

Supporting pupils for whom English is an Additional Language at KS1 & KS2

Chris Pim

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EMTAS – Ethnic Minority and Traveller Achievement Service

Removing barriers and inequalities in attainment and achievement



Young interpreters on hand to help new pupils



Asylum seekers and refugees

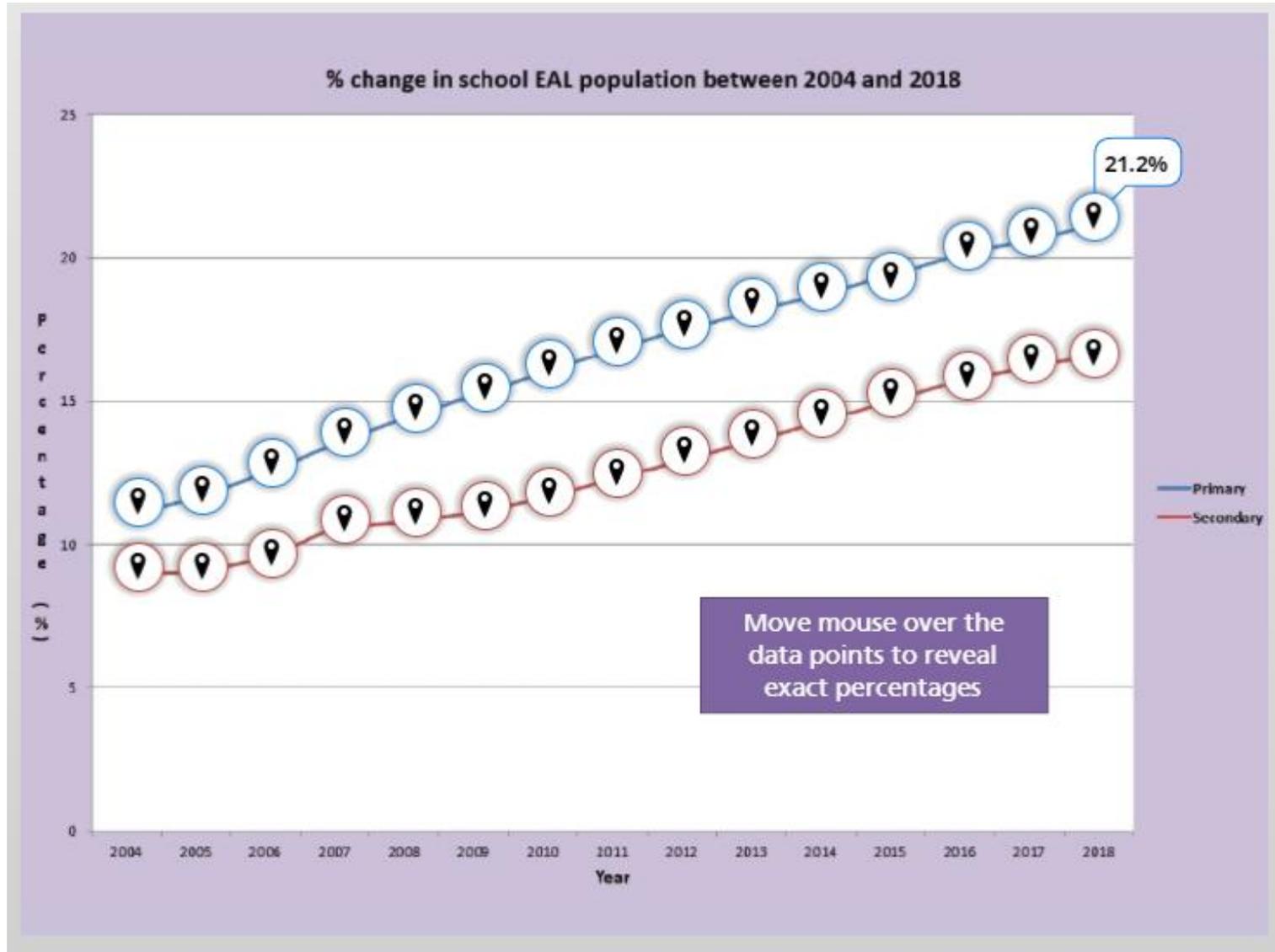


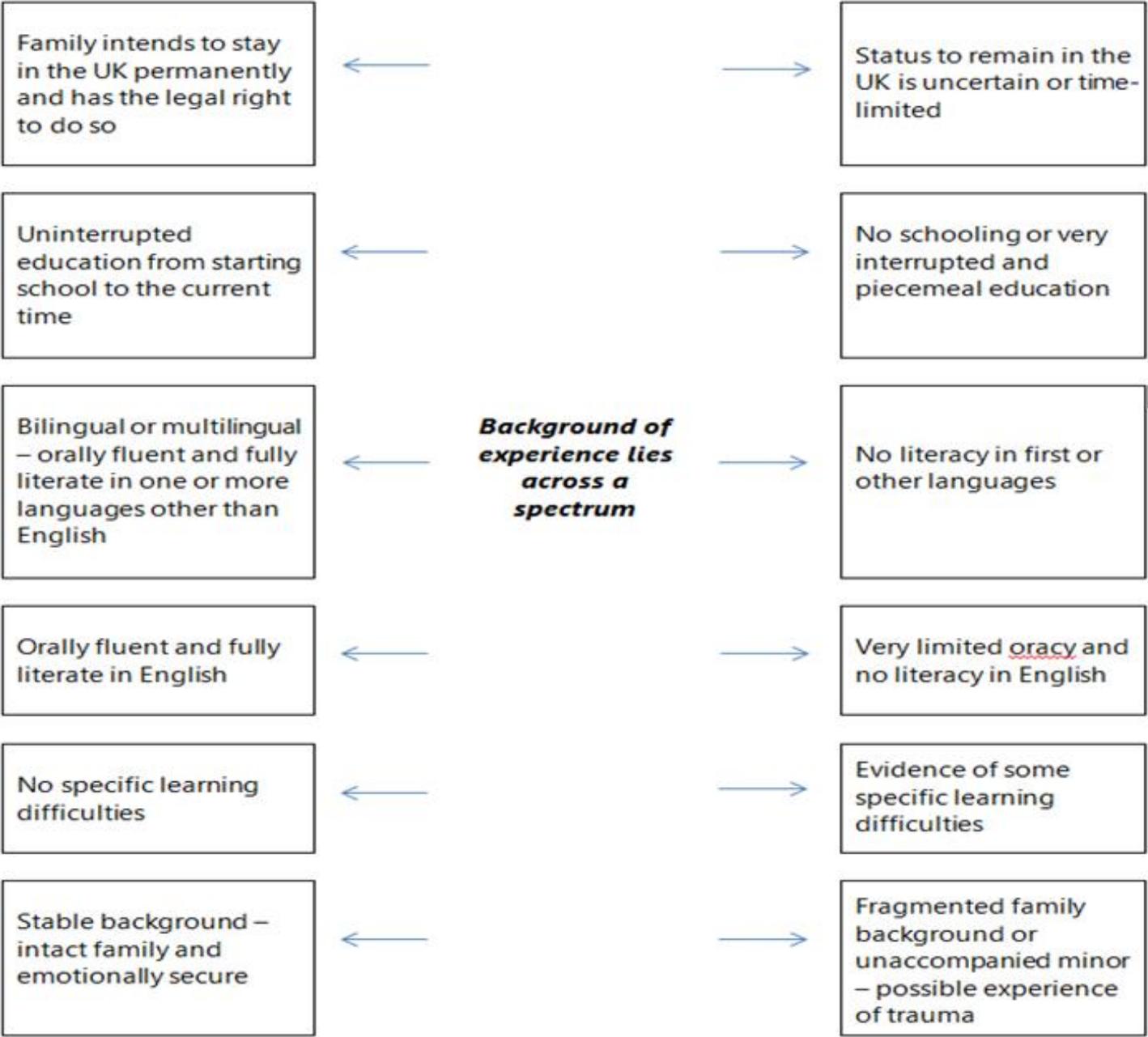
Heritage Language

Aims

- To better understand the distinctive backgrounds of children learning EAL and the changing demographic
- To explore features of good practice in relation to children/young people who are at different stages in their acquisition of English
- To identify appropriate support strategies and resources through the context of case studies

Numbers of students with EAL in state funded schools







Quick Quiz 1

Who will acquire English quicker, a younger or older learner?

A Younger learners

B Older learners



Quick Quiz 2

How long might it take for a new arrival to match the level of competency of their non-EAL peers?

- A 1-2 years
- B 3-5 years
- C 5-10 years
- D More than 10 years

How long might it take for pupils with EAL to match the level of competency of their non-EAL peers?

New Arrivals/new-to-English

- **Speech code (BICS)**
 - Around 2 years
 - Limited vocabulary
 - Delexical verbs (get, have)
 - Limited conjunctions (and, but, then)
 - Mainly concrete nouns

Advanced learners of English

- **Written academic code (CALP)**
 - Between 5 and 10 years (total)
 - Wider vocabulary
