to the United Kingdom
- Celebrate the fact that the pupil speaks a different language
- Teach the class to say, "Hello" and a few phrases in the pupil's home language (See [Language of the Month](#))
- Display examples of the pupil's home language and familiar images to make the child feel welcome
- Pair the pupil with another pupil who speaks the same language within the school where possible. Ideally, this should be in the same class. It must be considered however that just because children share a language it does not mean that they automatically make ideal partners, they may be from different factions of a warring nation.
- Compile a list of school staff who also speak the same language as the new pupil.
- Set up a "buddy" system and consider having more than one buddy as this can widen the social circle. Refer to Hampshire's Young Interpreters Scheme.

## When the pupil first arrives:

### 1. Allow the pupil to become familiar with the environment

Ensure that one or two members of staff have time with the pupil and are a regular contact point throughout the day. This should include bilingual Language Assistant support where possible.

- Show the pupil around the school again for re-familiarisation. Make sure that the office, toilets, medical area and the water supply are shown.
- Make sure that the school routine is understood. Show in diagrammatic form or use a talking book / photo album.
- Set a clear routine. The pupil will be anxious about what will happen next if the routine changes.
- Refer to the Induction Flowchart. See Appendix 2.

### 2. Provide basic survival English

Initially this may include the pupil picture cards and picture “key rings”. These are readily available on-line, but ideally should be created with the learner using the school context. Some simple sign language gestures will help reduce the pupil’s sense of isolation and encourage the communication of basic needs. Software should be explored to support the child’s independent learning of English language and the curriculum. Popular resources in MK schools include MFL programmes such as Duolingo, Vocabulary building programmes such as Clicker by Crick software and My Talking Pen and dictionary by Mantra Lingua, and general translation software such as Google Translate.

### 3. Introducing the pupil to lessons / the classroom

- Discover how much English the pupil has. Ask very simple questions.
- Make sure the buddy system is working. Give the buddy an opportunity to think about the needs of a newly arrived bilingual. Review progress and give advice to the buddy.
- Assign a seat and tray/locker so that the pupil gains a sense of belonging and security. Sit the pupil near to the front of the class, to facilitate frequent eye contact with the teacher.
- Make opportunities for the pupil to become practically involved in the classroom, with a partner at first. This might include giving out exercise books. Demonstrate all instructions.
- Promote a feeling of being included by planning teaching activities which do not require the use of English, for example, collaborative circle games.
- Allow the pupil to remain “silent”. It is quite normal for a pupil to “remain silent” for up to a year. This is not a “passive” stage. 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.
- The conventions of a teacher talking to a pupil need to be established as they may differ from the child’s previous experience and expectation. There may also be cultural issues to be aware of when addressing a pupil. See the “Cultural behaviour and practices” section in Equality and Diversity in Milton Keynes.
- Be flexible in writing. If the pupil is literate, allow writing in the home language. Some pupils prefer to make attempts in English. Provide a variety of writing tools and allow the child to experiment with them as confidence is gained. The pupil may not have previous experience of all writing tools used in British schools. This may also apply to paint and craft materials.

**Note that:**

- The pupil will get tired very quickly as considerable concentration is needed to learn the new language. Allow the pupil time to reflect.
- Beginner bilinguals will always be slower than the English-speaking pupils when given instructions, such as lining up.
- Frustration in not understanding can lead to unsettled behaviour. Pupils can become distressed by not being able to take part.
- As well as learning a new language the pupil is also coping with a new environment and may be missing family and friends. Some pupils may be traumatised by sudden change, especially in the case of refugees.

**As the pupil begins to settle in:**

- Ensure that the strategies suggested in Section 4: Learning and Teaching are incorporated into planning to provide access to the mainstream curriculum.
- Plan in advance for the effective use of Ethnic Minority Achievement (EMA) staff, giving time for the creation of additional resources.
- Short-term withdrawal may be appropriate for occasional brief sessions of 10-15 minutes to provide an opportunity for individual communication and to rehearse vocabulary and new skills. Aim to include the pupil in lessons through planned, differentiated activities and the use of additional adults within the classroom.
- In every situation where English language is used, the English-speaking pupils are likely to dominate. Build the pupil's confidence by providing opportunities for achievement and praise, especially when the pupil can act as an expert. Build on the pupil's strengths.
- Use all of the pupil's language skills to support learning by encouraging the use of first language. The use of first language has a positive impact on the acquisition of English.
- Maintain regular communication with parents, sharing the pupil's achievements. Consider the best way of sharing where parents have limited English. Suggest ways of supporting at home.
- Try not to over-correct developing English. Provide good role models of both social and formal English language.
- Do not always place beginner bilinguals with less able pupils. Test scores do not reflect the potential of a pupil who is still learning English and should not be used as the main criteria for placing pupils in a lower ability teaching group.
- Assess the stage of English language acquisition by using an appropriate English language proficiency scale. Traditionally, Milton Keynes schools have used the NASSEA (Northern Association of Support Services for Equality and Achievement) or NALDIC (National Association for Literacy in the Classroom) EAL frameworks, but many schools have now moved over to the Bell Foundation EAL framework. The EAL framework allows the identification of appropriate learning targets and the tracking of progress specifically in relation to English language acquisition. Assessment procedures should acknowledge pupil's skills and achievements.
- A 'linguistic' and 'English language acquisition' record should be maintained for all pupils learning EAL. The linguistic record will be based on Appendix 1, the Admission Form Addendum for Minority Ethnic Pupils. The English language acquisition record should be updated each term, with one or two English language acquisition targets.

- The prevalence of SEND is the same for EAL learners as it is for other children but can be difficult to identify due to the language barrier and the reluctance of some parents to acknowledge existing conditions. It is vital that SEND concerns are pursued promptly, but assessment of Special Educational Needs should not be undertaken too soon after the child arrives in school. Further guidance is available in the EMA Network's Guidance on the assessment of EAL learners who may have SEND.

## Section 3: Assessment

The assessment of pupils learning English as an Additional Language should follow the same principles as for the effective assessment of all pupils.

### Principles of assessment:

- Identify what pupils can do and reward achievement
- Base assessment on various forms of evidence
- Ensure the assessment is a valid reflection of what has been taught in class
- Guarantee that assessments are reliable, so that the assessment could be repeated, obtaining comparable results
- Create a format which is manageable and can be passed on to other staff

The conditions for assessment are as important as the assessment itself.

### Teachers assessing pupils learning EAL should:

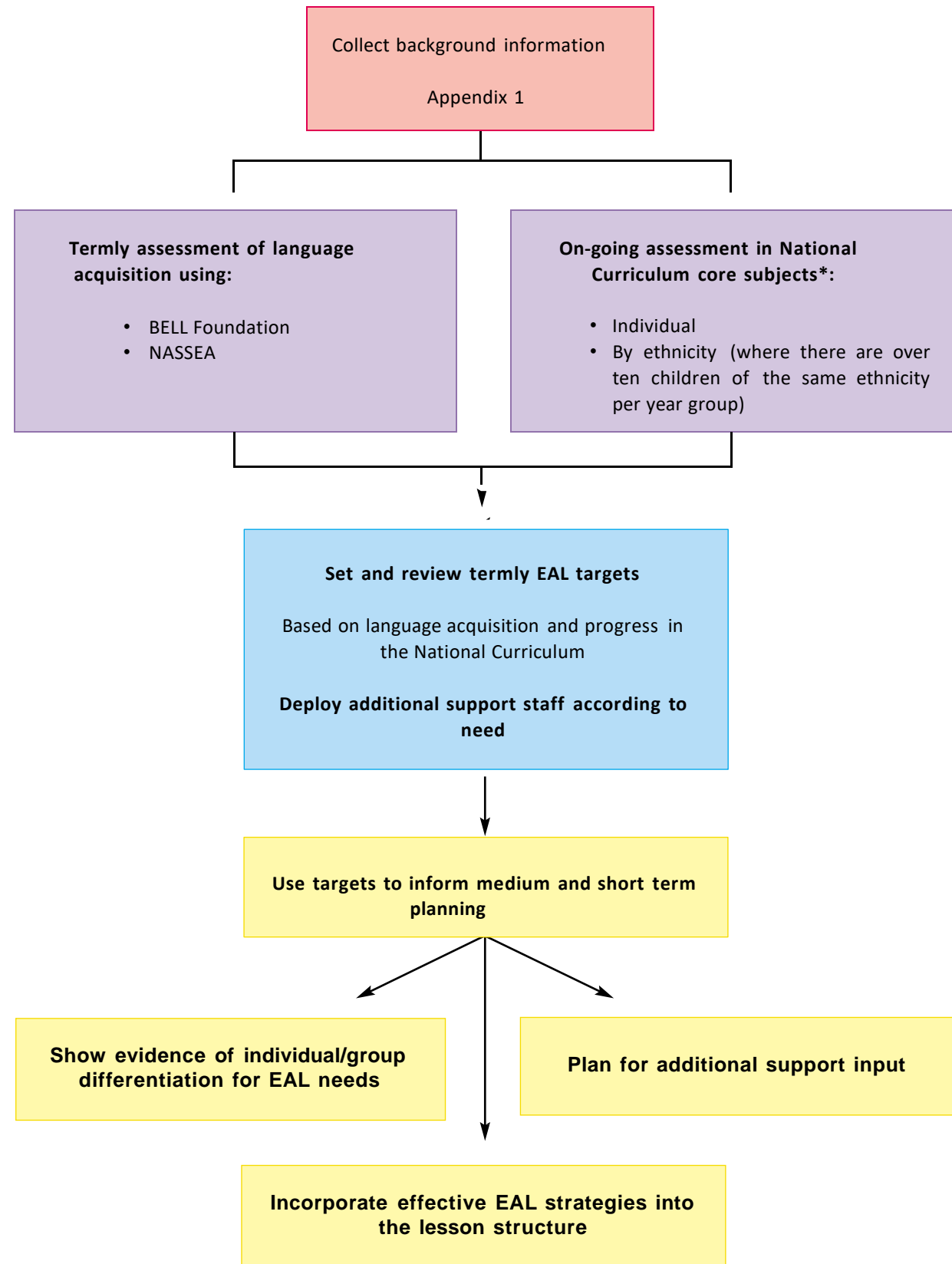
- Be sensitive to the pupil's first language and heritage culture
- Take account of how long the pupil has been learning English
- Assess in ways and in contexts which are age and culturally appropriate
- Consider the influence of behaviour, attitude and cultural expectations
- Be aware that children's levels in different strands of language acquisition may vary
- Follow the principles set out in Assessment for Learning

The EMA Network promotes termly assessment of English language acquisition. User-friendly assessment grids are provided in Appendix 3.

