

CLASSROOM SUPPORT STRATEGIES: WORKING WITH EAL LEARNERS IN SECONDARY SETTINGS

These strategies are designed to be used by practitioners to support learners with EAL develop the levels of English proficiency needed to access the curriculum.

These strategies will be updated from time to time. Please check that you have the latest version of the framework on The Bell Foundation website at www.bell-foundation.org.uk.

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Acknowledgements

The Bell Foundation was established in 2012 and is working to overcome exclusion through language education in the UK. The Bell Foundation is a charity and focuses on two thematic areas: children with English as an Additional Language and offenders whose first language is not English.

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Introduction to Classroom Support Strategies: Working with EAL Learners

The Bell Foundation has developed a set of classroom support strategies intended to work alongside the EAL Assessment Framework for Schools. These strategies are designed to be used by teachers, teaching assistants (TAs) and other practitioners to help EAL learners develop the levels of English proficiency needed to be successful in accessing the curriculum.

Can the Classroom Support Strategies be used alongside the EAL Assessment Framework for Schools?

Yes. The classroom support strategies map directly onto the relevant individual descriptors within the EAL Assessment Framework for Schools and provide highly practical ways to support EAL learners at each stage of their language development. They help bridge the gap between EAL learners and those pupils who have English as a first language.

How are the classroom support strategies organised?

There are two sets of classroom support strategies, one set for primary and one set for secondary.

The strategies cover the four strands of language knowledge and use

Listening

Speaking

Reading and Viewing

Writing

Just as in The EAL Assessment Framework for Schools, the strategies adopt the same 5 band scales of English language proficiency:

New to English/Beginning

Early Acquisition/Emerging

Developing Competence/Expanding

Competent/Diversifying

Fluent

For each band the classroom support strategies are organised under five headings:

Classroom Organisation – These strategies are often small but significant adjustments to daily classroom management, which can make a huge difference to the learning of a pupil with EAL. Many of the strategies under this heading require no special preparation or materials.

On-going Differentiation – Some of these strategies refer to ways of adjusting how we communicate with the learner and present information to them, others suggest adaptations to learning content which take place at the lesson-planning stage. Most of these adaptations are likely to benefit other learners in the class by making learning content more accessible. This section is also to do with providing opportunities for the learner to experience and practise English in different situations.

Language Focus – As well as exposure to the English language through hearing, seeing and using it in school, EAL learners require opportunities to actively develop their English language through explicit, targeted language development work. Much of this work can be undertaken whilst undertaking normal classroom activities, where the vocabulary, grammar, style, pronunciation and structure of the English language is presented within an authentic context.

Marking and Feedback – The classroom support strategies within this section focus on providing EAL Learners with feedback to help develop their English Language proficiency. These strategies should help guide EAL learners to a better understanding of their strengths and weaknesses and target areas that need work.

Communication with Home - The classroom support strategies in this section signpost a number of easy ways to develop first language skills and aid English language acquisition.

BAND A - New to English/Beginning**Listening (Understanding)**

Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings

Speaking

Emerging competence in basic oral expression

Classroom organisation

- In the early stages provide opportunities for someone who speaks the EAL learner's first language e.g. a teaching assistant (TA), older learner or sibling to visit and mentor the learner in class
- Sit the EAL learner near the front, where they can see your face straight on. This will ensure they can hear properly and pick up visual clues from facial expression
- Pair the learner with **first language** buddies to support understanding
- Sit the learner next to other students who are supportive language role models (groups of 3 tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Involve the learner in routine classroom tasks (handing out books, etc.)
- Keep paper/mini-whiteboard to hand for quick drawings, sentence-drafting, oral prompts, key words, etc.

Ongoing differentiation

- Speak to the learner using normal speed, stress and intonation, or a little slower if you tend to speak quickly
- Use your facial expression, tone of your voice, your body (gestures, quick mimes) to make meaning clear
- When speaking at length, repeat and recap main points
- Use a limited range of instruction language and question forms. Keep instructions clear and to the point
- Use concrete examples to talk about abstract ideas or concepts
- Allow thinking time in order to elicit a more detailed/accurate response
- Provide opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal)
- When explaining and responding to questions from the learner, use this as an opportunity to extend the learner's range of language and **model** new language
- Engage the learner in I-I discussion about the learning content. Use this as an opportunity to reinforce key language from the lesson (vocabulary, grammar, pronunciation) and to actively support development of comprehension and fluency
- Encourage the learner to talk about what they are doing or have done in the lesson in order to assess the extent of their understanding of a specific task
- Target the learner for simple differentiated Yes/No questions, plan to do this daily
- Allow the learner to discuss what they have heard with another speaker of their **first language**, if available
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or use of **graphic organisers**
- During **group work**, remind peers to use accessible language, speak clearly and give the learner opportunities to speak
- Use **speaking frames** or **substitution tables** as support for joining in, e.g. brainstorming, whole-class discussions, plenaries
- Include active listening tasks in lessons as a starter, e.g. true or false, odd one out
- Encourage active listening that reflects real life situations and involve the listener playing a key part in shaping of the conversation. Activities might include giving the learner a list of key information to listen for or asking them to paraphrase what they have heard
- Provide opportunities to listen with a purpose, e.g. **take notes, complete a diagram, fill gaps**
- Use supportive lesson resources, e.g. **cards to match, picture-sorting**, sentence-ordering to familiarise the learner with key vocabulary that will appear in the text they are about to listen to
- Use any available comprehension supports such as **images, artefacts** and textbook diagrams
- Provide a **bilingual dictionary** if the learner is literate in their first language
- Use online tools, such as **Quizlet** to present and provide practice in using the key vocabulary, phrases or language structures needed for a particular lesson. By using **Flipped Learning** pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content

