

Supporting pupils with English as an Additional Language



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Contents

Introduction	4
Section 1: The Distinctiveness of EAL	5
Section 2: Induction into school	11
Before the pupil arrives	11
When the pupil first arrives	14
As the pupil begins to settle in	15
Section 3: Assessment	17
Section 4: Learning and teaching	21
Planning	22
Support strategies:	
• General support strategies	25
• Specific strategies for Literacy	29
• Specific strategies for mathematics	33
• Specific strategies for more advanced EAL learners	39
• Characteristics of good learning and teaching in EAL	40
Section 5: Examples of good practice in Milton Keynes	41
Implementation	42
Appendix 1: Background Information	43
2: English Language Acquisition Steps	45
3: Resources	47
References	48
EMASS Publications	50
Acknowledgements	51

List of Diagrams and Tables



Diagram 1: The Learning Context	5
Diagram 2: The Dual Iceberg Model	6
Diagram 3: Cummins' Quadrants	7
Diagram 4: Thinking Skills Represented in Cummins' Quadrants	8
Diagram 5: Process for the Assessment of EAL Pupils	18
Diagram 6: The Circles of Inclusion	21
Diagram 7: Specific Strategies for More Advanced EAL Learners	39
Diagram 8: Multicultural Learning Resources	47

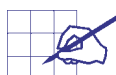


Table 1: Planning for Language Function, Structures and Grammar	24
Table 2: General Support Strategies	25
Table 3: Specific Strategies for Literacy	29
Table 4: Specific Strategies for Mathematics	33

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.



EAL pupils have a broad range of bilingual experiences. Most EAL pupils 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 EAL pupils 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 EAL pupils will be critically determined by their success in learning English.

This document (also downloadable from the EMASS website) 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 mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, EAL pupils also have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning.”

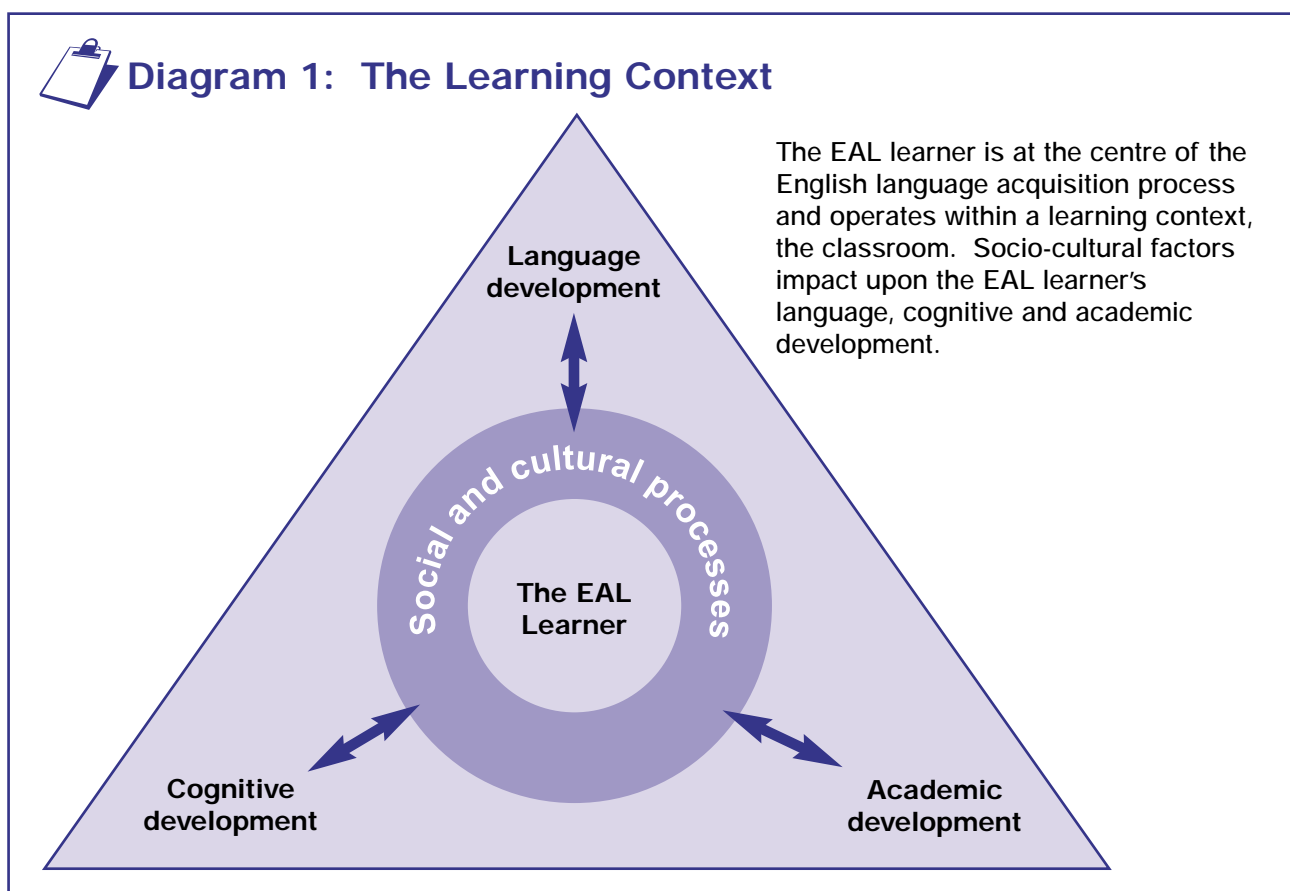
(NALDIC 1999)

EAL learners 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.

EAL learners, therefore, 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, therefore, about using strategies to meet both the language and the learning needs of EAL pupils 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.

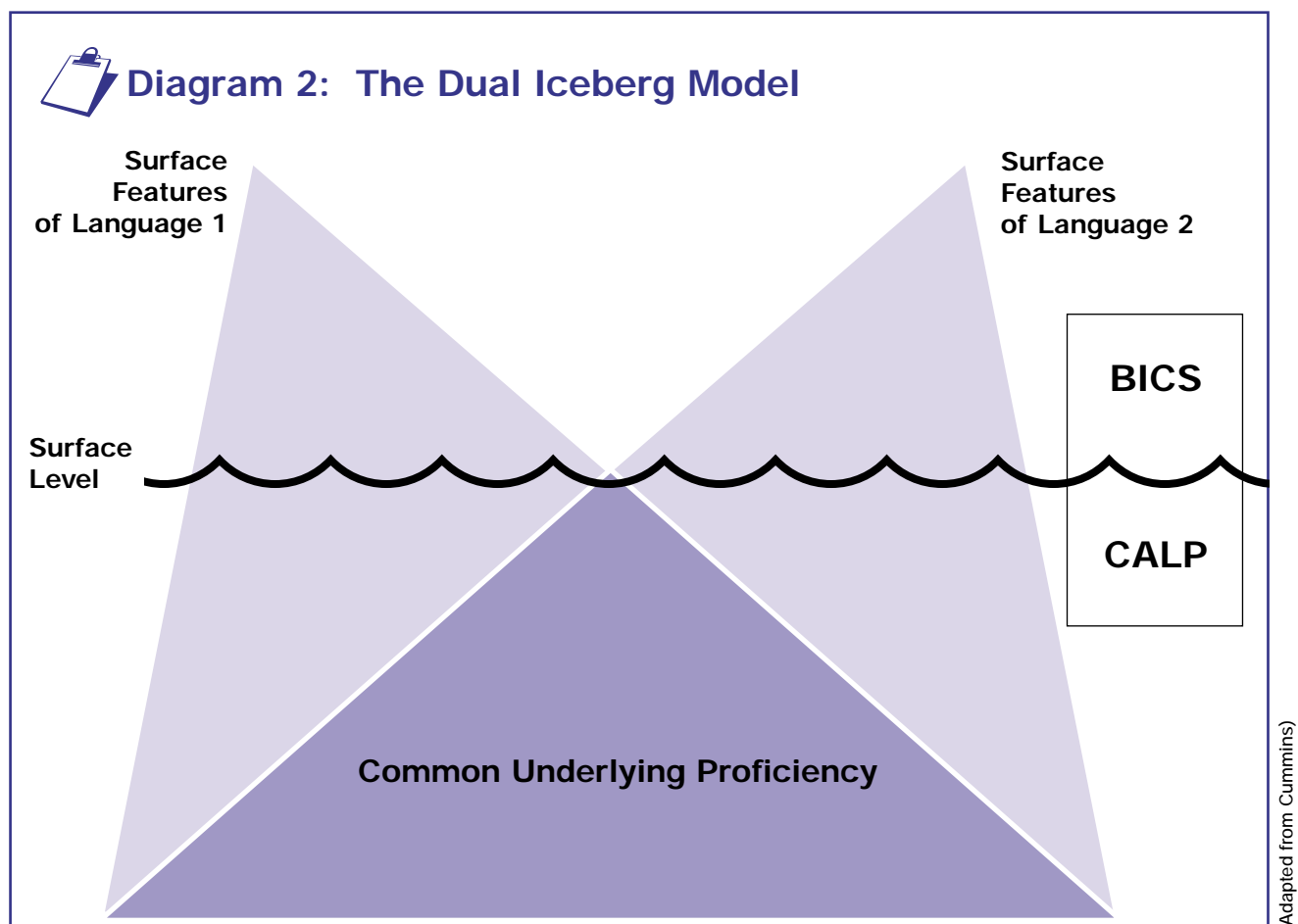
Language development needs are often masked by competence in oral language. Research has shown that it is possible for newly arrived EAL pupils to develop survival English in one year and conversational English within two to three years. This conversational fluency is described as having **Basic Interpersonal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