Diagram 5 outlines the assessment process which should be followed each term. Background

information, which has been collected on admission, should be kept up-to-date.

**Diagram 5: Process for the Assessment of pupils learning EAL**



(After Gibbons)

\* Where pupils learning EAL have not made expected progress refer to “Guidance for the assessment of pupils learning EAL who may have Special Education Needs”, EMA Network October 2020.

## Assessment for Learning:

The assessment process described in Diagram 5 should be guided by the principles of Assessment for Learning.

**Assessment for Learning** is the process of seeking and interpreting evidence for use by learners and their teachers to decide:

- where the learners are in their learning
- where they need to go
- how best to get there

## The Process of Assessment for Learning:

- aims to help pupils to know and recognise the standards they are aiming for
- promotes the active involvement of pupils in their own learning, through peer and self-assessment
- involves sharing learning goals with pupils
- adjusts teaching to take account of the results of assessment
- provides effective feedback, which leads to pupils recognising their next steps and how to take them
- involves both teacher and pupils reviewing and reflecting on assessment data [information]
- recognises the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning

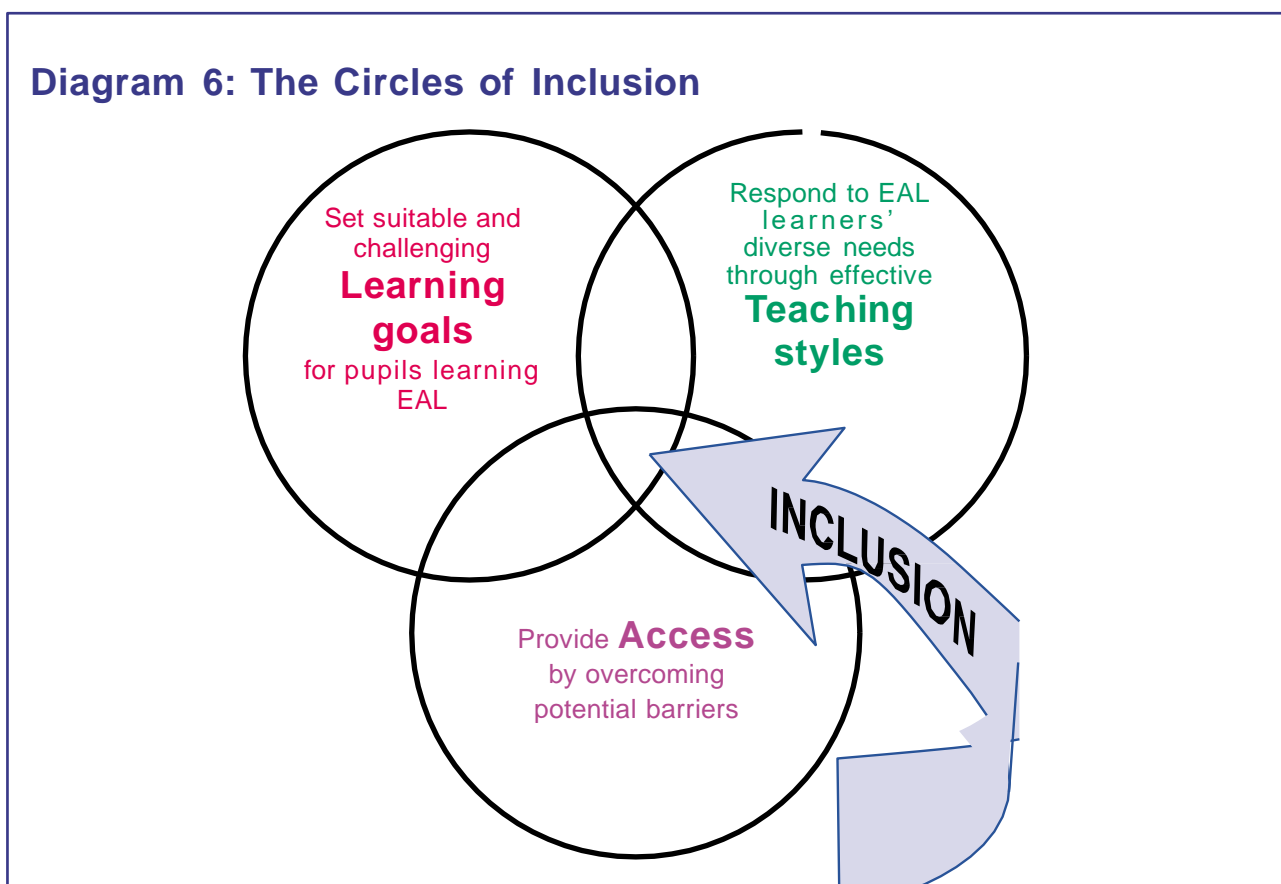




## Section 4: Learning and Teaching

Learning and teaching should always focus on individual pupil's needs and abilities. Section 3 has highlighted the importance of assessment in making sure that learning fits individual pupil's needs. In this section, strategies are outlined to build on pupils' previous learning experience and facilitate progression through the curriculum.

When considering effective learning and teaching strategies for supporting pupils learning EAL, *The Circles of Inclusion* diagram (Diagram 6), based on the National Curriculum Inclusion Statement, is a useful tool for gauging the standard of current practice. Learning and teaching strategies should adhere to the three principles set out in the diagram below:



**Potential barriers to learning** for EAL pupils include:

- limited vocabulary and knowledge of language structures required for a specific task
- unfamiliar subject context
- new teaching style
- lack of confidence
- unwelcoming environment

**Access** can be provided by setting **suitable learning challenges**, which are based on prior knowledge and experience. These learning objectives must be:

- realistic
- achievable

The **teaching styles** necessary to achieve learning objectives should include:

- consideration of pupil's preferred learning styles, for example, visual, auditory or kinaesthetic
- creation of meaningful contexts to aid understanding
- use of appropriate EAL strategies, such as scaffolded learning using key visuals and collaborative activities

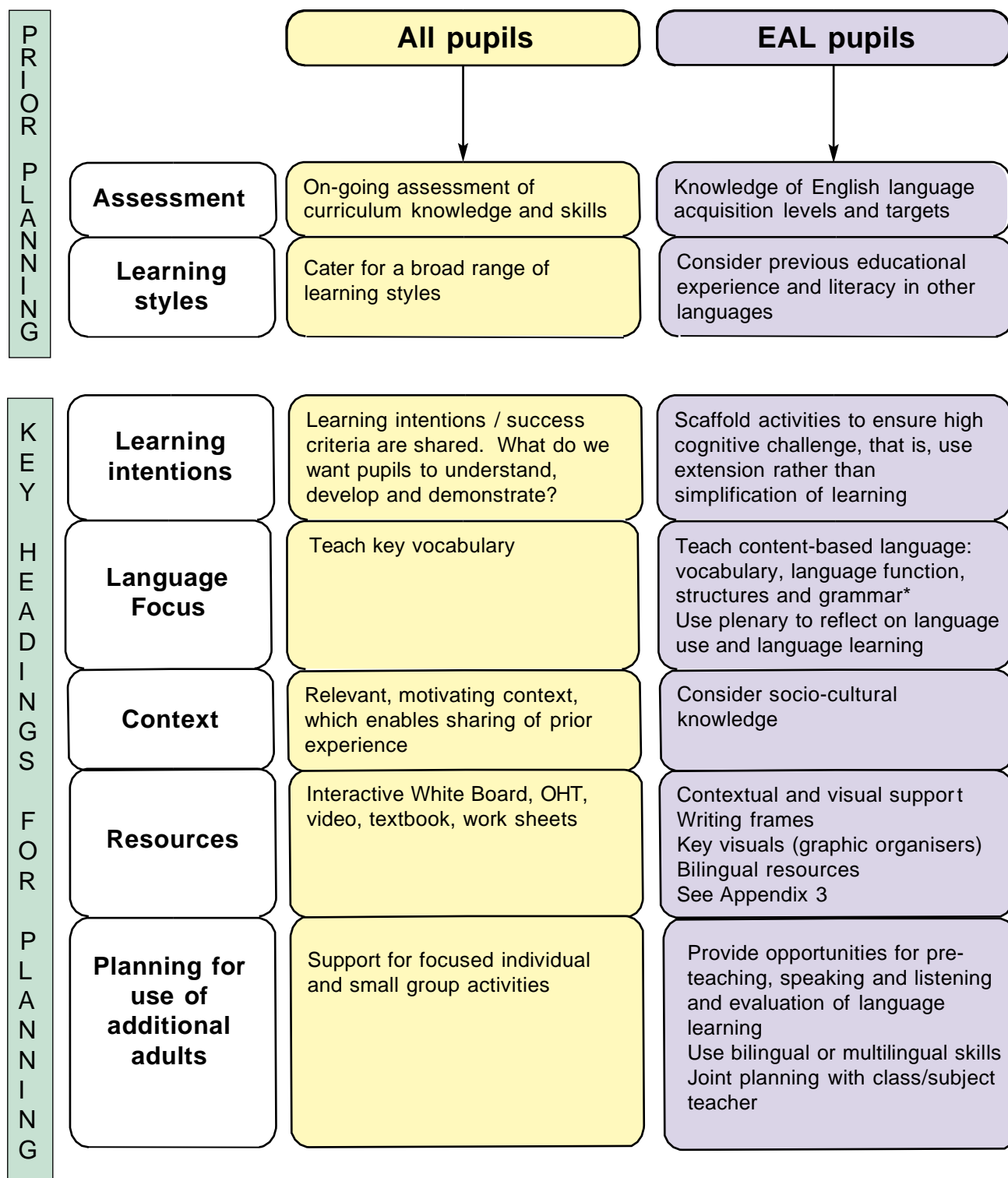
The process of inclusion requires effective planning.