Language focus

- Plan for, teach and **model** vocabulary, language structures and sounds/combinations of sounds needed for topic, task and/or genre (see examples of planning for language in lesson plans on the **EAL Nexus** website)
- Identify the language functions, structures and vocabulary needed for the task, and provide **scaffolding**, for example:
 - Greeting: repeat daily social language exchanges: *hello, good morning, please, thank you* (not all languages have separate words for this). **Model** this by repeating the same exchanges with other learners
 - Naming/identifying key classroom and school areas/objects/people, *This is a..., It's a...*
- Teach key language needed for classroom and school areas/objects/people; words/phrases for basic survival/needs/wants. Use visuals e.g. flashcards or classroom signs to reinforce the learning of this language
- Within longer instructions, include signposts such as *firstly, then*
- Ensure any key words for a lesson are taught, translated, accompanied by **pictures** or looked up in a **dual-language dictionary** before the lesson etc.
- Teacher/TA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary. A useful reference book is: Smith, B and Swan, M. (2001). *Learner English: A Teacher's Guide to Interference and Other Problems*: Cambridge University Press
- Help the learner to make links between first language and English. This can be achieved through use of bilingual dictionaries, discussions in first language with a peer who shares the same language or by making own bilingual glossaries. Activities/tools such as these can help increase the learner's understanding of how language works, develop English as an Additional Language and support access to the curriculum
- Move away from closed to open-ended questions that require a more detailed response, e.g. *Closed question Do you like pizza? Open question What food do you like?*

Marking and feedback

- Respond positively when the learner attempts to speak spontaneously, says more complex or extended sentences, uses modelled sentence patterns, etc.
- Correct inaccurate attempts to use more complex language by repeating what the learner has said using the correct language form, e.g. 'I not have pen.' 'You don't have a pen? Look, I've got three pens.'
- Provide a range of opportunities for the learner to check comprehension, e.g. by repeating in their own words, asking peers, writing down what the key message is etc.
- Use the speaking and listening descriptors from bands A and B in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Keep parents informed of topics being covered in class and encourage them to discuss and research these in their **first language**
- Send home visual vocabulary flashcards relating to topics being covered in class, and provide ideas on how to play games with them. See EAL Nexus **flashcards**
- Give parents details of useful websites for learning English and for help with homework such as **Learn English Teens**, making sure these are age-appropriate in content and appearance
- Use the student planner or a dedicated notebook to communicate with home. Keep English simple or write messages in first language if you can arrange this
- Encourage parents to switch on the subtitle function on the home TV so the learner can listen to and read the English as they watch
- Ask parents not to insist/expect their child speaks English at home; if the child dismisses their first language in favour of English, encourage parents to keep using the first language themselves and to explain how important it is to maintain it

BAND A - New to English/Beginning**Reading and Viewing**

Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English

Writing

Demonstrating competence in managing basic, simple and isolated phrases

Classroom organisation

- Print slides from the whole-class teaching screen so the EAL learner can refer back to them
- Train the learner to put date, title, underline, etc.
- Allow learners with the **same language** to sit and work together at certain points in the lesson

Ongoing differentiation

- Show the learner how to navigate a non-fiction book, dictionary or textbook
- Make sure any writing on the board is clear and set out helpfully, e.g. bullet points, full sentences, letters formed clearly
- Read out any text written on the board and on handouts clearly and slowly
- Provide plenty of **visual** support for writing, e.g. pictures to describe, storyboard to recount events
- Teach **vocabulary** in books/texts before reading, providing a translation or encouraging learners to look up the words
- Use paired/group **reading** to encourage the learner to read material that may be just above their reading level, build up oral skills and learn new vocabulary
- Use colour-coding to **highlight key information** in reading texts
- Practise **active reading** strategies, e.g. prediction, scanning for key info, using prior knowledge
- Prior to writing, offer the learner an oral 'rehearsal' opportunity
- Supply construction aids such as **writing frames, substitution tables, sentence starters** and **flow charts**
- Allow learners to write in their language, particularly if they want to show you that they can do the task (e.g. write a ghost story, critique a painting, explain a phenomenon) in their first language. Give this equal status to other learners' writing
- Encourage the learner to make a personal bilingual dictionary of subject-specific language for each subject
- Provide bilingual fiction books if possible/available
- Provide **bilingual dictionaries** and access to Google Translate (good for single and simple sentences) and Google Images
- Where possible, provide reading/writing tasks that have some link with main class topics. There are many curriculum-related tasks/resources on the **EAL Nexus** website or resources can be created quickly using software such as **Communicate in Print**
- Use **Directed Activities Relating to Text (DARTs)**, for example:
 - Sorting/matching/ spotting/sequencing activities – using **graphic organisers**
 - Labelling – choosing/matching/writing
 - Activities with missing words, phrases or sentences
 - Cut up text/pictures for learner to re-sequence