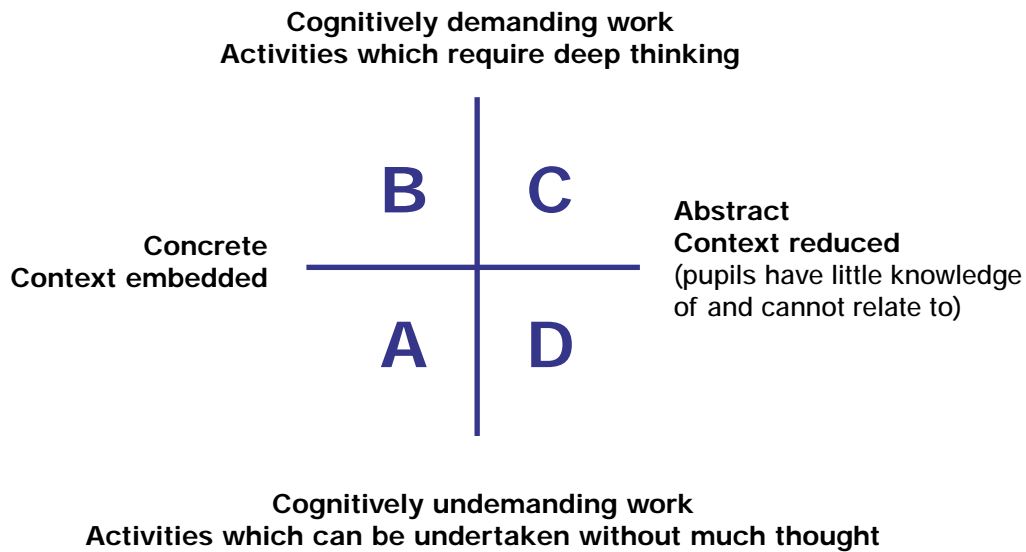


The tips of the icebergs represent the conversational features of the first language and the additional language (BICS). The base of the iceberg represents the learner's cognitive and linguistic awareness, which can be applied to both languages. This is called "Common Underlying (cognitive/linguistic)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

It is important to recognise that children learning EAL are as able as any other children. 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:



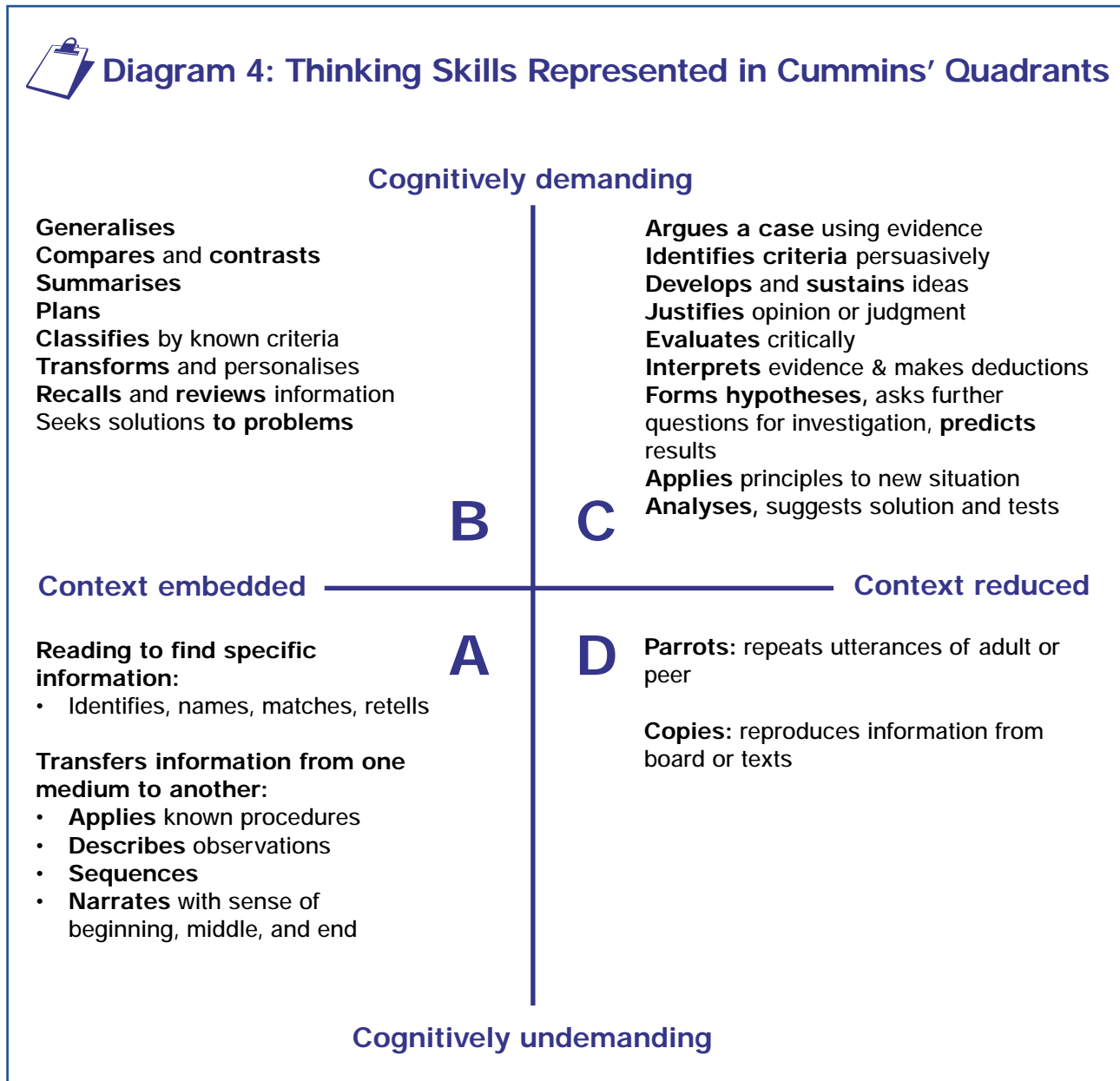
Diagram 3: Cummins' Quadrants



After Cummins)

- If pupils are to develop their CALPs, they need to experience activities in Quadrant B.
- EAL pupils 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: Induction into school

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

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 EAL pupils. 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 is 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 "Equality and Diversity in Milton Keynes", EMASS, 2003/Guidance – Naming, and Community Information.
- 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
- 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 "Equality and Diversity in Milton Keynes" Addendum/Guidance – Uniform and Clothing
- Lunch arrangements, including information of benefits such as free school meals. See "Equality and Diversity in Milton Keynes", EMASS, 2003/Guidance – School Meals
- Information about school resources, for example, Family Literacy classes or toy libraries
- Contacts for local services, such as: welfare advice, doctors and health clinics; the local Race Equality Council, community and faith groups – See "Equality and Diversity in Milton Keynes", EMASS, 2003/Religious and Community Organisations within MK

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.

4. Support for the family

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 or uniform grants
- 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
- Emphasize that the pupil speaks a different language
- Teach the class to say, "Hello" and a few phrases in the pupil's home language
- 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.
- Set up a "buddy" system.

6. Considerations for placing a pupil

A pupil who arrives with little or no schooling may benefit from being placed in the year below. However, there can be disadvantages and the implications need to be considered very carefully. The pupil is likely to get frustrated if the tasks are cognitively undemanding.

When the pupil first arrives:

1. Make the pupils 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 and the water supply are shown.
- Make sure that the school routine is understood. Show in diagrammatic form.
- Set a clear routine. The pupil will be anxious about what will happen next if the routine changes.

2. Provide basic survival English

Initially this may be by giving the pupil picture cards. A section of beginner bilingual grids (Clicker 4) are available from EMASS or on the EMASS website. These images may be made into a picture chain by laminating and hole punching.

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.
- Encourage awareness of the way the pupil is spoken to. It is common for people to raise their voices when a pupil does not respond or seem to understand. There may be cultural issues when addressing a pupil. See "Equality and Diversity in Milton Keynes"/Community Information.
- 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 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 in the four strands of NASSEA (Northern Association of Support Services for Equality and Achievement): Listening and Understanding, Speaking, Reading and Writing. A linguistic and English language acquisition record should be maintained for all EAL pupils. 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. See Section 3. Assessment procedures should acknowledge pupil's skills and achievements.
- Follow Milton Keynes' LEA "Guidance on the Assessment of EAL Pupils who may have Special Educational Needs". Assessment of Special Educational Needs should not be undertaken too soon after the child arrives in school.