# Planning

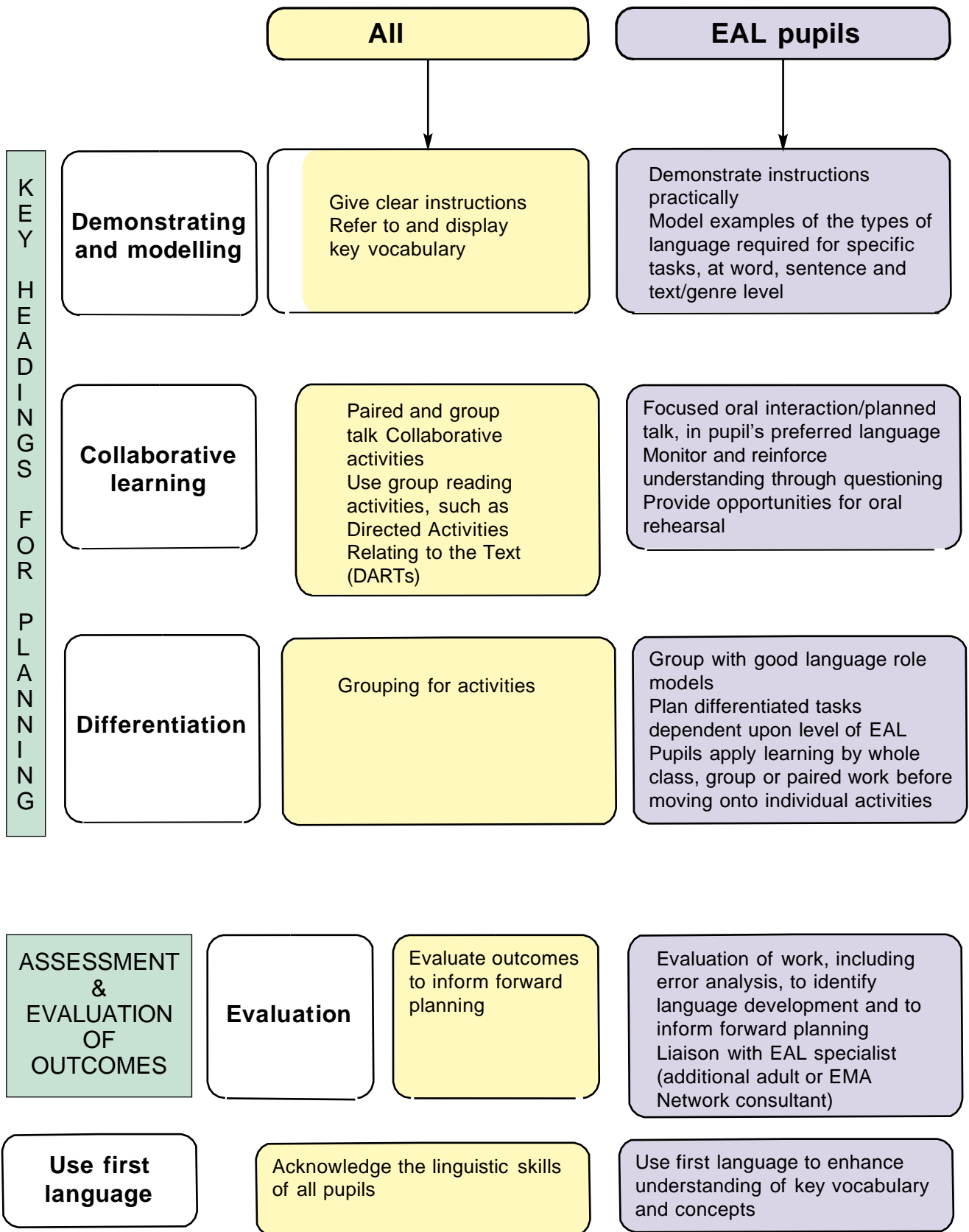
## Planning framework for pupils learning EAL

These suggestions for planning encompass the key elements of effective planning for all pupils. The distinctiveness of planning for EAL learners comes from the type and breadth of strategies which build upon both their prior knowledge and language acquisition demands. This implies a dual focus on content and language demands.

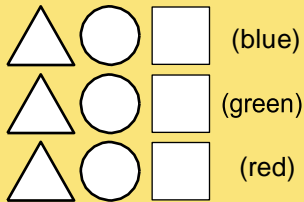
Teachers should endeavour to include the key headings, outlined in this framework, when planning a unit of work.



\* See Table 1: Planning for Language Function, Structures and Grammar



**Table 1: Planning for Language Function, Structures and Grammar**

Topic	Activities	Language Functions	Language Structures & Grammar	Vocabulary
Shape/ Size/ Colour	Arranging attribute blocks (as a matrix or in sets)	classifying	they are all (blue) these are all (triangles)	triangle square circle
	Barrier game: giving partner instructions	giving instructions describing position	draw a ... colour it ... draw a triangle under the ... beside the ... between the ...	red green blue
	'What's Missing?' game  (use large and small blocks to extend matrix)	describing	it's a big, red circle (order of adjectives)	under beside between

(After Gibbons)

The topic...

includes these  
activities...

which require these  
language functions...

which will be modelled  
using this language.

## 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. To enhance accessibility, these strategies have been arranged in grid format. They may also be used as an effective audit tool for assessing current practice.

### General support strategies

**Table 2: General Support Strategies**

<i>(tick as appropriate)</i>	<b>Strategy</b>	<b>Examples</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Create an inclusive environment</b></p> <p>Ensure that the pupil will be able to relate to the classroom environment</p> <p>Access resources from The EMA Network Resource Centre and specialist suppliers</p>	<ul style="list-style-type: none"> <li>• Display labels and signs in home languages in the classroom and around the school</li> <li>• Reflect diversity in visual displays</li> <li>• Relate to the pupil's cultural background within the curriculum and enable the pupil to draw on his/her own experience</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Pairing and Mentoring</b></p> <p>Set up a 'buddy' system as soon as the pupil arrives</p>	<ul style="list-style-type: none"> <li>• Where possible with same language speaker</li> <li>• Friendly and out-going pupil</li> <li>• Good role model of English, guard against placing EAL learners in groups with pupils with Special Educational Needs and Disabilities</li> <li>• If there is a pupil with the same first language in another class, make arrangements for them to meet at other times</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Practical activities</b></p> <p>Make opportunities for the pupil to become practically involved in the classroom, with a partner at first</p>	<ul style="list-style-type: none"> <li>• Distributing equipment</li> <li>• Collecting exercise books</li> </ul>

1: highly effective use  
 2: some use  
 3: more use could be made

## General support strategies

1: highly effective use  
2: some use  
3: more use could be made

(tick as appropriate)	Strategy	Examples
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Visuals</b></p> <p>Provide as much visual support as possible in a wide variety of formats</p>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Diagrams</li> <li>• Photographs</li> <li>• Flash cards</li> <li>• Picture dictionaries</li> <li>• Computer programs, such as Clicker</li> <li>• Video clips</li> <li>• Artefacts and physical resources</li> <li>• Produce a set of picture cards for the pupils to use to communicate needs</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Key words and key language</b></p> <ul style="list-style-type: none"> <li>• Give short vocabulary lists key words for each unit, well as examples of key language required</li> </ul> <p>See Table 1</p>	<ul style="list-style-type: none"> <li>• Illustrate key words with simple pictures</li> <li>• Pre-teach key words before a unit and/or of lesson, using a bilingual peer, support as assistant or parent</li> <li>• 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</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Key visuals</b></p> <p>Scaffold learning using key visuals</p> <p><i>Key visuals are ways of representing or organising information diagrammatically or in a visual form.</i></p>	<ul style="list-style-type: none"> <li>• Tables</li> <li>• Timelines</li> <li>• Venn diagrams</li> <li>• Matrix charts</li> <li>• Flow charts</li> <li>• Pyramid diagrams</li> <li>• Mind maps</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Dictionaries</b></p> <p>Offer a variety of types of dictionaries</p>	<ul style="list-style-type: none"> <li>• Picture and illustrated dictionaries</li> <li>• Illustrated topic glossaries</li> <li>• Bilingual illustrated dictionaries</li> <li>• Common words in English usage</li> <li>• Translation software such as Google translate – if the child is literate in their first language</li> <li>• Pupils should be made to feel confident about using a dictionary within the classroom</li> </ul>

## General support strategies

1: highly effective use

2: some use

3: more use could be made

(tick as appropriate)	Strategy	Examples
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Talk</b></p> <p>Opportunities for talk should be planned</p>	<ul style="list-style-type: none"> <li>• A 'silent' period is often a stage of development in learning EAL and a pupil should not be forced to respond</li> <li>• It is normal for understanding to surpass verbal output in the early stages.</li> <li>• Create activities for scaffolded talk</li> <li>• Use paired discussion, preferably in first language if possible, before commencing written work</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Collaborative Activities</b></p> <p>Plan for regular collaboration with peers</p>	<ul style="list-style-type: none"> <li>• Group tasks facilitate involvement, belonging and the need to experiment with language in order to complete a task</li> <li>• Language is modelled by peers</li> <li>• Collaborative working creates a non-threatening environment for learning</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Use of first language</b></p> <p>Encourage regular transfer between first language and English</p>	<ul style="list-style-type: none"> <li>• Show that the pupil's first language is valued, fostering self-respect and motivation</li> <li>• Learn a few simple phrases, numbers, colours</li> <li>• Provide opportunities for pupils to work in same language groups and pairs</li> <li>• If pupils are literate in first language encourage them to continue reading and writing</li> <li>• Make bilingual books</li> <li>• Bilingual displays</li> <li>• Listen to bilingual taped stories</li> <li>• Read bilingual books</li> <li>• Use home and community languages in drama and role play</li> <li>• Ask parents, staff and community members to give bilingual support in the classroom</li> </ul>

## General support strategies

1: highly effective use  
 2: some use  
 3: more use could be made

<i>(tick as appropriate)</i>	<b>Strategy</b>	<b>Examples</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Language awareness</b></p> <p>Foster awareness and knowledge of language</p>	<ul style="list-style-type: none"> <li>• Gain a simple understanding of the pupil's first language, simple phrases, basic script form and syntactical differences</li> <li>• Pupils should be asked to think about their 'language stories', of their experience of becoming bilingual</li> <li>• Teach pupils about the varieties of language within and between countries</li> <li>• Study the difference between written and spoken English, between different registers, codes and dialects of spoken English</li> <li>• Know appropriate use of English in different situations</li> <li>• Explain the use of synonyms, idioms, derivations and nuances in both English and first language</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>Parental involvement</b></p> <p>Develop parents' ability to reinforce the work from home and create an open dialogue for the school to become better informed about the pupil's development</p>	<ul style="list-style-type: none"> <li>• Use interpreter or bilingual staff to support at meetings, especially the initial school meeting</li> <li>• Visit pupil at home with an interpreter</li> <li>• Advise parents how to support their child's language development bilingually, for example, sharing picture books in first language</li> <li>• Give clear guidance about the English education system and the curriculum</li> </ul>



## Specific strategies for Literacy

These strategies encapsulate principles outlined in the National Primary and Secondary strategies and reflect current UK based research. They model a progressive approach to English language acquisition.