Language focus

- Highlight regular phonics patterns and any common exceptions
- On **vocabulary** lists, give subject-specific vocabulary in a typical sentence context, not just as single words
- Model and highlight the use of punctuation to demarcate clauses and sentences
- Point out any words or phrases used that are from spoken or informal English, supplying alternatives if needed
- Model and highlight the structure of a paragraph, e.g. topic sentence and development, linking ideas to other paragraphs
- Help learners who are literate in their first language to gradually build up a set of **flashcards** with high frequency words in English on one side and a translation on the other side

Marking and feedback

- Be aware that the learner may be able to match letters to their sounds when reading but may not understand what they have read
- Positively acknowledge attempts at content and understanding the task, regardless of errors
- Ask the learner to review what they have read and retell it in their own words
- Check comprehension by using stop-check-discuss, asking the learner to explain a word or phrase they have read
- Encourage the learner to identify **vocabulary** and ideas that they have read and not understood. Ask the learner to highlight key words within a text and then research these for homework
- Ask the learner to read out, review and improve what they have just written
- When marking writing, comment first on content/message then on accuracy. Use simple English for comments.
- Where there are many written errors, write out a correct rendering of the whole text, rather than just correcting errors on the learner's work
- Use the reading and writing descriptors from Band A and B of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communicate with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Write the homework down clearly in simple English in the learner's student planner. Write down in first language if possible
- Give parents useful websites for EAL learners, such as **Learn English Teens** and **BBC Bitesize KS3** and **GCSE bitesize**, making sure these are age-appropriate in content and appearance
- Actively encourage parents to teach and develop **first language** literacy skills
- Encourage the family to join the local public library to borrow books and DVDs as well as use the ICT facilities

BAND B - Early Acquisition/Emerging**Listening (Understanding)**

Demonstrating greater autonomy in processing speech

Speaking

Oral competence includes emerging ability to respond verbally in interactions with others

Classroom organisation

- Pair with **first language buddies** to support understanding, and sit the EAL learner next to other learners who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Print slides from the whole-class teaching screen so the EAL learner can refer back to them
- Train the learner to put date, title, underline, etc.
- Allow learners with the **same language** to sit and work together at certain points in the lesson
- Enable the learner to take on a range of roles and responsibilities within group work, for example timekeeper or note keeper

Ongoing differentiation

- Speak to the learner using normal speed, stress and intonation, or a little slower if you tend to speak quickly
- When speaking at length, repeat and recap main points
- Keep instructions clear and to the point
- Use concrete examples to talk about abstract ideas or concepts
- Allow thinking time in order to elicit a more detailed/accurate response
- Keep providing opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal)
- When explaining and responding to questions from the learner, use this as an opportunity to extend the learner's range of language and **model** new language for them
- Engage the learner in I-I discussion about the learning content. Use this as an opportunity to reinforce key language from the lesson (vocabulary, grammar, pronunciation) and to actively support development of comprehension and fluency
- Encourage the learner to talk about what they are doing or have done in the lesson in order to assess the extent of their understanding of a specific task
- Ask follow-up questions to elicit more information. Target the learner for daily, differentiated simple factual Who, What, Where, When questions connected to classroom topic
- Allow the learner to discuss what they have heard with another speaker of their **first language**, if available
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or use of **graphic organisers**
- During group work, remind peers to use accessible language, speak clearly, give the learner opportunities to speak
- Use **speaking frames** or **substitution tables** as support for joining in, e.g. brainstorm, whole-class discussions, plenaries
- Include active listening tasks in lessons as a starter, e.g. true or false, odd one out
- Encourage active listening that reflects real life situations and involves the listener playing a key part in shaping of the conversation. Activities might include giving the learner a list of key information to listen for or asking them to paraphrase what they have heard.
- Provide opportunities to listen with a purpose, for example listening for the main idea or listening for more detail. The learner could be asked to **take notes, complete a diagram or fill gaps** with key information from a listening task
- Use supportive lesson resources that break down learning into manageable chunks and enable greater access to lesson content, e.g. **cards to match, picture-sorting**, sentence-ordering
- Use any available comprehension supports such as **images, artefacts** and textbook diagrams
- Provide bilingual fiction books if possible/available
- Provide **bilingual dictionaries** and a simple English-only dictionary, e.g. **Oxford Essential Dictionary** for EAL learners
- Teacher/TA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary. A useful reference book is: Smith, B and Swan, M. (2001). *Learner English: A Teacher's Guide to Interference and Other Problems*: Cambridge University Press

Language focus

- Plan for, teach and **model** vocabulary, language structures and sounds/combinations of sounds needed for topic, task and/or genre (see examples of planning for language in lesson plans on the **EAL Nexus** website). Identify the language functions, structures, pronunciation and vocabulary needed for the task, and provide **scaffolding**, for example:
 - Narrating/reporting: *I have maths in M23 after break... We made an electric circuit...*
 - Naming/identifying key classroom and school areas/objects/people, *This is a..., It's a...*
 - Expressing likes and dislikes: *I like... I don't like... very much... a little bit... I don't mind vs I don't care*
- Highlight subject and topic specific **vocabulary**
- Be alert to and clarify any misunderstandings arising from use of common idioms, e.g. *cut that out, pull your socks up*
- Clarify any language forms or vocabulary that are not Standard English (SE) and if necessary teach a SE alternative
- Encourage the learner to be aware of small differences in **vocabulary** and to express themselves appropriately and precisely, e.g. high/tall