Section 3: Assessment

The assessment of pupils with 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 EAL pupils 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 culture 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

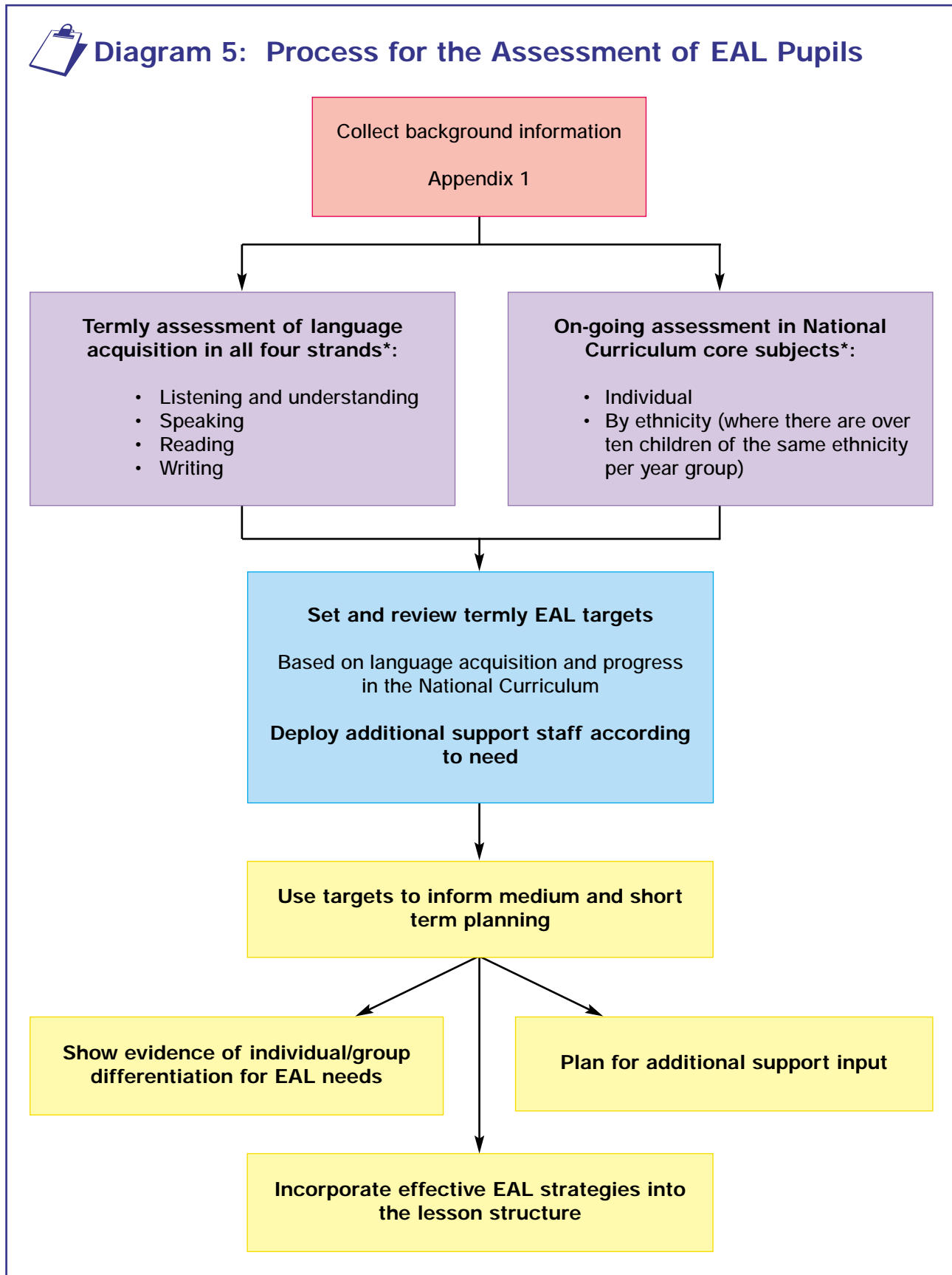
The Milton Keynes LEA promotes NASSEA as a tool for the assessment of English language acquisition. EMASS promotes termly assessment in all four strands of English language: that is, listening and understanding, speaking, reading and writing. A user-friendly assessment grid, outlining the English language progression in these four strands, is provided in Appendix 2.

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 EAL Pupils



* Where EAL pupils have not made expected progress refer to "Guidance for the assessment of EAL pupils who may have Special Education Needs", EMASS 2004. Progress should be at least one step in two terms for newly arrived pupils and up to Step 4 in eight terms.

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:

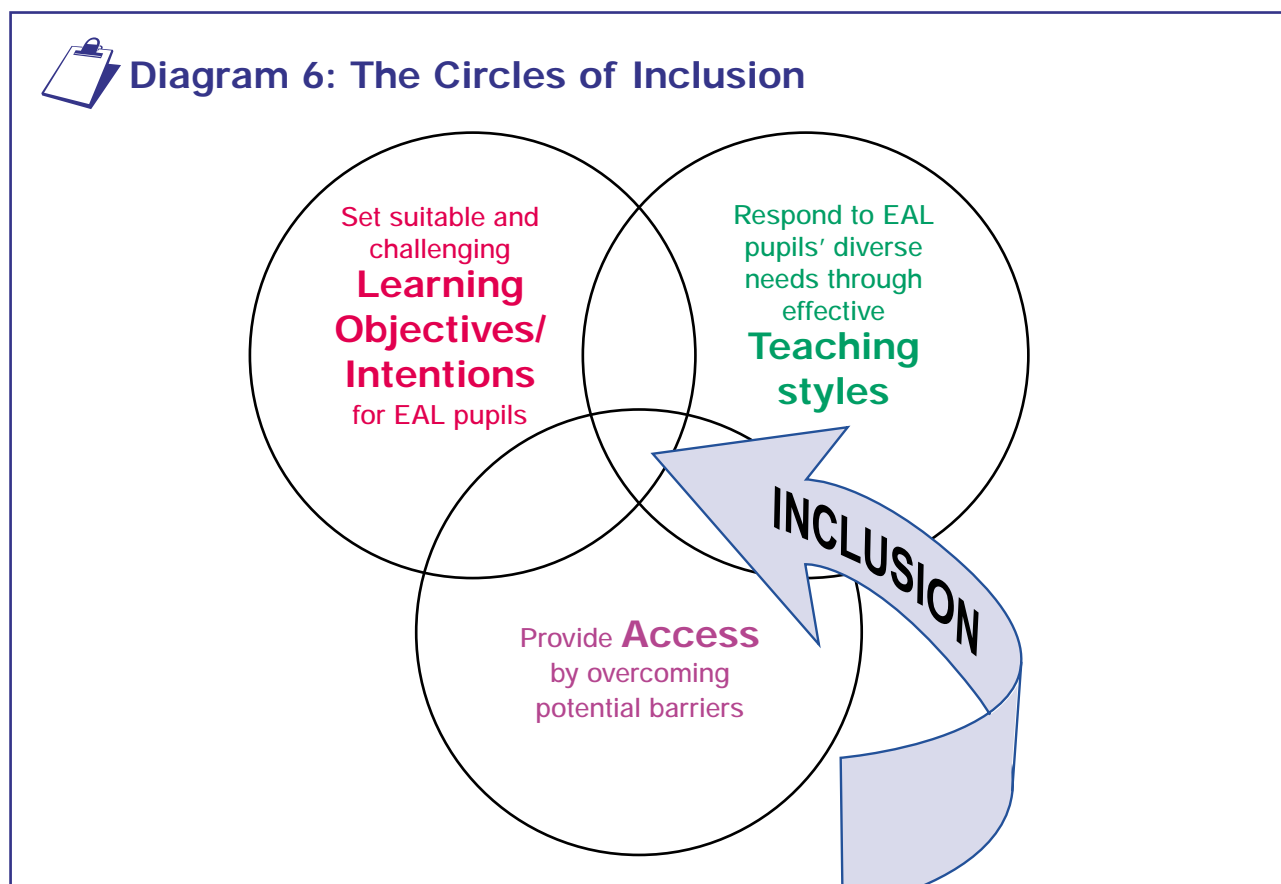
- aims to help pupils to know and recognise the standards they are aiming for
- promotes the active involvement of pupils in their own learning, through peer and self assessment
- involves sharing learning goals with pupils
- adjusts teaching to take account of the results of assessment
- provides effective 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 EAL pupils, *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