### Table 3: Specific Strategies for Literacy

#### Speaking and listening

Allow pupils to communicate with you in any way they can, especially when they initiate talk and in response to open-ended questions.

Teaching Strategies	Examples of activities
Teach survival English first so that the child can express needs e.g. drink	<ul style="list-style-type: none"> <li>• Demonstrate classroom vocabulary e.g. pencil, paper, table, chair</li> <li>• Use picture cards</li> <li>• Use ICT, e.g. Penpal, Clicker, Talking Photo Albums</li> </ul>
Value home language	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use dual language picture dictionaries, ideally with an audio facility</li> </ul>
Teach more nouns, trying to link them into current class learning	<ul style="list-style-type: none"> <li>• Use visual and contextual clues</li> <li>• Examples: parts of the body; clothes; places; people</li> <li>• Picture lotto</li> <li>• Picture snap</li> <li>• Sorting activities, e.g. by colour, shape or size</li> <li>• Matching activities</li> <li>• Illustrated dominoes</li> </ul>
Teach some key verbs	<ul style="list-style-type: none"> <li>• Start with activities they will need to understand, such as sit, stand, walk and run</li> <li>• It could be practically demonstrated, with a question and response: "Can you .....?" "Yes I can ....."</li> <li>• Use picture cards</li> <li>• Use ICT, e.g. Clicker</li> </ul>
Model colloquial phrases, giving an opportunity to repeat them in a variety of contexts	<ul style="list-style-type: none"> <li>• This is a.....</li> <li>• What's this?</li> <li>• What colour is it?</li> <li>• How many .....have you got?</li> <li>• Can I have a blue pencil please?</li> </ul>
Talk using full sentences	<ul style="list-style-type: none"> <li>• Ask open ended questions to give pupils an opportunity to respond at their own level</li> <li>• Only insist on whole phrases some of the time, as it may be discouraging to beginner bilinguals</li> <li>• Picture sequencing: sorting unsequenced pictures and re-telling the story</li> </ul>
Plan for opportunities for talk (especially important to maintain this for more advanced learners)	<ul style="list-style-type: none"> <li>• Use first-hand experience as a stimulus for talk</li> <li>• Create activities for scaffolded talk</li> <li>• Use collaborative group work</li> <li>• Play paired games, e.g. matching and sorting</li> </ul>

There is no need to delay reading and writing until a pupil is fluent in spoken English. If pupils are already literate in their home language, they may be more confident reading and writing than talking.

## Reading

Teaching Strategies	Examples of activities
Share picture and illustrated reference books	<ul style="list-style-type: none"> <li>• Tell the story from the pictures</li> <li>• Talk about the pictures as you would with a young child</li> <li>• Use audio stories in English and in dual language form</li> <li>• Paired reading. The advanced English user can read and help the beginner to identify words.</li> </ul>
Initial words	<ul style="list-style-type: none"> <li>• Point to individual words and repeat them; the pupil's response often indicates if the pupil is ready to start reading</li> <li>• Flash cards</li> <li>• Key words lotto</li> <li>• Matching activities</li> <li>• Word Snap</li> <li>• Illustrated and bilingual illustrated dictionaries</li> <li>• ICT, such as Clicker</li> </ul>
Phonemes and the alphabet	<ul style="list-style-type: none"> <li>• Lower case and phonemes (letter sounds) first</li> <li>• Teach the pupil to recognise letters at random, using flash cards and pictures, or a picture dictionary</li> <li>• Ordering activities</li> <li>• Only teach letter names when the child can understand the difference between name and sound, but remember that some bilingual children will have been taught the English alphabet by names before they arrive in school</li> </ul>
Reading text	<ul style="list-style-type: none"> <li>• The text should relate to child's own experience</li> <li>• Build on discussion before individual or shared reading</li> <li>• Pre-teach key words and reading texts before group or whole class reading</li> <li>• Use visually supported enlarged texts for group or whole class reading</li> <li>• Provide repeated experience of limited amount of the same text, with for example: text sequencing, cloze procedure (fill in the gap), and representing information as key visuals in diagrams and graphics</li> <li>• Use texts with rhyme, rhythm and repetition</li> <li>• Translate and summarise key words and themes into first language, for example, by a bilingual staff member or peer</li> </ul>
Comprehension especially for the more advanced learners	<p>Place emphasis on understanding, expecting a different and targeted response by:</p> <ul style="list-style-type: none"> <li>• Reducing the amount of text to be read</li> <li>• Multiple choice responses</li> <li>• Scaffolded writing frames, for example, sentence completion</li> <li>• 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 e.g. Clicker</li> <li>• Sentence completion</li> <li>• Answering simple questions with yes/no or one-word answers.</li> <li>• True or false statements about given sentences.</li> <li>• Text underlining or highlighting, where pupils identify key words or parts of the text that relate to a particular question</li> </ul> <p>The last two suggestions would be extended to phrases for more advanced learners</p>

## Reading Continued...

Teaching Strategies	Examples of activities
	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Matrices, grids and tick charts completed by the pupil can be used as the basis for writing</li> <li>• The pupils represent the meaning of the text in diagrammatic form e.g. in flow charts</li> <li>• Sequencing sentences which are jumbled to form a piece of continuous writing, either ordered logically or chronologically</li> </ul>
Select books with positive images of minority ethnic pupils and which reflect the pupils' cultural background and experiences	<ul style="list-style-type: none"> <li>• Resources are available from the EMA Network Resource Centre, Contact: <a href="mailto:ema@milton-keynes.gov.uk">ema@milton-keynes.gov.uk</a></li> <li>• UK Suppliers include Mantra Lingua (<a href="http://uk.mantralingua.com">uk.mantralingua.com</a>) and Milet (<a href="https://www.milet.co.uk/">https://www.milet.co.uk/</a>)</li> </ul>

## Writing

Teaching Strategies	Examples of activities
Letter formation	<ul style="list-style-type: none"> <li>• Lower case and letter sounds (phonemes) first</li> <li>• Describe the pen movement to form the letters</li> <li>• Try to supervise "copy-writing" until letter formation is secure</li> </ul>
Words	<ul style="list-style-type: none"> <li>• Labelling pictures and diagrams</li> <li>• Matching activities</li> <li>• 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.</li> <li>• Pre-teach keywords prior to a new unit or individual lesson</li> <li>• Display key words and phrases around the classroom, in English and bilingually</li> <li>• Reinforce and test key words during starters and plenaries</li> </ul>
Sentence construction	<ul style="list-style-type: none"> <li>• Visual clues to support writing</li> <li>• Matching sentences or paragraphs to a sequence or set of pictures. Pictures may be pasted into a workbook, with written sentences.</li> <li>• Provide pupils with word cards, which they use to construct sentences</li> <li>• Writing sentences using choice tables and flip books (e.g. Crazy Fables Flipstand), where there are a number of possible responses to choose from to complete a sentence.</li> <li>• Re-writing sentences by changing underlined words</li> <li>• Writing sentences based on a modelled answer, providing structure and setting standards of expectation</li> <li>• Cloze procedure, filling gaps in sentences</li> <li>• Use ICT, e.g. Clicker, most interactive whiteboard software</li> </ul>

**Writing Continued...**

Teaching Strategies	Examples of activities
Text	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use first-hand experience as a stimulus and to make learning meaningful</li> <li>• Collaborative writing, especially with same first language peers, including planning for extending texts</li> <li>• Encourage pupils to write with understanding; where appropriate in shorter pieces of writing than their peers</li> <li>• Glossaries of key words</li> <li>• Writing based on a modelled answer, providing structure and setting standards of expectation</li> <li>• Scaffolded writing: using writing frames; sentence completion</li> <li>• Sequencing sentences to produce a piece of text. This may be based on a sequence of simple comprehension questions.</li> <li>• Explain the key features of different genres of writing, modelling the process</li> <li>• 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 staff, parents or peers where possible.</li> <li>• Translation software can be used to translate writing backwards and forwards between languages, e.g. Google Translate</li> <li>• Provision of 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</li> <li>• Homework tasks should be explained in the lesson, checking for understanding. Differentiated support material should be provided. Additional help may be provided by bilingual support staff or the EMA (Ethnic Minority Achievement) teacher, either in class or during a homework or breakfast club, or by parents or community members</li> <li>• Involve parents in homework. Identify homework that encourages parents to participate in the learning, for example, pre-teaching activities that can be discussed in the home language. Ask parents for feedback regarding the success or challenges of work sent home or untaken by the child at school.</li> </ul>

# Mathematics and learners of English as an Additional language (EAL)

A new guidance document: **Mathematics guidance: key stages 1 and 2** was launched by the DfE in June 2020. The document summarises “the most important knowledge and understanding within each year group” and provides tools to assess and teach these essential core elements. The guidance has huge significance for teachers of pupils with English as an additional language (EAL).