Marking and feedback

- Find opportunities to check comprehension levels, e.g. ask the learner to feedback orally to a third party, summarise their group's work to you or explain something to a late arrival
- Encourage self-correction by the learner (e.g. 'Hmm, do we say I caught the ball?')
- Respond to and acknowledge any attempt at communication. (1) Recast errors. 'I drew bar chart' 'So, you drew a bar chart?' (2)
- Encourage the learner to extend language, for example by asking follow up questions. E.g.: 'So you drew the bar chart. And can you tell me what this bar (point to a bar) shows?' (3) Provide a prompt if needed 'It shows that...'
- Use the speaking and listening descriptors from bands B and C in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Continue to encourage parents to make sure the learner has age-appropriate listening and speaking competence in first language if possible
- Provide recommendations of websites for practising English at home, such as **Learn English Teens**
- Ask parents to talk with their child in their **first language** about what they are currently learning in school

BAND B - Early acquisition/Emerging**Reading and Viewing**

Making sense of written text at word and phrase/sentence level, using visual information to decipher meaning

Writing

Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations

Classroom organisation

- Ensure the learner has a reading book in English at her/his level of reading competence
- Place the learner with supportive language role models in **pairs and groups** as much as possible. This is crucial for developing language and facilitating friendships

Ongoing differentiation

- Teach **vocabulary** in books/texts before reading, providing a translation or encouraging the learner to look the words up
- Let the learner listen to a soundtrack as they read to support comprehension and to model intonation, stress, etc.
- When setting research, provide a list of headings or questions to focus the learner's reading
- Recommend that the learner opts for the **Simple English Wikipedia** as opposed to the standard Wikipedia (select this from the list of available languages in the menu on the left of content pages)
- Discuss strategies for working out meaning when **reading**, e.g. context, word family, makes sense
- Use **graphic organisers** to support reading and extracting information
- Use **Directed Activities Relating to Text (DARTs)**, for example:
 - Sorting/matching/ spotting/sequencing activities
 - Labelling – choosing/matching/writing
 - Gap-filling activities with visually-labelled choices
 - Cut up text/pictures for the learner to re-sequence
- Encourage the learner to take risks in writing, e.g. express more complex ideas, use complex tenses
- Supply construction aids such as **writing frames**, **substitution tables**, sentence starters and **flow charts**
- Provide the EAL learner with a dictionary intended for EAL learners, e.g. **Oxford Essential Dictionary**
- Provide **bilingual dictionaries** that are big enough to contain more advanced curriculum-related vocabulary

Language focus

- Set paired or group writing tasks such as presenting ideas in a logical way, developing topic sentences into paragraphs, building up an overall message
- Encourage the learner to practice entering precise search terms into internet search engines to, e.g. David Bowie career highlights
- Teach the meaning of common abbreviations, such as i.e., e.g., NB, am, pm, etc.
- Focus on the function of key signpost words in a text, such as *although, rather than, instead*
- Use **highlighting** to track a single idea through a whole paragraph or text, showing how one person or thing is re-referred to with *this, which, it, her, the former, both*, etc.
- Prompt the learner to use an increasing range of connectives, verb tenses and structures, e.g. so, therefore, consequently to talk about cause/effect or past simple to talk about finished past events
- Track how the development of an idea, theme or character happens within a text using connectives. For example, connectives used to shift attention, e.g. *meanwhile, at that very moment* or to inject suspense, e.g. *suddenly, without warning*
- Before writing, prompt the learner to decide/notice which verb tense is needed for the task e.g. past tense for describing completed action in the pasts or present tense to give opinions
- Give practice at building, adapting and extending sentences e.g. model how to change a simple sentence into a compound sentence, using *and, but*, or. Set as an activity for pupils or use sentence starter activities to explore sentence and punctuation variety
- Highlight word groups to support spelling and breadth of **vocabulary**, e.g. know-knowledge, scene-scenic-scenery
- Teach the use of punctuation to add meaning, e.g. ... ! ? ‘ ‘

Marking and feedback

- Remain aware that the learner may be able to match letters to their sounds when reading but may not understand what they have read
- In marking, comment first on the content/message then on accuracy
- Use the reading and writing descriptors from Band B and C of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning
- Encourage the learner to practise their written English using **Write & Improve**. The learner can submit their written work and receive feedback on spelling, vocabulary, grammar and general style

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Continue to encourage parents to develop the learner's **first language** literacy skills
- Keep parents informed of topics being covered in class and encourage them to discuss and research at home in their **first language** and/or English
- Give parents useful websites on curriculum topics and for homework (including links on school website), particularly if homework involves internet research
- Provide recommendations of websites for practising English at home, such as **Learn English Teens**, **BBC Bitesize KS3** and **GCSE bitesize**
- If possible, provide first language versions of English texts for the learner to read at home
- Where possible, use parents' language knowledge to support learning in English, e.g. translating key topic vocabulary

BAND C - Developing confidence/Expanding**Listening (Understanding)**

Developing more independence in the use of basic listening skills needed to engage with learning