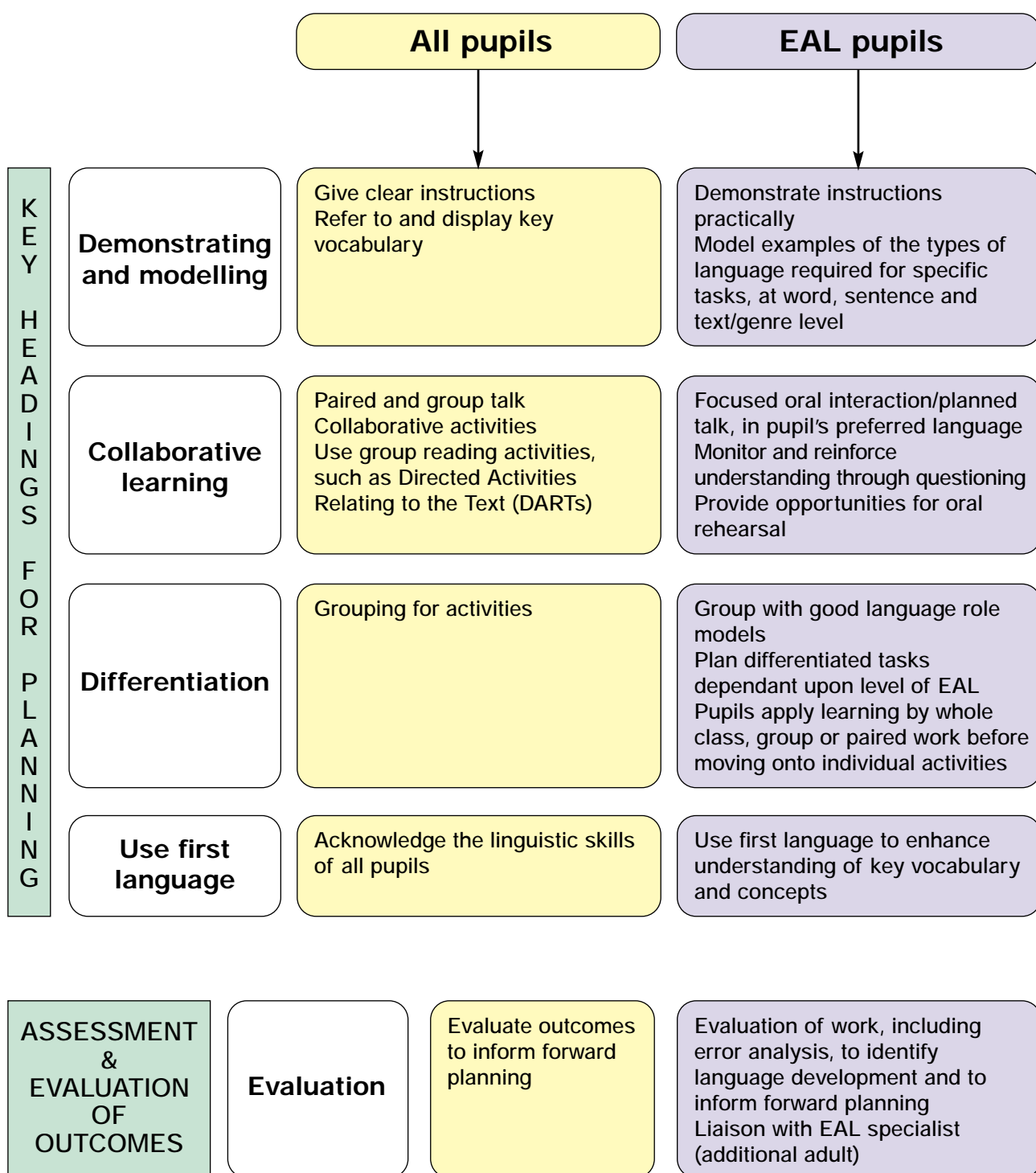
Planning framework for EAL pupils

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.

		All pupils	EAL pupils
		PRIOR PLANNING	
KEY HEADINGS FOR PLANNING		<p>Learning styles</p> <p>Cater for a broad range of learning styles</p>	<p>Consider previous educational experience and literacy in other languages</p>
		<p>Learning intentions</p> <p>Learning intentions / success criteria are shared. What do we want pupils to understand, develop and demonstrate?</p>	<p>Scaffold activities to ensure high cognitive challenge, that is, use extension rather than simplification of learning</p>
		<p>Language Focus</p> <p>Teach key vocabulary</p>	<p>Teach content-based language: vocabulary, language function, structures and grammar* Use plenary to reflect on language use and language learning</p>
		<p>Context</p> <p>Relevant, motivating context, which enables sharing of prior experience</p>	<p>Consider socio-cultural knowledge</p>
		<p>Resources</p> <p>Interactive White Board, OHT, video, textbook, work sheets</p>	<p>Contextual and visual support Writing frames Key visuals (graphic organisers) Bilingual resources See Appendix 3</p>
	<p>Planning for use of additional adults</p> <p>Support for focused individual and small group activities</p>	<p>Provide opportunities for pre-teaching, speaking and listening and evaluation of language learning Use bilingual or multilingual skills Joint planning with class/subject teacher</p>	

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



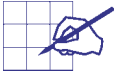


Table 1: Planning for Language Function, Structures and Grammar

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

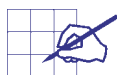


Table 2: General Support Strategies

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

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>Visuals</p> <p>Provide as much visual support as possible in a wide variety of formats</p>	<ul style="list-style-type: none"> • Pictures • Diagrams • Photographs • Flash cards • Picture dictionaries • Computer programs, such as Clicker 4 • Television • Artefacts • OHTs • Produce a set of picture cards for the pupils to use to communicate needs
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Key words and key language</p> <ul style="list-style-type: none"> • Give short vocabulary lists of key words for each unit, as well as examples of key language required <p>See Table 1</p>	<ul style="list-style-type: none"> • Illustrate key words with simple pictures • Pre-teach key words before a unit and/or lesson, using a bilingual peer, support assistant or parent • 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
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Key visuals</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"> • Tables • Timelines • Venn diagrams • Matrix charts • Flow charts • Pyramid diagrams • Mind maps
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Dictionaries</p> <p>Offer a variety of types of dictionaries</p>	<ul style="list-style-type: none"> • Picture • Illustrated topic glossaries • Bilingual dictionaries if the pupil is confident in written first language • Common words in English usage (Literacy Strategy) • Pupils should be made to feel confident about using a dictionary within the classroom

General support strategies

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

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

General support strategies

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

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

Specific strategies for Literacy

These strategies encapsulate the principles outlined in current national guidance within the National Primary and the Key Stage 3 strategies. 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"> • Demonstrate classroom vocabulary e.g. pencil, paper, table, chair • Use picture cards • Use ICT, e.g. Clicker 4
Value home language	<ul style="list-style-type: none"> • Ask the child for equivalent words to those you are teaching. This will boost self-esteem and help him/her to remember the English vocabulary • Use dual language picture dictionaries, tapes and CDs
Teach more nouns, trying to link them into current class learning	<ul style="list-style-type: none"> • Use visual and contextual clues • Examples: parts of the body; clothes; places; people • Picture lotto • Picture snap • Sorting activities, e.g. by colour, shape or size • Matching activities • Illustrated dominoes
Teach some key verbs	<ul style="list-style-type: none"> • Start with activities they will need to understand, such as sit, stand, walk and run • It could be practically demonstrated, with a question and response: "Can you?" "Yes I can" • Use picture cards • Use ICT, e.g. Clicker 4
Model colloquial phrases, giving an opportunity to repeat them in a variety of contexts	<ul style="list-style-type: none"> • This is a..... • What's this? • What colour is it? • How manyhave you got? • Can I have a blue pencil please?
Talk using full sentences	<ul style="list-style-type: none"> • Ask open ended questions to give pupils an opportunity to respond at their own level • Only insist on whole phrases some of the time, as it may be discouraging to beginner bilinguals • Picture sequencing: sorting unsequenced pictures and re-telling the story
Plan for opportunities for talk (especially important to maintain this for more advanced learners)	<ul style="list-style-type: none"> • Use first hand experience as a stimulus for talk • Create activities for scaffolded talk • Use collaborative group work • Play paired games, e.g. matching and sorting

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"> • Tell the story from the pictures • Talk about the pictures as you would with a young child • Use taped stories and CDs in English and in dual language versions • Paired reading. The advanced English user can read and help the beginner to identify words.
Initial words	<ul style="list-style-type: none"> • Point to individual words and repeat them; the pupil's response often indicates if the pupil is ready to start reading • Flash cards • Key words lotto • Matching activities • Word Snap • Language Master • ICT, such as Clicker 4
Phonemes and the alphabet	<ul style="list-style-type: none"> • Lower case and phonemes (letter sounds) first • Teach the pupil to recognise letters at random, using flash cards and pictures, or a picture dictionary • Ordering activities • Only teach letter names when the child can understand the difference between name and sound, but remember that some bilingual children will have been taught the English alphabet by names before they arrive in school
Reading text	<ul style="list-style-type: none"> • The text should relate to child's own experience • Build on discussion before individual or shared reading • Pre-teach key words and reading texts before group or whole class reading • Use visually supported enlarged texts for group or whole class reading • Provide repeated experience of limited amount of the same text, with for example: text sequencing, cloze procedures and representing information as key visuals in diagrams, charts and tables • Use texts with rhyme, rhythm and repetition • Translate and summarise key words and themes into first language, for example, by a bilingual Language assistant or peer
Comprehension especially for the more advanced learners	<ul style="list-style-type: none"> • Place emphasis on understanding, expecting a different and targeted response by: <ul style="list-style-type: none"> • Reducing the amount of text to be read • Multiple choice responses • Scaffolded writing frames, for example, sentence completion • Cloze procedures, filling gaps in sentences where: the words have been given elsewhere; a picture, diagram or first letter clue is given or where words are supplied from memory. Use ICT e.g. Cloze Pro • Sentence completion • Answering simple questions with yes/no or one-word answers.* • True or false statements about given sentences.* • Text underlining or highlighting, where pupils identify key words or parts of the text that relate to a particular question * These two suggestions would be extended to phrases for more advanced learners

Reading Continued...