## Why is the guidance so important for EAL learners?

EAL learners have the same capacity for maths as their English first language (EFL) peers. Newly arrived overseas pupils may be well grounded in maths as it is well taught in many other countries (Poland is seven places ahead of the UK in the 2018 PISA mathematics rankings and Asian countries dominate the top places). The challenge for schools is to recognise the mathematical skills and knowledge of EAL learners and to challenge them through accessible learning and teaching targeted on need. The new guidance document helps schools to do this.

## What are the barriers?

- EAL learners can easily experience language and information overload in the school classroom.
- Processing language takes time and means that EAL learners will need more time than their English first language (EFL) peers.
- Translation may lack precision leading to misconceptions and misinterpretations.
- EAL learners may be perceived as being below age expectation when they may already be exceeding the expected standard; only the language barrier is preventing them from participating in challenging learning pitched at an appropriate level.
- EAL Learners are likely to struggle in language rich lessons leading to poor self-esteem and lower expectations for learning.
- Newly arrived EAL learners will be disorientated by the new setting and approaches to learning. Consequently, it may be weeks before a newly arrived EAL learner can focus on curriculum based learning.

## How the guidance supports EAL learners

- The guidance focuses teaching on six strands of learning and essential prerequisites for progress in mathematics. In doing this, it shifts the emphasis away from a coverage model that might overwhelm an EAL learner.
- The prerequisites for progress establish a profile of a learner’s mathematical skill and knowledge - they are a highly effective assessment tool that pinpoints the precise focus for teaching. If the EAL learner is secure in these areas, they will be able to access all of the wider learning in that year without further support - they will be “ready for learning”.
- The guidance gives emphasis to “language structures” which establish accurate grammatical models that can be applied in a wide range of contexts. This develops “academic language”, an area of immense importance to the progress of EAL learners. It is key to their ability to fully engage with the curriculum. Social language is quickly developed, but academic language can take EAL learners six years to establish
- The guidance is supported by a wealth of practical resources that are ideally suited to needs of EAL learners.

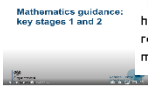

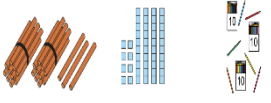
This guidance sits within the National Curriculum and is additional guidance. It is intended for 1-2-1 or small group (2-3) support and is delivered by a teacher.

“It supports teachers to know where to focus. It highlights the core elements, where more time needs to be spent, because these elements are the core knowledge and understanding that is important for progression”.

All materials are downloadable.

<https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-guidance/>

## DfE Mathematics guidance - June 2020

	Elements of the guidance	Implications for EAL pupils														
<p><b>Video overview</b> for each year group (available on NCETM or Youtube)</p>	 <p>Mathematics guidance: key stages 1 and 2 <a href="https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-guidance/">https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-guidance/</a></p>	Aimed at all children, the guidance could well have been written with EAL learners specifically in mind.														
<p><b>The six strands</b> NOTE: Measurement and statistics are integrated as applications of number criteria. Elements of measurement that relate to shape are included in the <i>Geometry</i> strand</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Ready-to-progress criteria strands</th> <th style="text-align: center;">Code</th> </tr> </thead> <tbody> <tr> <td>Number and place value</td> <td style="text-align: center;">NPV</td> </tr> <tr> <td>Number facts</td> <td style="text-align: center;">NF</td> </tr> <tr> <td>Addition and subtraction</td> <td style="text-align: center;">AS</td> </tr> <tr> <td>Multiplication and division</td> <td style="text-align: center;">MD</td> </tr> <tr> <td>Fractions</td> <td style="text-align: center;">F</td> </tr> <tr> <td>Geometry</td> <td style="text-align: center;">G</td> </tr> </tbody> </table>	Ready-to-progress criteria strands	Code	Number and place value	NPV	Number facts	NF	Addition and subtraction	AS	Multiplication and division	MD	Fractions	F	Geometry	G	The guidance provides a progression model based on core knowledge and understanding. Readiness for the next step is explored and revisited in a variety of ways - perfect for EAL learners as they require repetition and consolidation.
Ready-to-progress criteria strands	Code															
Number and place value	NPV															
Number facts	NF															
Addition and subtraction	AS															
Multiplication and division	MD															
Fractions	F															
Geometry	G															
<p><b>Ready-to-progress criterion table</b> for each of the six strands from year 1 to year 6</p>		EAL learners may be perceived, wrongly, as lacking in mathematical ability and knowledge. Ready-to-progress criteria identify the most important conceptual knowledge and understanding that pupils need from year 1 to 6.														
<p><b>Year group Chapters</b> Written teaching guidance Ready-to-progress criterion, with conceptual prerequisites and future applications</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year 1 conceptual prerequisites</th> <th style="text-align: center;">Year 2 ready-to-progress criteria</th> <th style="text-align: center;">Future applications</th> </tr> </thead> <tbody> <tr> <td>Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up of a number of tens, for example, 50 is 5 tens.</td> <td><b>2NPV-3</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</td> <td>Compare and order numbers. Add and subtract using mental and formal written methods.</td> </tr> </tbody> </table>	Year 1 conceptual prerequisites	Year 2 ready-to-progress criteria	Future applications	Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up of a number of tens, for example, 50 is 5 tens.	<b>2NPV-3</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Compare and order numbers. Add and subtract using mental and formal written methods.	The conceptual prerequisites ensure that pupils have no gaps in their knowledge and understanding that would prevent them from accessing the ready-to-progress criterion. For EAL learners this is also an opportunity to meet new language and contexts.								
Year 1 conceptual prerequisites	Year 2 ready-to-progress criteria	Future applications														
Know that 10 ones are equivalent to 1 ten. Know that multiples of 10 are made up of a number of tens, for example, 50 is 5 tens.	<b>2NPV-3</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	Compare and order numbers. Add and subtract using mental and formal written methods.														
<p><b>Representations</b> of the mathematics Core representations that expose important mathematical structures and ideas, are used <b>across year groups</b> to connect prior learning to new learning</p>	 <p style="text-align: center;">Varied representations of two-digit numbers as groups of tens and additional ones.</p>	Learners are presented with a core set of mathematical representations. These visual and concrete elements (essential for EAL learners) are common across strands and years. They don't get "overloaded"!														
<p><b>Language structures</b> Suggested sentences structures for pupils to use to capture, connect and apply important mathematical ideas. Core structures will be adapted by pupils and will support their reasoning</p>	<p><b>Language structures</b> 8 plus 6 is equal to 14, so 8 hundreds plus 6 hundreds is equal to 14 hundreds. 14 hundreds is equal to 1,400.</p>	This section is hugely beneficial to EAL learners as it provides models of mathematical language and question phrasing that are manageable in number and applicable in a wide range of contexts.														
<p><b>Making connections</b> Important connections between the ready-to-progress criteria within each year group</p>	<p><b>Making connections</b> Learning about place value should include connection with addition and subtraction in the form of partitioning two-digit numbers according to tens and ones, and writing associated additive equations. Pupils should also partition two-digit numbers in ways other than according to place value to prepare them to solve addition and subtraction calculations involving two-digit numbers.</p>	The guidance connects prior learning to new learning through consistent representations.  The consistency of representations and language structures supports EAL learners in demonstrating their true mathematical ability. The representations also provide familiar context for EAL learners.														
<p><b>Assessment questions</b> For each of the 79 Ready-to-progress criteria. They assess the depth and breadth of understanding that pupils need in order to be ready to progress to the next year group</p>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>4. Fill in the missing numbers.</p> <math display="block">47 - \square = 7 \qquad \square = 8 + 60</math> </div>	Assessment questions are provided that support "transition conversations" between years and, accordingly, will provide valuable base-line information for newly arrived pupils. Areas where a pupil is not yet ready to progress provide key teaching foci for EAL learners.														



## Specific strategies for more advanced EAL learners

As outlined in the introduction, research has shown that it is possible for pupils learning EAL to be conversationally fluent within two years. It takes between five and seven years for them to operate on a par with their monolingual peers. It may take longer to become proficient in using academic English. It is fundamental that language development needs are not masked by competence in oral language. On-going planning for English language acquisition is essential for **more advanced EAL learners** to achieve their full potential. The Key Visual in Diagram 7 provides the most effective strategies to use with more advanced learners of English as an Additional Language, along with the actions which can be used in learning and teaching.

**Diagram 7: Specific Strategies for More Advanced EAL Learners**

### STRATEGIES

### ACTION

#### Assessment for Learning

- Use of peer and self-evaluation
- Set and share challenging targets
- Use on-going assessment to inform planning

#### A scaffolded lesson framework

- Draw on pupils' previous experience
- Ensure dual focus on language and content
- Collaborative activities
- Use Key visuals, e.g. flow charts, cycle diagrams
- Use writing frames and sentence starters
- Plan for the effective use of ICT

#### Plan speaking and listening activities

- Value and use first language
- Share and practise new ideas
- Provide good models of English
- Ensure availability of peer support

#### Focus on subject-specific language

- Reinforce key vocabulary
- Teach grammatical features of specific tasks
- Model language conventions of different subjects
- Explicit teaching of examination language

#### Provide time for pupils

- To think in language of choice
- To plan
- To rehearse
- To translate

#### Effective use of additional adults

- Target support for individuals and groups
- Promote accelerated progress in specific curriculum areas

#### Parents and carers as partners

- Inform parents of British education system and assessment
- Maintain regular positive contact with parents about progress
- Inform parents of individual targets
- Encourage maintenance of first language