Speaking

Emerging competence in spontaneous expression and communication

Classroom organisation

- Set up opportunities to work on **collaborative activities** in pairs or small groups
- Place the learner with supportive language role models as much as possible. This is crucial for developing language and facilitating friendships

Ongoing differentiation

- Speak clearly, chunk your talk, give thinking time, avoid unnecessary language obstacles (idioms etc.)
- Target the learner for daily differentiated questions connected to the curriculum e.g. allow the learner time to think about a question before asking for an answer, ask how and why questions to push thinking further
- Introduce opportunities to listen to unfamiliar speakers, with exposure to strong accents, more rapid speeds of delivery, complex sentence structures and vocabulary
- Give the learner a specific focus for listening, such as looking out for persuasive language, formal phrasing
- Encourage the learner to take an active listening stance in group conversations by, for example, asking for their opinion on what has just been said
- Allow the learner to rehearse the delivery of any public speaking the learner needs to do, e.g. give a presentation, participate in assembly
- Set up opportunities for the learner to talk, e.g. explain the maths or science experiment they are doing, join in a formal debate, give a formal presentation to an unfamiliar audience
- Recast errors by repeating back the correct language and encourage extended utterances, through prompting for more information and scaffolded dialogue opportunities in group work
- Ensure the EAL learner has access to, and is encouraged to use, an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learners' Dictionary**). This is helpful for pronunciation as well as spelling and comprehension

Language focus

- Plan for, teach and **model** vocabulary, language structures and sounds/combinations of sounds needed for topic, task and/or genre (see examples of planning for language in lesson plans on the **EAL Nexus** website).
- Identify the language functions, structures, pronunciation and vocabulary needed for the task, and provide **scaffolding**, for example:
 - Asking questions: in addition to the question words *What? Who?* etc., use questions starting *do/did* or modal constructions *could/will should* – and create opportunities for the learner to form such questions
 - Expressing preferences: encourage conjunctions such as *because*, and comparatives, e.g. *I like it because ... I prefer ... better than ... more than ...* Teach language for agreeing and disagreeing: *I think you're right about ... I don't think so because ... Maybe it's ...*
- Actively widen the range of **vocabulary** known by the learner, including exact synonyms, shades of meaning and precise meaning according to context
- Discuss specific instances of heard language such as sarcasm, irony, 'bad language' etc.
- Discuss how attitudes, viewpoints and perspectives can be conveyed by a speaker non-verbally (tone of voice or intonation), using, for example, radio interviews, TV chat shows
- Focus support on clarifying genre-related language, context-specific vocabulary. For example, encourage the learner to notice and make a record of key command words in science. Then signpost how they might differ from command words in History
- Prompt the use of the full range of connectives to link ideas, e.g. *and, but, however*, as well as accurate use of *this/that* to refer to earlier points made
- Encourage the learner to begin to verbalise opinions and reactions by asking '*What are you thinking, now I've said that? / I think seven out of ten is a good mark. What do you think?*'
- Use a **Concordancer** to search, access and analyse key language for specific subjects. Teachers can use concordance data to:
 - explore the relationships between words and notice how the language is authentically used
 - check that the uses and collocations of words are the most frequent, up to date and correct
 - find authentic examples to demonstrate and reinforce the language they are teaching
 - create tasks and activities based on authentic material

Marking and feedback

- Target the learner for daily differentiated questions connected to the curriculum and repeatedly check understanding of topic, basic learning intentions, of what to do in a task, etc.
- Use the speaking and listening descriptors from bands C and D in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Continue to encourage parents to make sure the learner has age-appropriate listening and speaking competence in first language if possible
- Keep parents informed of topics being covered in class and encourage them to discuss and research at home in their **first language** and/or English
- Give parents useful websites on curriculum topics and for and for homework, particularly if homework involves internet research, for example **Learn English Teens, BBC Bitesize KS3** and **GCSE bitesize**

BAND C - Developing competence/Expanding**Reading and Viewing**

Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks

Writing

Demonstrating competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

Classroom organisation

- Place the learner with supportive language role models as much as possible. This is crucial for developing language and facilitating friendships

Ongoing differentiation

- Teach **vocabulary** in books/texts before reading
- Preview and annotate/highlight unseen texts: key words, difficult words/ language obstacles (such as cultural nuance, complex grammar/syntax)
- Give practice at processing **reading** within a time limit
- Practise extended reading using curriculum-related non-fiction texts, such as scientific reports, as well as fiction
- Allow the learner time to read the same text several times with a different focus
- Model the process of lifting a point from a text and adapting it within the learner's own writing, e.g. by encouraging the learner to rephrase parts of the text in their own words, or modify the grammar as necessary
- Practise **changing the format** of information, e.g. from a bar chart to a short paragraph, from a newspaper report to an eyewitness account
- Make clear the key features of different types of writing, e.g. explanation, description, narrative. Provide model texts which highlights typical language features and encourage the learner to notice and underline key words or phrases, such as choice of connectives, verb tense or use of adjectives
- Encourage the use of a thesaurus and dictionary to explore shades of meaning
- Use dictogloss with the whole class to model text construction of subject-specific academic texts and relate language structures
- Use **Directed Activities Relating to Text (DARTs)**, for example:
 - Sorting/matching/ spotting/sequencing activities
 - Labelling – choosing/matching/writing
 - Gap-filling activities with visually-labelled choices
 - Cut up text/pictures for the learner to re-sequence
- Ensure the EAL learner has access to, and is encouraged to, use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learners' Dictionary**). This is helpful for pronunciation as well as spelling and comprehension
- The learner should have access to a dual-language dictionary