Teaching Strategies	Examples of activities
	<ul style="list-style-type: none"> • 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) • Matrices, grids and tick charts completed by the pupil can be used as the basis for writing • The pupils represent the meaning of the text in diagrammatic form e.g. in flow charts • Sequencing sentences which are jumbled to form a piece of continuous writing, either ordered logically or chronologically
Select books with positive images of minority ethnic pupils and which reflect the pupils' cultural background and experiences	<ul style="list-style-type: none"> • Resources and lists of suppliers available from the Multicultural Resource Centre, The Queensway Centre, Bletchley, Milton Keynes • Suppliers also listed in "Equality and Diversity in Milton Keynes", EMASS, 2003

Writing

Teaching Strategies	Examples of activities
Letter formation	<ul style="list-style-type: none"> • Lower case and letter sounds (phonemes) first • Describe the pen movement to form the letters • Try to supervise "copy writing" until letter formation is secure
Words	<ul style="list-style-type: none"> • Labelling pictures and diagrams • Matching activities • Pupils maintain a glossary of new or keywords and phrases to revise both in school and at home. These may be kept bilingually where pupils are literate in first language. Glossaries may be in picture format and may be subject specific, for example, science equipment. Learn key words bilingually in advance. • Pre-teach keywords prior to a new unit or individual lesson • Display key words and phrases around the classroom, in English and bilingually • Reinforce and test key words during starters and plenaries
Sentence construction	<ul style="list-style-type: none"> • Visual clues to support writing • Matching sentences or paragraphs to a sequence or set of pictures. Pictures may be pasted into a workbook, with written sentences. • Provide pupils with word cards, which they use to construct sentences • Writing sentences using choice tables, where there are a number of possible responses to choose from to complete a sentence. This could be matching halves of different sentences. • Re-writing sentences by changing underlined words • Writing sentences based on a modelled answer, providing structure and setting standards of expectation • Cloze procedures, filling gaps in sentences • Use ICT, e.g. Cloze Pro

Writing Continued...

Teaching Strategies	Examples of activities
Text	<ul style="list-style-type: none"> • Use paired discussion or rehearsal of answers, preferably in first language if possible, before commencing written work. Oral practice encourages use of new language meaningfully, building understanding and fluency before having to cope with the additional demands of writing. Some text may be dictated to a scribe. • Use first hand experience as a stimulus and to make learning meaningful • Collaborative writing, especially with same first language peers, including planning for extending texts • Encourage pupils to write with understanding; where appropriate in shorter pieces of writing than their peers • Glossaries of key words • Writing based on a modelled answer, providing structure and setting standards of expectation • Scaffolded writing: using writing frames; sentence completion • Sequencing sentences to produce a piece of text. This may be based on a sequence of simple comprehension questions. • Explain the key features of different genres of writing, modelling the process • Pupils who are literate in their first language should be encouraged to write bilingually as a way of expressing concepts and ideas and promoting acquisition of English. Bilingual writing should be acknowledged by bilingual support staff, parents or peers where possible. ICT can be used to translate writing, e.g. World Writer • 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 • Homework tasks should be explained in the lesson, checking for understanding. Differentiated support material should be provided. Support may be given by a bilingual Language Assistant or EMA (Ethnic Minority Achievement) teacher, either in class or during a homework or breakfast club, or by parents or community members.

Specific strategies for mathematics

These strategies provide guidance on the induction of early stage EAL pupils, planning for a unit of work and for the parts of individual lessons.

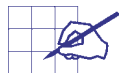


Table 4: Specific Strategies for Mathematics

Induction of Early Stage EAL Pupils

The following basic teaching strategies should be carried out for newly arrived/early stage pupils with EAL:

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

Model for Each Unit

Before starting each new unit, the following should be carried out:

Pre-Lesson Activities – Applicable to Specific Unit	Resources	Undertaken By:
<ul style="list-style-type: none"> ❖ Assess pupil's prior knowledge and skills 	<ol style="list-style-type: none"> 1. Assessment Toolkit, DfES 2. Mathematics Challenge, DfES 	<ul style="list-style-type: none"> • Teaching/Language Assistants • Learning Mentors • Class teacher
<ul style="list-style-type: none"> ❖ Pre-teach key words and spellings with key visuals (downloadable) 	<ol style="list-style-type: none"> 1. Mathematical Vocabulary, DfES 2. Key Stage 3 Framework, DfES (Downloadable – see References) 3. Flashcards available on www.standards.dfes.gov.uk/keystage3 	<ul style="list-style-type: none"> • Teaching/Language Assistants • Learning Mentors • Class teacher
<ul style="list-style-type: none"> ❖ Investigate culturally relevant resources, examples, games and number systems 	<ol style="list-style-type: none"> 1. See Appendix 3 2. Visit Multicultural Resource Centre 	<ul style="list-style-type: none"> • Teaching/Language Assistants • Learning Mentors • Class teacher

Before starting each lesson, the following should be included in the oral and mental starter, main activity and plenary sessions:

Activity	Examples
❖ Plan introduction of new keywords in a context relevant to all pupils	<ol style="list-style-type: none"> 1. Identify and translate, where necessary, new keywords that may have multiple meanings, e.g. table, volume 2. Clarify symbols which may confuse pupils, e.g. allow pupils to draw up tables showing the difference between 180°C and 32°C or 3² and 32
❖ Prepare and display relevant keywords and symbols	<ol style="list-style-type: none"> 1. Keywords are downloadable from the National Numeracy Strategy and Key Stage 3 Framework 2. Display multilingual keywords and symbols as flashcards
❖ Prepare key visuals and prompt cards	<ol style="list-style-type: none"> 1. Key visuals and pictures should be culturally relevant for all pupils 2. Plan to use these effectively in the lesson
❖ Plan resources to support understanding	<ol style="list-style-type: none"> 1. Use any of the following: number lines, hundred squares, number fans, white boards, giant dice, multi-link cubes, laminated numeral cards, mathematical dictionaries, computer software, arrow cards 2. Apparatus e.g. for capacity, shape, weight
❖ ICT	<ol style="list-style-type: none"> 1. Use ICT in the oral and mental starter, the main teaching activity and the plenary, for example, white boards, mathematical software packages, digital imagery 2. Include whole class, groups or individuals
❖ Prepare questions to ensure a balance of open and closed questions – refer to National Numeracy Strategy Mathematics Vocabulary, page 4 - 6	<ol style="list-style-type: none"> 1. Word questions accurately so that they can be easily understood e.g. Closed: Does a triangle have three sides? Yes/No answers Open: What can you tell me about the sides of a triangle? 2. Target newly arrived/early stage EAL pupils with closed questions to build confidence before moving onto open questions 3. Devise questions to assess understanding and progress throughout the lesson
❖ Include culturally relevant activities within this unit	<ol style="list-style-type: none"> 1. Multilingual number squares 2. Islamic geometric patterns 3. Chinese magic number square 4. Stories, e.g. The Tower of Brahma (Tower of Hanoi); A single grain of rice
❖ Plan for the effective use of additional adults	<ol style="list-style-type: none"> 1. Additional adults should always know the learning intentions and vocabulary of the lesson 2. Plan how to use additional adults effectively with specific pupils or groups

During oral and mental starters:

Speaking and Listening

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

During main teaching activity:

Speaking and Listening

Teaching Strategy	Examples
❖ Learning intentions should be explicit	<ul style="list-style-type: none"> • Display learning intentions, in pupil-speak, on the board throughout the lesson • Record instructions and tasks on the board and underpin with visual clues, gestures and modelling where possible • Tell pupils what, if anything, to prepare for the plenary
❖ Key vocabulary and spellings taught or reinforced	<ul style="list-style-type: none"> • Explain new keywords and elaborate on those that may have multiple meanings, e.g. table, volume • Use spelling strategies, e.g. mnemonics • Clarify symbols which may confuse pupils, e.g. allow pupils to draw up tables showing the difference between 180°C and 32°C or 3^2 and 32 as they arise
❖ Questioning to establish prior knowledge and skills	<ul style="list-style-type: none"> • Scaffold questions to ascertain levels of prior knowledge, e.g. Mathematical Vocabulary/Bloom's taxonomy • Encourage pupils to answer in full sentences once language required has been modelled
❖ Contextualise activities	<ul style="list-style-type: none"> • Use examples which are culturally accessible to all pupils
❖ Model language required and encourage repetition	<ul style="list-style-type: none"> • While pupils should be allowed to conceptualise in their first language, they should be encouraged to acquire the target language modeled by teacher and peers

Reading and Writing (Recording)

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

Using and Applying

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

Using and Applying Continued...

Teaching Strategy	Examples
❖ Ensure that pupils are paired or grouped correctly	<ul style="list-style-type: none"> Pupils should be grouped not only with other first language speakers, but also with pupils of similar ability who will provide good models of language Ensure high cognitive demand by providing contextual and linguistic support
❖ Use a variety of different contexts to test application	<ul style="list-style-type: none"> Pupils should be able to apply knowledge to a variety of examples. The contexts of examples should be culturally accessible.