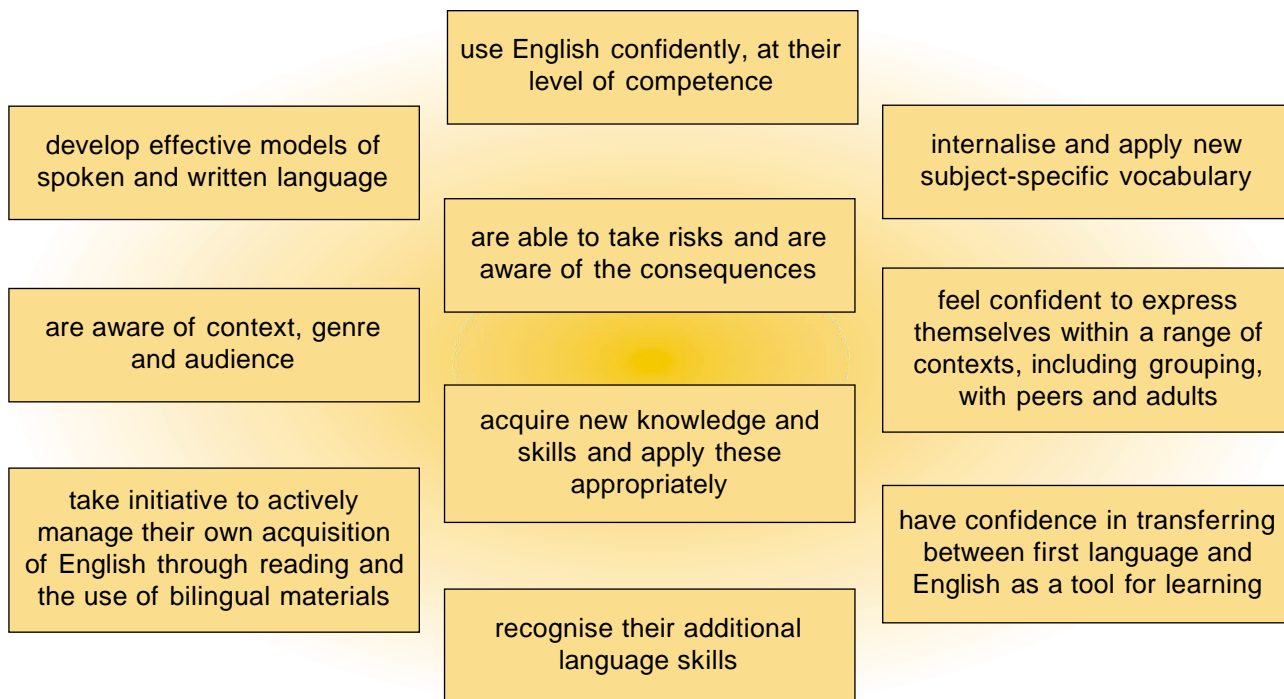




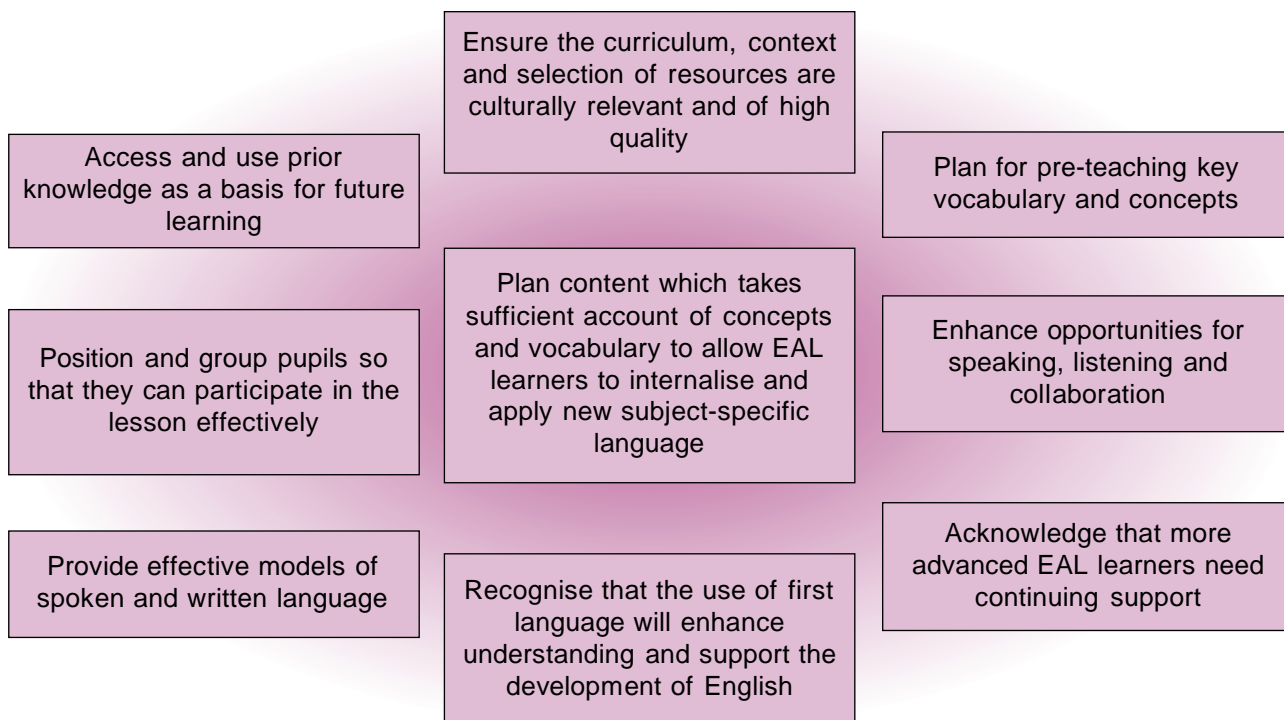
## Characteristics of good learning and teaching in EAL

Section 4 has provided a wide range of support strategies, which will lead to the effective learning and teaching of EAL learners. The main characteristics of good learning and teaching in English as an Additional Language are summarised below:

### Where EAL pupils are learning effectively, they:



### For effective teaching of pupils learning EAL:



## Section 5: Examples of good practice in Milton Keynes

### Attendance Monitoring

New parents are encouraged to attend a welcome meeting at which systems and procedures are shared, including the attendance system.

### Community cohesion

“We invite parents in to talk about their religion. We have recently just created a display of photos of families saying hello in their preferred language. Our big festivals encourage participation from all families within the school community” Brooklands Farm

### Mathematics

“Planning is personalised and adapted for pupils. The learning is broken down into small, realistic steps. When introducing worded problems, children are given specific strategies, modelled by adults which enable them to ‘unpick’ the language such as underlining vocabulary and key information”.

### Parental relationships

“We ensure that a member of the SLT, if not the head teacher, is available every day on the school gates in the morning and in the afternoon to talk to parents” Merebrook

### Phonics

“Parental involvement is key and we invite every parent to a meeting in which phonics is modelled and resources, including online resources so that parents can see and hear the correct pronunciation of sounds, are provided so that they can support their child’s learning at home” Holmwood School

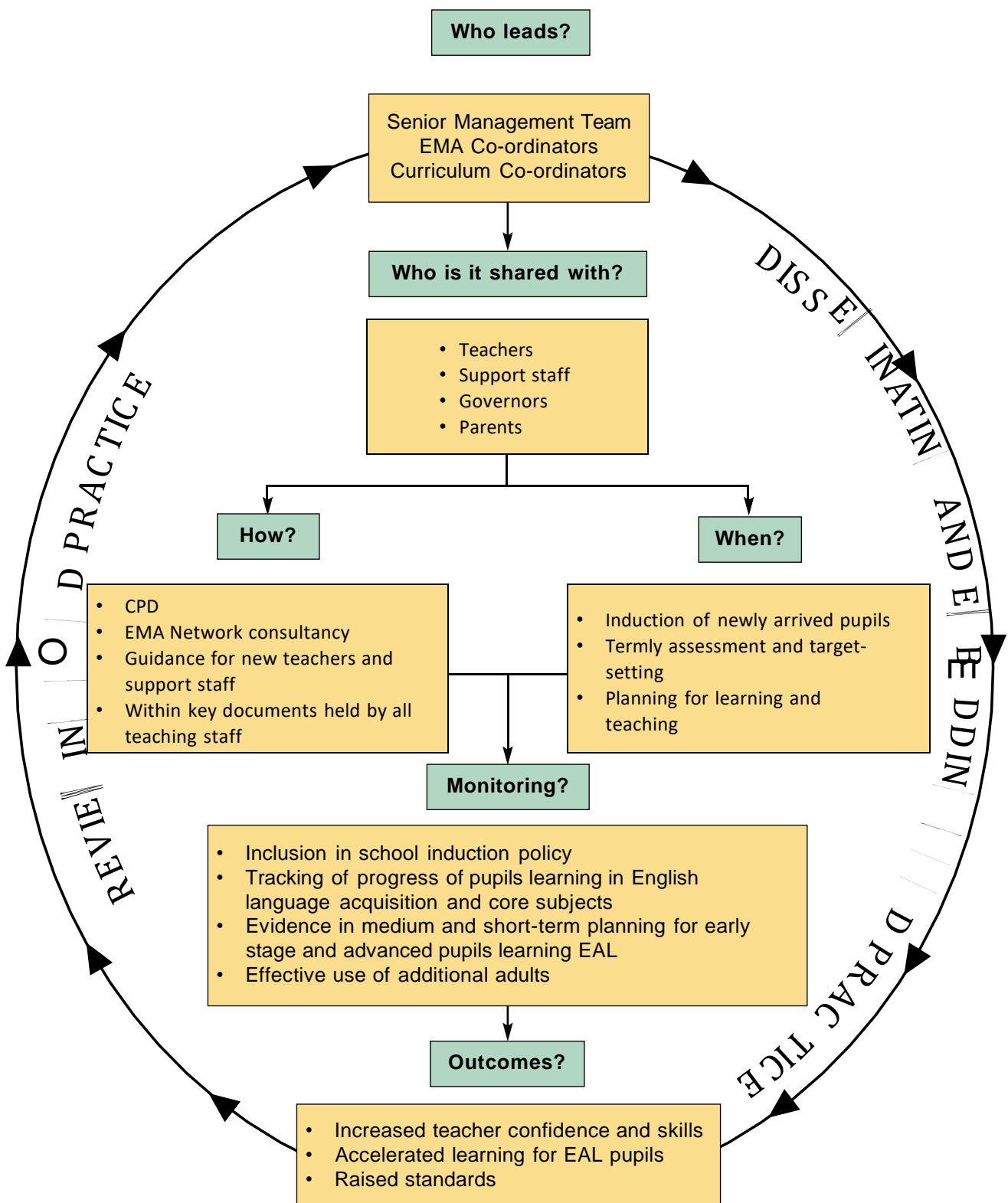
### An Inclusive Curriculum

“The linguistic, cultural, religious and ethnic diversity of families are valued and celebrated. Diversity is seen as an opportunity, not a reason for underachievement”

# Implementation

A wide variety of strategies have been provided to support EAL learners. The key visual outlined below gives a suggested framework for embedding this good practice. It shows how the leadership team can share and monitor the implementation of the guidance.