Language focus

- Train the learner to use known words, spelling, or language patterns to work out what unfamiliar words mean, e.g. disempower, light bulb, undid
- Explain how punctuation supports reading comprehension by separating ideas (., :;) and supporting meaning (! ? ' ') and adds clarity of expression in written texts
- Use written texts to look at complex grammar, vocabulary and structures 'in action'. Use guiding questions or tasks to draw attention to particular language features e.g. ask the learner to locate places within the text where the author has expressed their opinion, connected two or more ideas within a sentence, provided a reason for doing something, etc. Then ask the learner to notice the language used
- Use targeted exercises to practise and refine more complex language structures (e.g. reported speech, uses of verb + -ing) and finer points of language (e.g. *for/ during/while*). Use websites **Oxford Practice Grammar** or **Learn English Teens British Council**
- Expose the learner to texts that model any writing genres and styles the learner still finds difficult
- Point out the differences in the vocabulary and grammar of spoken/written and formal/informal English. Encourage the learner to use **English Grammar Profile** and **English Vocabulary Profile** for extra activities
- Explore levels of meaning in a text as relevant to the subject the learner is studying– expressed, implied, ambiguous, idioms, bias, e.g. by highlighting text

Marking and feedback

- When correcting the learner, focus on repeated errors, common English sentence constructions and concise expression
- Ask the learner to read aloud what they have written and to self-correct errors with grammar, language style, word choice, etc.
- When marking, distinguish between content and grammar, punctuation or spelling. Focus on one or two EAL areas of difficulty, such as use of correct tense, subject-verb agreement, use of pronouns. See **DfE Glossary** of grammar terms
- Use the reading and writing descriptors from Band C and D of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Continue to encourage parents to develop the learners **first language** literacy skills
- Recommend films, e.g. Harry Potter, and popular TV programmes that will build up the learner's literary and cultural frame of reference
- Ask parents to monitor homework and encourage the learner to complete it to the best of their English ability
- Keep parents informed of topics being covered in class and encourage them to discuss and research at home in their **first language** and/or English

BAND D - Competent/Diversifying**Listening (Understanding)**

Applying listening skills over an increasing range of contexts and functions

Speaking

Competence in producing more varied and complex speech in a wider range of contexts

Classroom organisation

- Place with supportive language role models as much as possible. This is crucial for developing language and facilitating friendships
- Set up opportunities to work on collaborative activities in pairs or small groups

Ongoing differentiation

- Encourage the learner to speak to a variety of listeners, e.g. teacher, peers, TA, official visitors and in a school assembly
- Set up **collaborative tasks** that practise various aspects of speaking with peers, e.g. **information-gap**, **jigsaw** activities, diamond ranking (where ideas are ranked in a diamond shape from most important to least important)
- Provide a range of opportunities to listen, including different speakers, accents, aural media and kinds of heard language
- Engage the learner in debate about controversial, topical and multi-faceted issues
- Provide plenty of 'talk for writing' activities to prepare for presentations, debates, interviews, etc. See **talk4writing**
- Set tasks that require the learner to draw upon, reshape and develop the content and language of what has been said e.g. ask the learner to restate the description, explanation, or example *in their own words* and encourage them to discuss ideas with others to deepen their understanding
- Use **graphic organisers** to generate talk and support understanding while sorting/categorising, etc.
- Although social language may well be developed, **speaking frames** are still useful at this level to **scaffold** academic language
- If necessary, give EAL learners more thinking time to process complex information/language structures, when listening to English
- Encourage a perceptive or sensitive response to what is heard, showing awareness of the speaker's aims and intended meaning
- Ensure the learner has access to, and is encouraged to, use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**). This is helpful for pronunciation as well as spelling and comprehension

Language focus

- Plan for, teach and **model** vocabulary, language structures and sounds/combinations of sounds needed for topic, task and/or genre (see examples of planning for language in lesson plans on the **EAL Nexus** website). Identify the language functions, structures, pronunciation vocabulary needed for the task, and provide **scaffolding**, for example:
 - Comparing: comparatives (*bigger*) and superlatives (*the biggest*), ... *is more/less... than...*
 - Hypothesising: modal verbs, e.g. *may, might, could, would, should*
 - Justifying: *I think... because..., In my opinion ... because...*
- Prompt and encourage the learner to use subject/ topic-specific **vocabulary** encountered in class
- Discuss and clarify the usage of, for example, idioms or cultural nuances as they arise
- Increase focus on correct use of tenses e.g. use of passive voice in scientific writing *the results were analysed, the cells are characterised by...*
- Ensure the learner has opportunities to use complex constructions such as the passive (**verb be with a past participle**), conditional sentences (*if you heat ice, it melts, if the results are inconsistent, we might have to do the experiment again*), complex tenses (e.g. perfect tenses) etc.
- **Model** use of language, e.g. conditionals, if-clauses, by using questions or using the first person, e.g. *Think what you would change about the design if it didn't fit/ I probably should have used a pencil*
- Focus the learner's attention on how and why language choices vary according to audience, context or purpose (e.g. for effect, to make an impact)