During plenaries:

Speaking and Listening

Teaching Strategy	Examples
❖ Allow pupils to ask questions	<ul style="list-style-type: none"> Encourage pupils to ask for clarification Allow pupils to set questions for other pupils
❖ Encourage pupils to feed back to the whole class	<ul style="list-style-type: none"> Provide sentence starters for newly arrived pupils or prompt them verbally to say things in their own words
❖ Revisit and practise mathematical vocabulary and language structures	<ul style="list-style-type: none"> As well as practicing key vocabulary, ensure that pupils have knowledge of other useful language such as conditionals (if...then), comparatives (less than) and connectives are also difficult and need practice
❖ Ask pupils to offer their methods and solutions for whole class discussion	<ul style="list-style-type: none"> If the pupil is not a confident speaker, allow him/her to write the solution on the board while the teacher or peer describes the process If the pupil is not confident to speak in front of the class, he/she may tell the teacher who paraphrases For more confident speakers, allow time for rehearsal

Reading and Writing (Recording)

Teaching Strategy	Examples
❖ Allow pupils to demonstrate work without having to speak	<ul style="list-style-type: none"> Teacher can provide the oral explanation while pupil demonstrates
❖ Glossary	<ul style="list-style-type: none"> Allow pupils to record keywords (especially those with multiple meanings) and set phrases in a bilingual table for reference by them and their parents Symbols with an explanation may also be recorded New instruction words should also be recorded with an explanation of what it requires Allow pupils to copy down examples of language used in tests

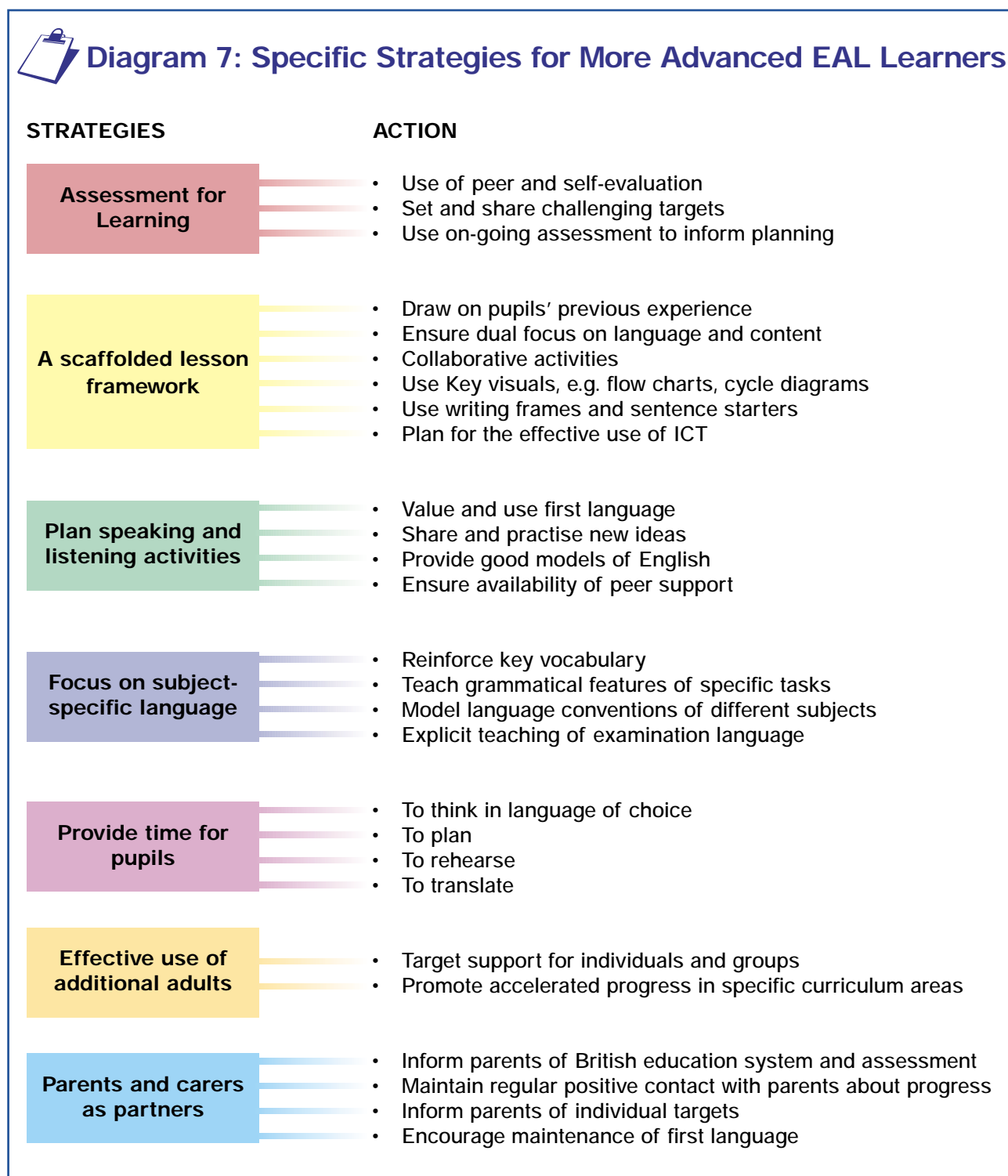
Using and Applying

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

Specific strategies for more advanced EAL learners

As outlined in the introduction, research has shown that it is possible for EAL pupils 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.

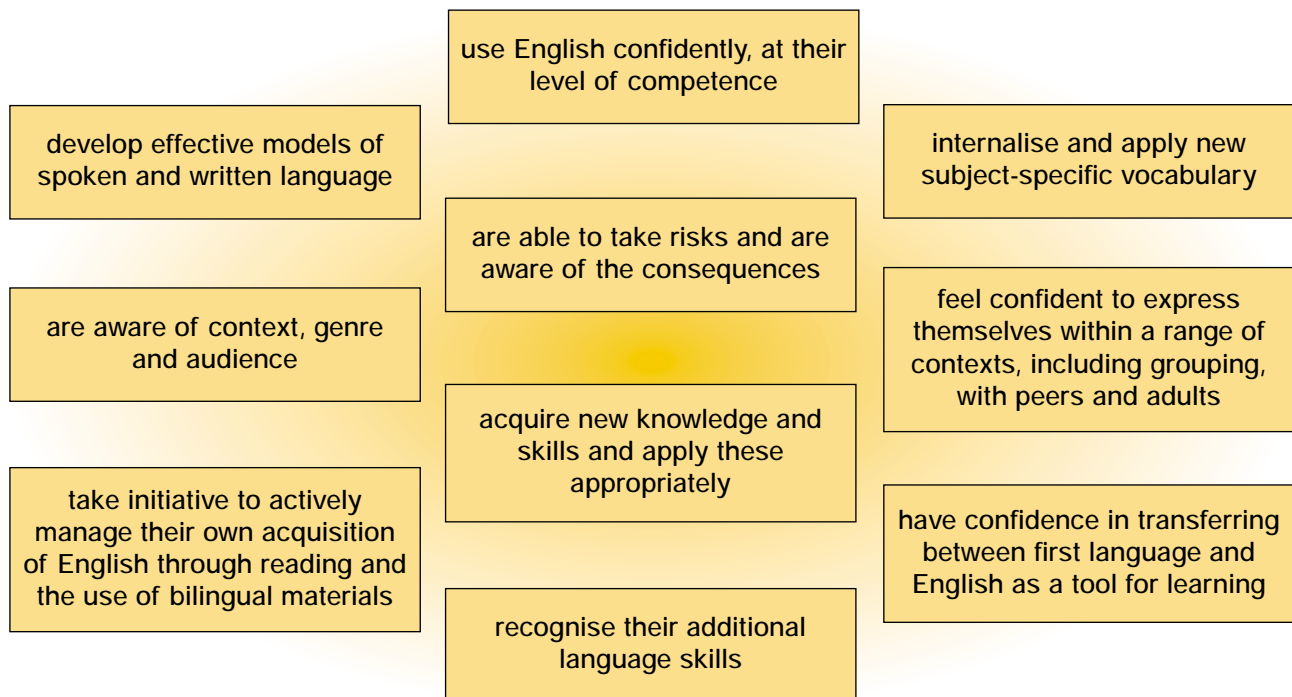
The Key Visual in Diagram 7 provides the most effective strategies to use with more advanced learners of English as an Additional Language, along with the actions which can be used in learning and teaching.