Once good practice has been disseminated and embedded it will result in raised standards, due to increased teacher expertise and accelerated learning for pupils learning EAL, allowing them to reach their full potential.



## Appendix 1 – Background Information

### EYFS/Primary Addendum to the admissions form

#### Personal Details:

Name of Child:					
Date and place of birth:					
Name child is called at home:					
Name child is to be called in school/Early Years setting (if different):					
Father's name:					
Mother's name:					
Carer's name (if the pupil does not live with parents) and relationship to the pupil:					
Carer's name:		Relationship:			
Names and ages of any brothers and sisters:					
Who else does your child spend time with who may influence their language or languages?					
Language Map	Parent 1	Parent 2	Grandparents	Siblings	Others
Name:					
Language/s Spoken:					
Language/s Written:					
Time child spends with this person:					
If person speaks more than one language, when is each language spoken?					
Child's spoken proficiency in each language/s Fluent/Understand but does not speak fluently					

What is your preferred method of communication (online, written, verbal) and which is your preferred language of communication? Please give details:	
Which religion do you practice?	
Is there any food your child is not permitted to eat for health or cultural reasons?	
Does your child have any cultural issues around eating food or going to the toilet?	Please provide details:

**Other educational experiences:**

Are there any prior experiences which may affect your child’s learning?			
Yes/No? If so, please give details:			
Please give details of previous schooling both within and outside the UK			
Name of school	Location	Local authority (if applicable)	For how long?
Does your child attend any of the following classes? Please circle			
<input type="checkbox"/> Supplementary School <input type="checkbox"/> Dance <input type="checkbox"/> Other <input type="checkbox"/> Language <input type="checkbox"/> Music <input type="checkbox"/> Maths <input type="checkbox"/> Sport			
Please give details:			

**Health details:**

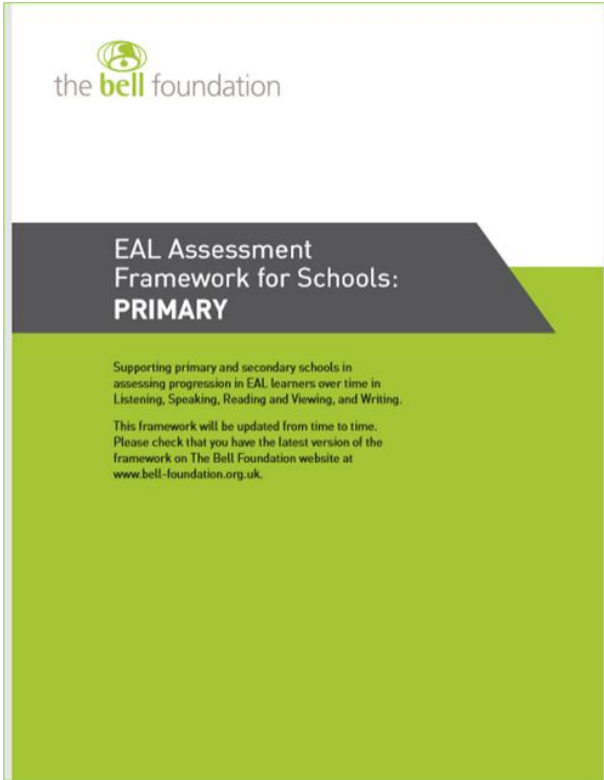
Does your child have any issues with?		
	Yes / No	Details
<ul style="list-style-type: none"> <li>. Asthma</li> <li>. Allergies</li> <li>. Epilepsy</li> <li>. Sight</li> <li>. Hearing</li> <li>. Speech</li> <li>. Sleeping</li> <li>. Any other?</li> </ul>		
Does your child have any hair or skin-care requirements? Please give details		

**General details:**

What activities does your child enjoy doing?
Does your child have a favourite toy? Please give details
Does your child enjoy sharing books? Please give details
Does your child enjoy both outside and indoor play? Please give details

# Appendix 2: English Language Acquisition Steps

## Bell Foundation



PRIMARY SPEAKING		BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English	
	1	Can produce single words or short phrases and respond to simple questions (E.g. 'Is it a cat?') (see 'can't' or 'no')	Can answer simple questions (E.g. 'Is it a cat?') (see 'can't' or 'no')	Can communicate numbers of words and phrases (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use pronunciation that distinguishes between different words, long and short vowels, and consonants in their production	Can make predictions (E.g. 'The cat will be happy with a different colour.') (see 'can't' or 'no')
	2	Can respond to questions which are usually repeated (E.g. 'What is the cat's name?')	Can produce simple, related utterances on known, familiar topics, as well as topics related to personal interests and experiences	Begins to notice and can sometimes tell correct errors in oral speech (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can tell simple stories with content about (E.g. 'The cat is black.') (see 'can't' or 'no')
	3	Can identify and name some colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can respond to questions which are usually repeated (E.g. 'What is the cat's name?')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')
	4	Can make simple statements when prompted and respond to simple questions (E.g. 'The cat is black.') (see 'can't' or 'no')	Can identify and name colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')
	5	Can make simple statements when prompted and respond to simple questions (E.g. 'The cat is black.') (see 'can't' or 'no')	Can identify and name colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')
	6	Can make simple statements when prompted and respond to simple questions (E.g. 'The cat is black.') (see 'can't' or 'no')	Can identify and name colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')
	7	Can make simple statements when prompted and respond to simple questions (E.g. 'The cat is black.') (see 'can't' or 'no')	Can identify and name colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')
	8	Can make simple statements when prompted and respond to simple questions (E.g. 'The cat is black.') (see 'can't' or 'no')	Can identify and name colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')
	9	Can make simple statements when prompted and respond to simple questions (E.g. 'The cat is black.') (see 'can't' or 'no')	Can identify and name colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')
10	Can make simple statements when prompted and respond to simple questions (E.g. 'The cat is black.') (see 'can't' or 'no')	Can identify and name colour and shape objects (E.g. 'The cat is black.') (see 'can't' or 'no')	Can use some vocabulary that has been introduced via tasks and in simple contexts (E.g. 'The cat is black.') (see 'can't' or 'no')	Can answer simple questions from texts read aloud (E.g. 'What is the cat's name?')	Can give a simple oral track about (E.g. 'The cat is black.') (see 'can't' or 'no')	

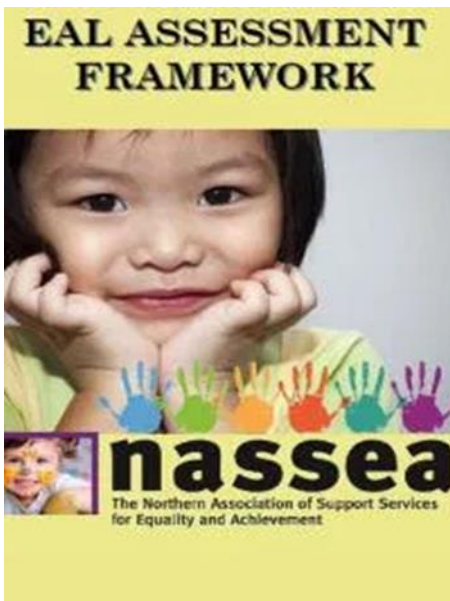
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Bell Foundation EAL Framework:

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

The documents are available on-line and are free to download

## NASSEA



EAL Assessment Framework Overview		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Surviving a school day	Reacting to learning experiences	Engaging more independently	Emerging control over language tools	Developing fuller understanding, extending responses	Transition	The need for support reduces	Fluency, monitoring
Listening/Understanding	Can understand classroom words	Can respond to one-step instructions	Can understand one-step instructions, gestures and short speech	Can use scaffolding, support and differentiation provided in class	Can understand beyond the stipulated part of the lesson	Can understand the gist of a lesson at home	The pupil can sometimes perform close to age-appropriate expectations	Can understand the gist of the lesson with no adjustment for EAL	Can understand the content of a lesson in the same way as most peers
	Can learn and use new words taught in class	Can answer 'where, what, who, when' questions	Can communicate about the concrete, the practical and the familiar	Can speak independently in single, communicative utterances	Can be easily understood	Can converse socially and on task	The pupil will sometimes perform at a much lower standard than was expected	Can understand both lesson content and abstract ideas	Can use English spontaneously in an age-appropriate way
Speaking	Can produce simple phrases	Can communicate with people who require the communication for EAL needs	Can speak in longer phrases and sentences with scaffolding	Can express a lot of lesson content	Can express content very well with scaffolding and support	Can describe, narrate and share reasoning and opinions, although with errors	Providing more contextual support at times of change and the start of a new unit of work will raise attainment	Can explain own reasoning	Can use English effectively, both socially and academically
	Can communicate with people who require the communication for EAL needs	Can answer one-step questions, what, where, when	Can locate taught features of text and layout	Can attempt a range of texts	Can understand a simple text if the vocabulary is mostly familiar	Can understand a simple text if the vocabulary is mostly familiar	Can understand a simple text if the vocabulary is mostly familiar	Can understand the gist of the lesson with no adjustment for EAL	Can understand the content of a lesson in the same way as most peers
Reading	Can understand signs in school	Can understand simple text relating to something already discussed	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text
	Can understand signs in school	Can understand simple text relating to something already discussed	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text	Can read with understanding a differentiated text
Writing	Can form most letters	Can write short sentences with scaffolding	Can write sentences about familiar content	Can write meaningful sentences and short text with scaffolding	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write clearly with detail	Can produce detailed, well-structured, cohesive texts at an age-appropriate level
	Can copy known words	Can write short sentences with scaffolding	Can write sentences about familiar content	Can write meaningful sentences and short text with scaffolding	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write clearly with detail	Can produce detailed, well-structured, cohesive texts at an age-appropriate level
Short phrases, single words	Can copy known words	Can write short sentences with scaffolding	Can write sentences about familiar content	Can write meaningful sentences and short text with scaffolding	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write clearly with detail	Can produce detailed, well-structured, cohesive texts at an age-appropriate level
	Can copy known words	Can write short sentences with scaffolding	Can write sentences about familiar content	Can write meaningful sentences and short text with scaffolding	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write a simple paragraph about familiar content	Can write clearly with detail	Can produce detailed, well-structured, cohesive texts at an age-appropriate level