Marking and feedback

- Analyse the learner's spoken English in the academic context, and correct weaknesses in grammar, sentence construction, etc.
- Continue to check, rather than assume, that the learner has understood/heard content, especially the finer details or where more complex language is used
- Use the speaking and listening descriptors from bands D and E in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Keep parents informed of topics being covered in class and encourage them to discuss and research at home in their **first language** and/or English
- Give parents useful websites on curriculum topics and for homework, particularly if homework involves internet research
- Recommend books, films and TV programmes that will build up the learner's literary and cultural frame of reference

BAND D - Competent/Diversifying**Reading and Viewing**

Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks

Writing

Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar

Ongoing differentiation

- Give practice at reading and comprehending within a strict time limit
- Discuss cultural references met in reading with the learner
- Train the learner to interpret precisely the requirements of a written task or exam response e.g. highlight the key command words, underline key words of phrases
- Discuss the literary techniques in whatever fiction text the learner is currently reading, or in a sizeable magazine article of interest to the learner. See **BBC Bitesize** for examples
- Learner **to highlight/underline** text for different purposes – key information etc.
- Provide plenty of ‘talk for writing’ activities:
 - **Collaborative activities** are excellent for language development because they involve providing opportunities for purposeful communication. These include **information exchange, barrier games** and **jigsaw activities**
 - Use **graphic organisers** to generate talk and support writing
- **Writing frames** and **substitution tables** are still useful at this level to **scaffold** academic language and encourage age-expected structures and fluency
- Help increase vocabulary by introducing a ‘word of the day’ (from **list of 1000 academic words**) and rewarding appropriate use of it in learners’ writing
- **Dictogloss** is an excellent way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language
- Ensure the learner has access to, and is encouraged to, use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner’s Dictionary**). This is helpful for pronunciation as well as spelling and comprehension
- Provide complex, specialist and abstract texts to read that match the learner’s special interests
- Ensure that the learner encounters and comprehends a wide variety of text types

Language focus

- Elsewhere in the curriculum or in 1:1 intervention work, consolidate writing techniques and skills learned in English lessons
- Look at the areas of weakness or the learner across subject areas, e.g. technical vocabulary, comparing and contrasting, using accurate grammar, explaining results, collocations (words usually found together) e.g. *perform/commit/solve a crime, a strong/heavy/slight/low smell*
- Remind the learner to use a thesaurus and dictionary when reading and writing
- Continue to focus on vocabulary development e.g. keep vocabulary notebooks for each subject, make a record of synonyms, antonyms, spelling, etc.
- Focus on the meaning of instruction verbs that learners may meet in examination questions e.g. analyse, discuss, compare, contrast. etc.
- Use a **Concordancer** to search, access and analyse key language for specific subjects. Teachers can use concordance data to:
 - explore the relationships between words and notice how the language is authentically used
 - check that the uses and collocations of words to ensure they are the most frequent, up to date and correct
 - find authentic examples to demonstrate and reinforce the language we are teaching
 - create worksheets based on authentic material

Marking and feedback

- Check, rather than assume, that reading texts have been fully understood. Ask comprehension questions about the text to assess the extent of the learner’s understanding
- Carry out regular, detailed analysis of the learner’s writing across the curriculum to pinpoint areas for development and to challenge the learner to upgrade their language use for different purposes
- Ensure the learner receives intervention to support any language-related subject learning needs, e.g. difficulty reading longer exam questions
- Use the reading and writing descriptors from Bands D and E E in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning
- Introduce an error correction code and use this to show the learner where the mistakes are in their writing and what kind of mistakes they are. As a second stage the learner can then go back and attempt to correct the mistakes
- Ask the learner to submit their work electronically and then use screen capture software, such as Jing, to provide both visual and oral feedback. This enables the teacher to explain why they are making corrections and ensure that feedback is detailed and clear
- Encourage the learner to practise their written English using **Write & Improve**. The learner can submit their written work and receive feedback on spelling, vocabulary, grammar and general style

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Where these exist, ask parents to encourage their child to read **first language** versions of the English texts being studied in school (source these if necessary)
- Keep parents informed of topics being covered in class; encourage them to discuss and research at home in their **first language** and/or English
- Give parents useful websites on curriculum topics and for homework, particularly if homework involves internet research
- Recommend books as well as films and TV programmes that will build up the learner’s literary and cultural frame of reference
- Where available, encourage learners who are literate in their first language to sit a GCSE or A-level in this language

BAND E - Fluent**Listening (Understanding)**

Showing little or no disadvantage to English-speaking peers

Speaking

Developing competence in fluent, creative use of English

Ongoing differentiation

- You and other adults in the room are language role models. To help your EAL learners achieve age-expected outcomes, clearly **model** and repeat the vocabulary and language structures required to achieve good levels in the subject area
- If necessary, allow EAL learners more thinking time to process complex information and/or language structures
- Create regular opportunities for learners to answer more complex questions in terms of language structure and thinking: *What would happen if ...? What could you have done differently ...? Is there any evidence for ...?*
- Draw attention to figurative language and idioms and use quick rephrasing where necessary
- Provide a range of opportunities to listen, including different speakers, accents, aural media and kinds of heard language
- Be aware of, and explain, cultural references that EAL learners may not understand
- Make sure you and other adults regularly check learners' understanding of higher order concepts, vocabulary and structures
- Help increase vocabulary by introducing a 'word of the day' (from **list of 1000 academic words**) and rewarding appropriate use of it in speech
- The learner should be supported, as with any other learner, to speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - giving short speeches and presentations, expressing their own ideas and keeping to the point
 - participating in formal debates and structured discussions, summarising and/or building on what has been said
- Ensure learners have access to and are encouraged to use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**)