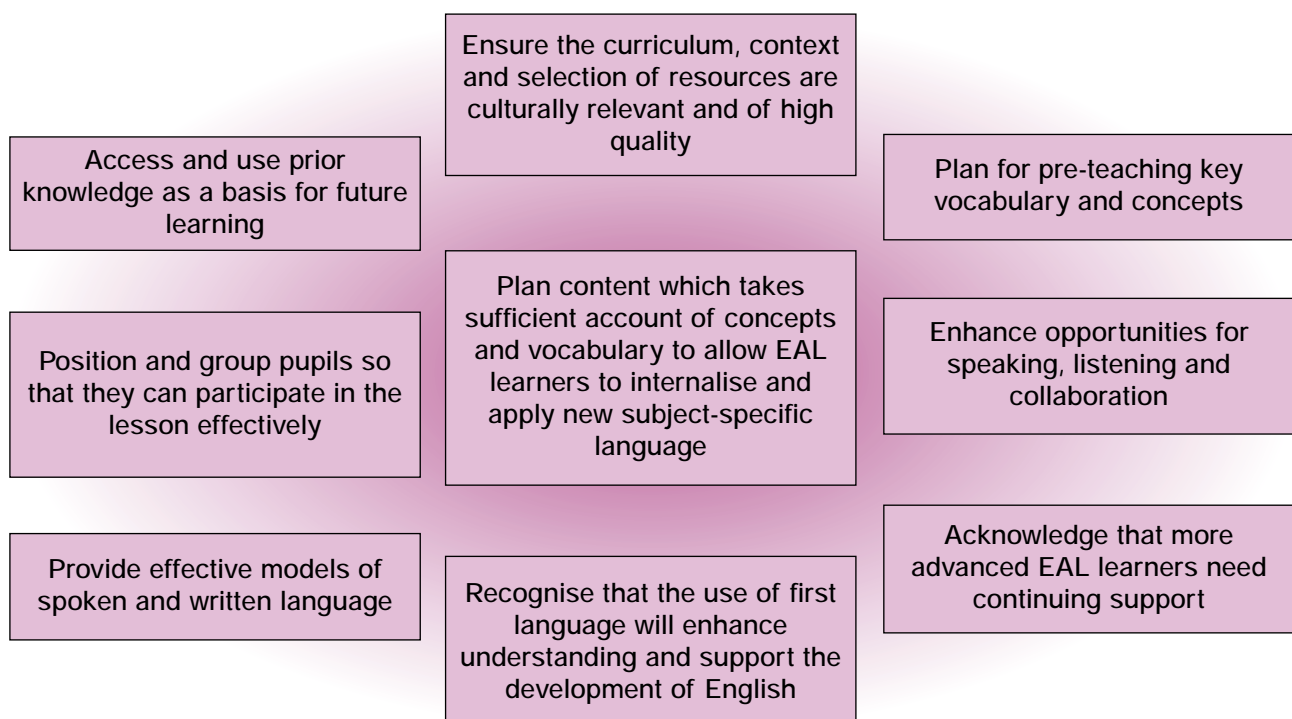
Characteristics of good learning and teaching in EAL

Section 4 has provided a wide range of support strategies, which will lead to the effective learning and teaching of EAL pupils. 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 EAL pupils:



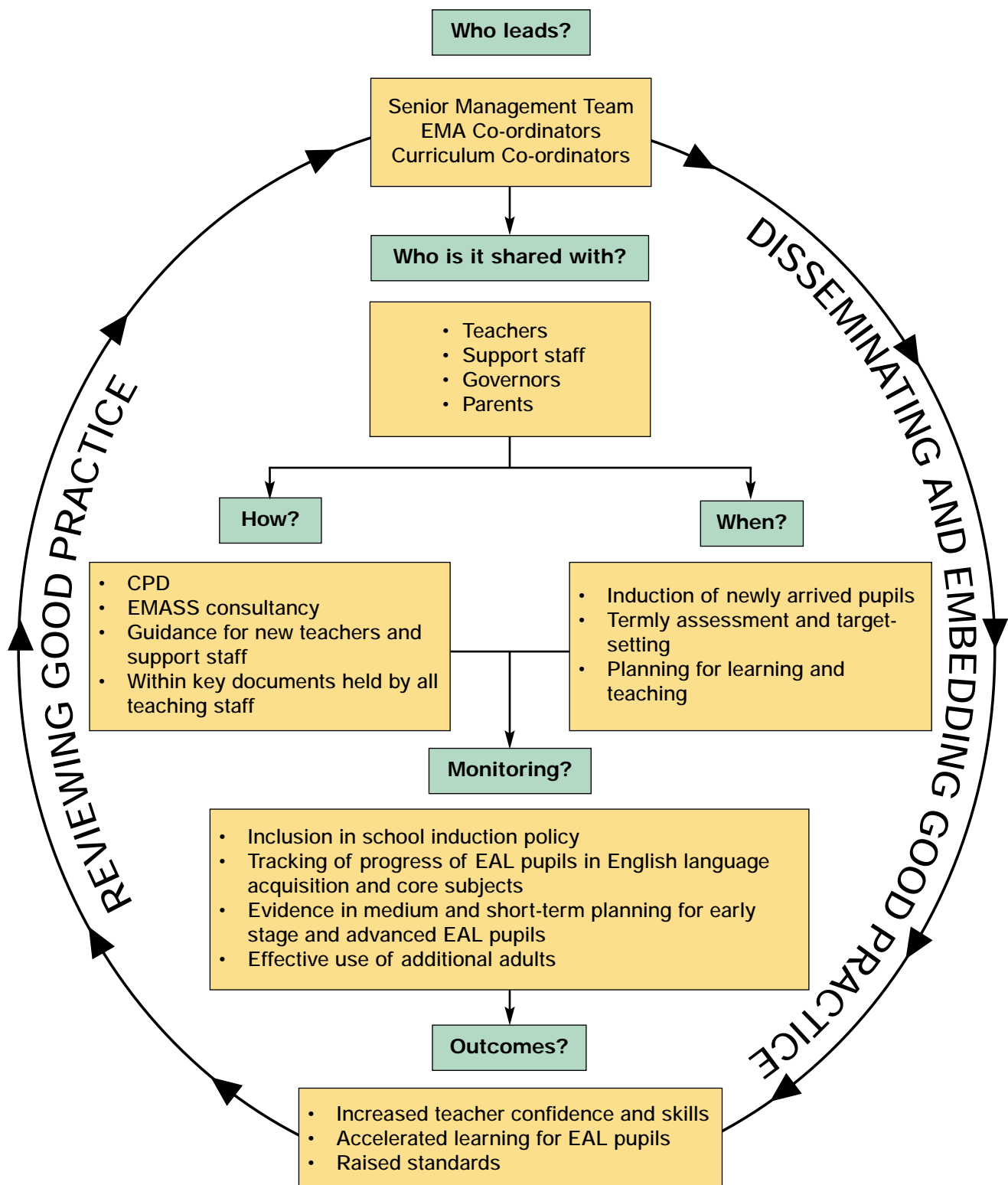
Section 5: Examples of good practice in Milton Keynes



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 the EAL pupils, allowing them to reach their full potential.



Appendix 1 – Background Information

Addendum to the School Admission Form for Minority Ethnic Pupils

Gender:

M	F
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Full name: *(in order and underline the family name)*
 Personal name: Preferred name: *(may be the same as personal name)*

Date of birth	Country of birth	Arrival in UK <i>(if not UK born)</i>	Ethnicity	Religion	Refugee status

Family information:

Relationship of carer/carers to the pupil		
Siblings		
Names:	Age:	Gender:
Other relevant details:		

Pupil's use of language: *(including English)*

Languages	Speaking <i>(proficiency)</i>		Reading <i>(proficiency)</i>	Writing <i>(proficiency)</i>	Used with/ where	Where/when learnt - community schools attended
	Home	School				

Previous schooling: *(including breaks in education, pre-school and UK education)*

Country	Date started	Ages <i>(from-to)</i>	Languages used	Assessment <i>(exams/grades)</i>	Repeated years

Support for learning:

Favourite subjects in school	
Interests and hobbies	
Extended leave: <i>(reasons, time, when)</i>	
Support needed for the child's English language acquisition: <i>(e.g. bilingual dictionaries)</i>	
Prior experience which may affect learning	

Dietary and health issues:

Favourite foods and preferred diet	
Dietary restrictions	
Known medical conditions	

Support for parents and carers: *(tick boxes)*

Interpreter required at parents' meetings <input type="checkbox"/>	The parent or carer can bring an interpreter <input type="checkbox"/>
Bilingual translations of school letters and leaflets would be helpful <input type="checkbox"/>	School letters written in English can be translated <input type="checkbox"/>
Information on Supplementary Schools is requested <input type="checkbox"/>	Contacts of local community groups are required <input type="checkbox"/>

Data collected by: Date:

This form may be adapted and is available by email from EMASS or on the EMASS website.