The NASSEA EAL Assessment Framework is available at: <http://www.nassea.org.uk/product/eal-assessment-framework/> Cost is £20 and includes a hard copy with cd-rom



# Appendix 3 – Induction Flow Chart



## Ethnic Minority Achievement Network Guidance for the induction and support of newly arrived pupils into schools

Revised Jan 2020

### Admissions interview

- Whenever possible, an interpreter should be made available for the interview.
- Interviews conducted at the family's home are ideal as the environment is familiar and 'safe'.
- Use the admissions form from the EMA Network to gather vital personal information about the pupil.
- Provide an induction pack including visual timetables, maps of the school, calendar of term dates and any other vital facts about the school to ensure pupils know as much as possible about the school.
- Spend time helping the families to complete forms, especially for financial support.
- Allow at least 2-3 days **after** the interview before the pupil begins school.
- Spend time touring the school.
- Provide families with contact details of local community groups.

### Preparation

- Use the 2-3 days after the interview to inform **all adults** of the pupil's arrival, including as much information about the pupil's background as possible.
- Also tell peers and spend some time discussing the new pupil's country of origin.
- As a class, learn how to say 'hello' in the new arrival's language.
- Arrange 'buddies', placing pupils with peers of the same linguistic and cultural background where possible but ensuring the assigned buddies are mature and good role models.
- Being a buddy is a big responsibility and can be emotionally draining, try to assign more than one pupil to the role.
- Assign a member of staff the role of 'induction mentor'; this could be a TA, LA or EMACo.
- Borrow a selection of bilingual resources from MK EMA Network to initially support the new arrival and build up a bank of resources.

### Induction

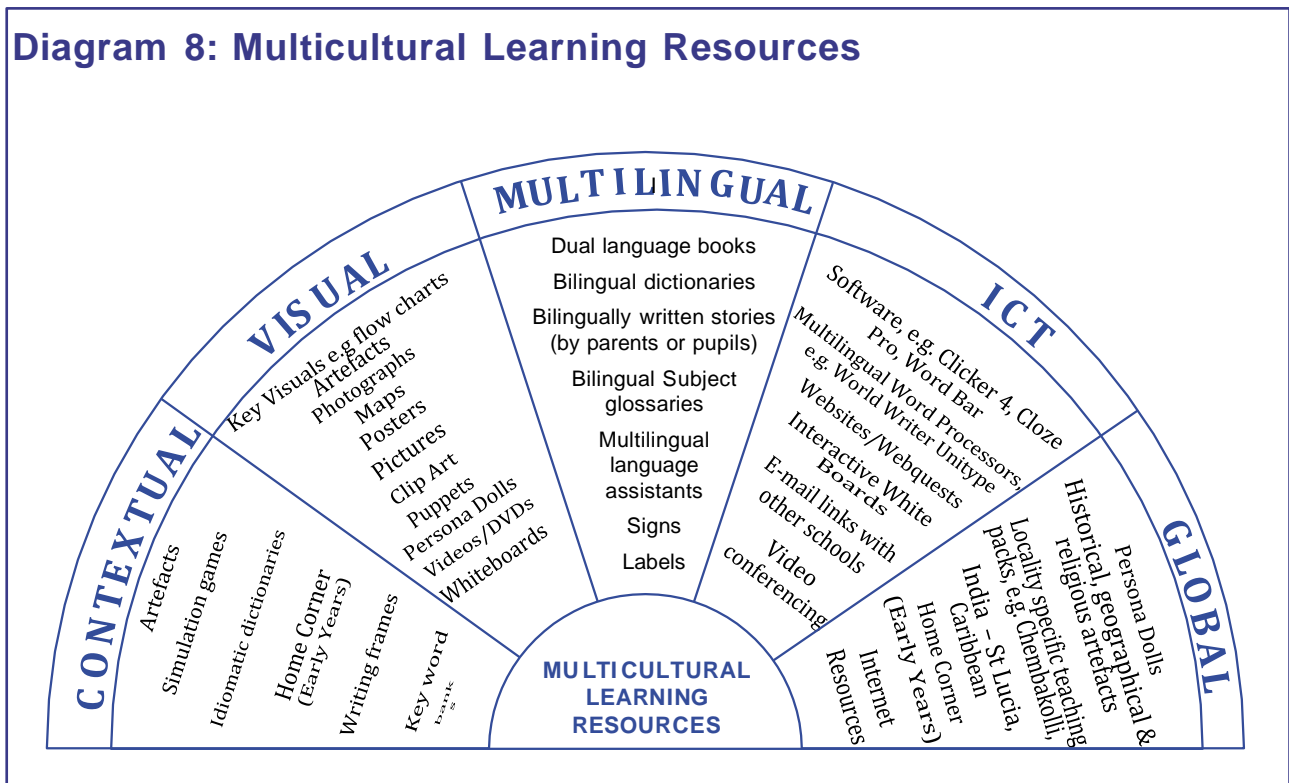
- Re-familiarise the pupil with the school, prioritising the toilets, medical room and water supplies.
- Take time to re-clarify the school routine, using visuals to help.
- Provide the pupil with picture cards to express basic needs.
- Assign a tray, locker etc. to promote a sense of belonging.
- Avoid placing pupils with SEN groups; they need good role models of English.
- Avoid withdrawing the pupil whenever possible.
- Accept that the pupil may experience a 'silent' period and do not force the pupil to participate if they are unwilling.
- Arrange a review meeting with the parents, 6 weeks **after** the pupil begins to discuss the pupil's integration and possible targets for progression.
- Allow the pupil to communicate in their first language.
- Plan a variety of collaborative activities so the pupil may participate.

### Continuing Support

- Use NASSEA or Bell EAL framework to assess language acquisition to review progress termly.
- Set SMART targets at least once a term.
- Ensure that all achievements in the acquisition of English, however small are acknowledged praised.
- To promote progression of language acquisition, plan a wide range of strategies including lots of speaking & listening opportunities.
- Plan in advance for the use of additional adults, allowing time for the creation of resources.
- Maintain regular contact with home and encourage parental support.
- Do not over-correct developing English.
- Monitor academic and social progress – is the pupil involved in extra-curricular activities, school trips etc.?
- Academic language can take 5-7 years to develop, plan for language development to ensure that EAL pupils can acquire this.

## Appendix 4 – Resources

There is a wide range of contextual, visual, ICT, multilingual and global resources, which reflect the cultural, linguistic and religious needs of the minority ethnic pupils in Milton Keynes. A selection of these resources is represented in Diagram 8. Many are available from the EMA Network Resource Contact: [ema@milton-keynes.gov.uk](mailto:ema@milton-keynes.gov.uk)



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- Williams, M (Ed.) (2002) *Unlocking writing: A Guide for Teachers*. David Fulton Publishers

### DfES Publications

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- Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children, DfES 0287/2004
- Aiming High: Supporting the effective use of the Ethnic Minority Achievement Grant, DfES 0283/2004
- Aiming High: Understanding the educational needs of minority ethnic pupils in mainly white schools, DfES 0416/2004
- Assessment in mathematics toolkit to support pupils for whom English is an Additional Language, The Key Stage 3 National Strategy, DfES 0267/2003
- Excellence and Enjoyment: A strategy for primary schools, Primary National Strategy, DfES 0377/2003
- Excellence and Enjoyment: Learning and teaching in the primary years, Introductory guide: supporting school improvement, Primary National Strategy, DfES 0344/2004
- Grammar for Writing, The National Literacy Strategy, DFEE 0107/2000
- Grammar for Writing: Supporting pupils learning EAL, The Key Stage 3 Strategy, DfES 0581/2002
- Literacy across the Curriculum, Key Stage 3 National Strategy, DfES 0235/2001

Managing Pupil Mobility: Guidance, DfES 0780/2003

Speaking, Listening, Learning: working with children in Key Stages 1 and 2, Primary National Strategy, DfES 0623/2003G

Supporting Pupils Learning English as an Additional Language, The National Literacy Strategy, DfES 0239/2002

Training materials for the foundation subjects, Key Stage 3 National Strategy, DfES 0350/2003

### **Ofsted Publications**

Achievement of Bangladeshi heritage pupils, Ofsted, 2004

More advanced learners of English as an additional language in secondary schools and colleges, Ofsted, 2003

Provision and support for Traveller pupils, Ofsted, 2003

The education of asylum-seeker pupils, Ofsted, 2003

### **General Publications**

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Enriching Literacy - Text, talk and tales in today's classroom: A practical handbook for multilingual schools, Brent Language Service, Trentham Books Ltd, 2002

Equality and Diversity, Milton Keynes Ethnic Minority Achievement Network (EMA Network) 2020

Guidance on the Assessment of Bilingual Pupils who may have Special Educational Needs, Milton Keynes Ethnic Minority Achievement Network (EMA Network) 2019

Meeting the needs of Newly Arrived Pupils for whom English is an Additional Language, Minorities Achievement Support Service, Bedfordshire, 1998

Teachers learners of English as an Additional Language: A review of official guidance, NALDIC, 2004

### **Websites**

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

[www.cricksoft.com](http://www.cricksoft.com) (Clicker 8)

<https://naldic.org.uk/>

[www.nassea.org.uk/](http://www.nassea.org.uk/)



ETHNIC MINORITY ACHIEVEMENT NETWORK

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

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