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on the **EAL Nexus** website). Identify the language functions, structures, vocabulary and sounds/sound combinations needed for the task, and provide **scaffolding**, for example:
 - Evaluating: *It might have been better if we had..., ... might be biased because...* Use of conjunctions like: *however, in spite of...*
 - Justifying: encourage conjunctions such as *because*, and structures like: *The evidence for this is... This can be seen where...*
 - Analysing: text types, e.g. persuasive, explanation, report, review., *The most likely reason for..., was...*
- Continue to develop the learner's **vocabulary** across the curriculum, building systematically on their current knowledge e.g. creating word glossaries for different subjects and creating opportunities for the learner to use new language within subject related activities
- Point out the differences in the vocabulary and grammar of spoken/written and formal/informal English. Encourage the learner to use **English Grammar Profile** and **English Vocabulary Profile** for extra activities
- Focus on and discuss the meaning of instruction verbs that learners may meet in examination questions

Marking/feedback

- Analyse the learner's spoken English in the academic context, and highlight areas for development and challenge in grammar, sentence construction, etc.
- Continue to check, rather than assume, that the learner has understood heard content, especially the finer details or where more complex language is used e.g. ask comprehension questions about key information given to assess the extent of the learners understanding
- Use the speaking and listening descriptors from Band E in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communicate with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Keep parents informed of topics being covered in class; encourage them to discuss and research at home in their **first language** and/or English
- Give parents useful websites on curriculum topics and for homework (including links on school website), particularly if homework involves internet research
- Recommend well-known books and films, e.g. Harry Potter, and TV programmes that will build up the learner's literary and cultural frame of reference

BAND E - Fluent**Reading and Viewing**

Engaging with curriculum-related reading activities independently and productively in different subject areas

Writing

Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating various resources to support their writing

Ongoing differentiation

- **Pair or group the** learner with supportive peers who will be good reading/writing role models – for shared reading/writing tasks. Provide opportunities for peer reading/writing/editing with high-achieving language role models
- Check learners' understanding of figurative language and idioms encountered in texts
- Be aware of/explain cultural references that EAL learners may not understand, and check learners' understanding of cultural references encountered in texts
- You and other adults to check learners' understanding of higher order concepts, and **vocabulary** and structures needed to read and write academic English
- Help increase vocabulary by introducing a 'word of the day' (from **list of 1000 academic words**) and rewarding appropriate use of it in learners' writing
- **Dictogloss** is an excellent way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language
- Ensure learners have access to and are encouraged to use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**)

Language focus

- Elsewhere in the curriculum or in 1:1 intervention work, consolidate writing techniques and skills learned in English lessons.
- Look at the areas for development across subject areas, e.g. technical vocabulary, comparing and contrasting, using accurate grammar, explaining results, collocations (words usually found together) e.g. *perform/commit/solve a crime, a strong/heavy/slight/low smell*
- Remind the learner to use a thesaurus and dictionary when reading and writing
- Continue to develop the learner's **vocabulary** across the curriculum, building systematically on their current knowledge e.g. creating word glossaries for different subjects and creating opportunities for the learner to use new language within their written work
- Focus on the meaning of instruction verbs that learners may meet in examination questions
- Use a **Concordancer** to search, access and analyse key language for specific subjects. Teachers can use concordance data to:
 - explore the relationships between words and notice how the language is authentically used
 - check that the uses and collocations of words to ensure they are the most frequent, up to date and correct
 - find authentic examples to demonstrate and reinforce the language we are teaching
 - create worksheets based on authentic material

Marking/feedback

- Use the reading and writing descriptors from Band E in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning
- Introduce an error correction code and use this to show the learner where the mistakes are in their writing and what kind of mistakes they are. As a second stage the learner can then go back and attempt to correct the mistakes
- Ask the learner to submit their work electronically and then use screen capture software, such as Jing, to provide both visual and oral feedback. This enables the teacher to explain why they are making corrections and ensure that feedback is detailed and clear
- Encourage the learner to practise their written English using **Write & Improve**. The learner can submit their written work and receive feedback on spelling, vocabulary, grammar and general style.
- Ensure EAL learners are set age-appropriate National Curriculum objectives

Communication with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Ask parents to encourage their child to read widely in their first language and to write at length in emails, journals or letters, etc.
- Give parents useful websites on curriculum topics and for and for homework, particularly if homework involves internet research
- Recommend books as well as films and TV programmes that will build up the learner's literary and cultural frame of reference
- With KS4 learners, ensure parents understand syllabus requirements and exam formats, e.g. field trips, in-lesson assessments, extended assignments
- Where available, encourage learners who are literate in their first language to sit a GCSE or A-level in the home language