Appendix 2: English Language Acquisition Steps (based on NASSEA EAL Assessment System)

Pupil's Name: Year Group:

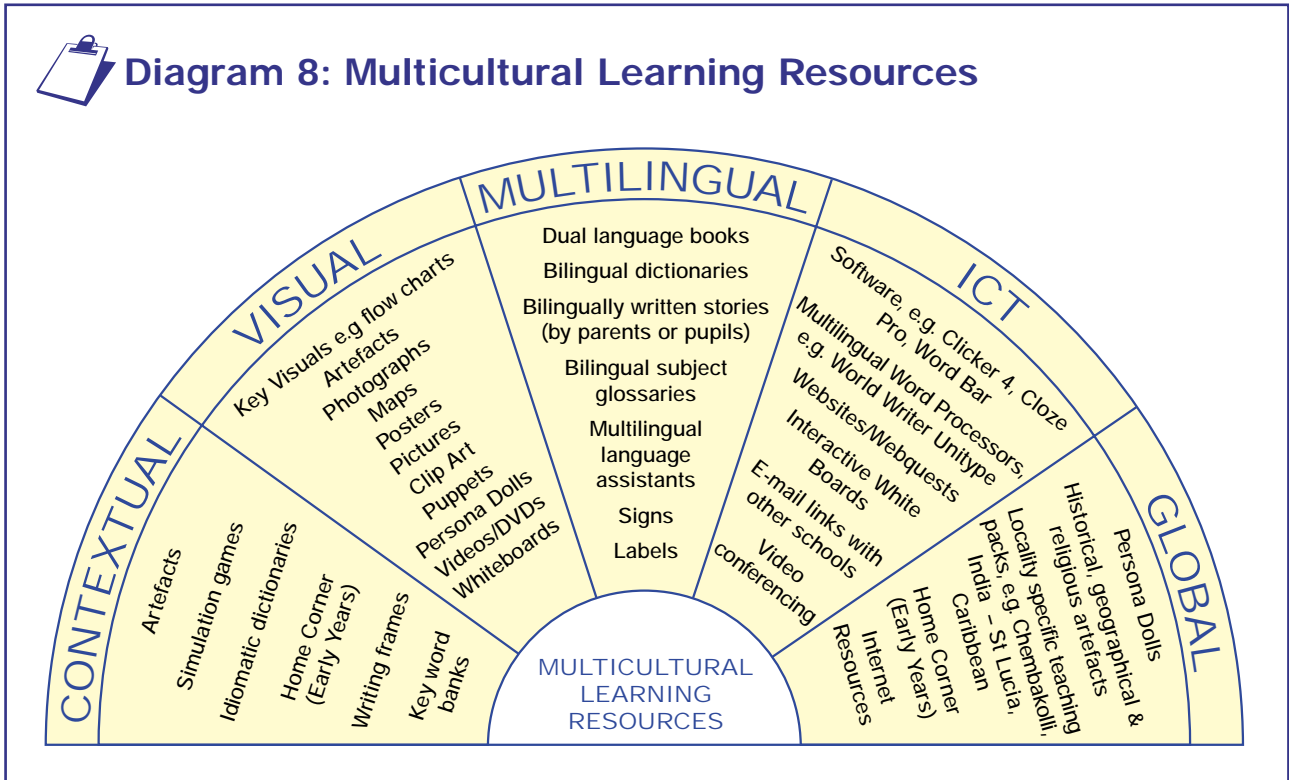
Ethnicity: Home Language:

Listening and Understanding	Speaking	Reading	Writing
<p>S1 (Step 1) Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and try to follow simple instructions based on routines.</p>	<p>S1 (Step 1) Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.</p>	<p>S1 (Step 1) Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.</p>	<p>S1 (Step 1) Pupils use English letters and letter-like forms to convey meaning. They copy and write their names and familiar words, and write from left to right.</p>
<p>S2 (Step 2) Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal clues, including illustrations.</p>	<p>S2 (Step 2) Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.</p>	<p>S2 (Step 2) Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support they can follow a text read aloud.</p>	<p>S2 (Step 2) Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns. Building on their knowledge of literacy in another language pupils show knowledge of sentence division.</p>
<p>S3 (Threshold) With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class.</p>	<p>S3 (Threshold) Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.</p>	<p>S3 (Threshold) Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and contextual clues. They respond to events and ideas in poems, stories and non-fiction.</p>	<p>S3 (Threshold) Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in size and orientation.</p>

Listening and Understanding	Speaking	Reading	Writing
<p><u>S4 (Secure)</u> In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.</p>	<p><u>S4 (Secure)</u> Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners interest.</p>	<p><u>S4 (Secure)</u> Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.</p>	<p><u>S4 (Secure)</u> Pupils use phrases and longer statements that convey ideas to the reader, making some use of capital letters and full stops. Some grammatical patterns are irregular and pupil's grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.</p>
<p><u>S5 (Consolidating)</u> Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions.</p>	<p><u>S5 (Consolidating)</u> Pupils begin to engage in dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.</p>	<p><u>S5 (Consolidating)</u> Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From KS2 onwards reading is typically begun to be a tool for learning rather than a process which is an end in itself.</p>	<p><u>S5 (Consolidating)</u> Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support (writing frames and grammar for writing styles). Pupils production is limited with no support. Pupils are beginning to understand that different contexts require different forms of expression.</p>
<p><u>S6 (Competent)</u> Pupils can participate as active speakers and listeners in group tasks. They understand most social and academic school interactions delivered at normal speed.</p>	<p><u>S6 (Competent)</u> Pupils use language appropriately across the curriculum for different academic purposes (e.g. explaining) – some minor errors may still be evident. They are able to use more complex sentences.</p>	<p><u>S6 (Competent)</u> Pupils understand many culturally embedded references and idioms, but may still require explanations. From KS2 onwards pupils can read complex texts starting to go beyond the literal by using some higher order reading skills such as inference and deduction.</p>	<p><u>S6 (Competent)</u> Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They still require support to develop the organisational skills and appropriate linguistic forms for new contexts.</p>
<p><u>S7 (Independent)</u> Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.</p>	<p><u>S7 (Independent)</u> Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.</p>	<p><u>S7 (Independent)</u> Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.</p>	<p><u>S7 (Independent)</u> Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.</p>

Appendix 3 – 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 Multicultural Resource Centre, at The Queensway Centre, Bletchley, MK2 2HB. Tel: 01908 270409.



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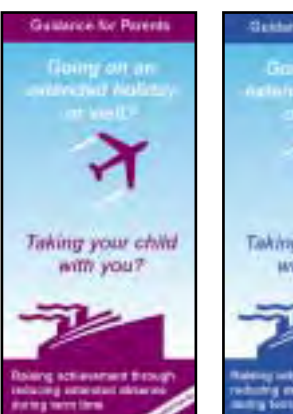
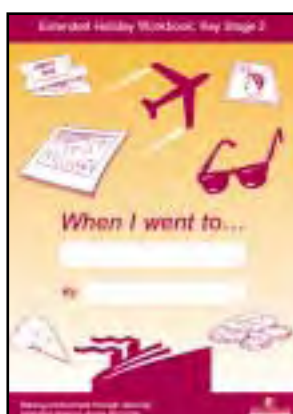
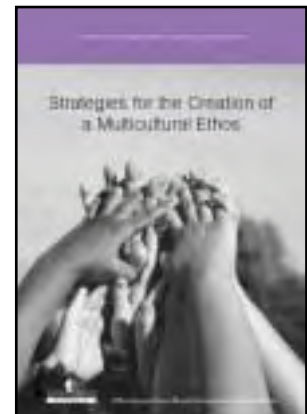
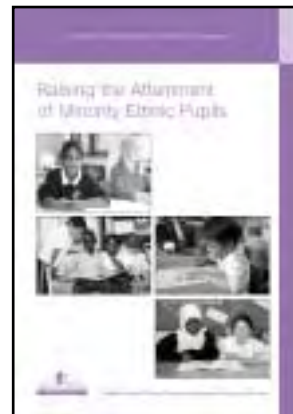
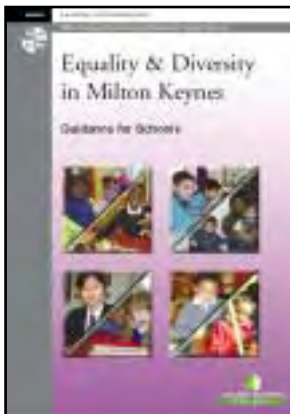
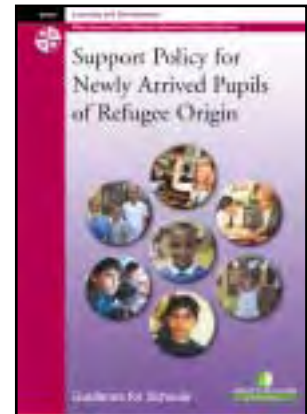
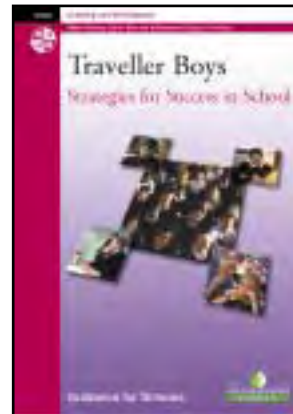
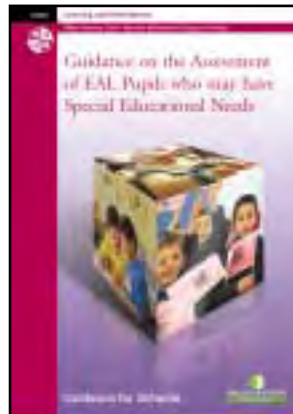
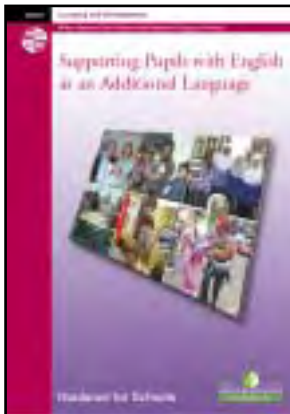
Websites

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www.mkweb.co.uk/emass/

www.standards.dfes.gov.uk/keystage3/respub/

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NASSEA

Primary National Strategy

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