 - Subordinating conjunctions to express relations of time, place, reason, purpose, result, similarity, difference
 - Greater use of abstract nouns

Scenario 1



Bilingualism

The parent of a newly arrived EAL learner says that they have made a family decision to only speak English at home.

What would be your response to them?

Pupils with EAL should maintain their first languages?

- Pupils who are competent/literate in their L1 are more likely to acquire an additional language successfully.
- Pupils who maintain L1 have an advantage in acquiring additional languages, including English.
- Older children secure in their first languages will acquire an additional language the quickest.
- Implement a buddy programme such as The Young Interpreter Scheme



Сравнение моего прошлого и настоящего.

Когда я училась в России я ходила в Гимназию № 1618. Я изучала математику, русский, английский, музыку, ритмику, физ-ру, и 30, тематически. На переменах мы учились (отдыхали) в коридоре!

Теперь я переехала в Англию и учусь в Foxhills Junior School. Мне тут очень нравится, потому что на переменах мы делаем на улице!

У нас раньше проводились некие, и Bookshop и 3D stereo glasses. В этой школе все очень хорошо, но некоторые учителя или помощники уч. со-т. Я думаю касаются жизни или очень строгими по это не так!



Use of first language (L1)

Сравнение двух разных школ.

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У нас раньше проводились вечерние Bookshop и 3D stereo glasses. В этой школе все очень доброе, но некоторые учителя или помощники уч. со-б. иногда присутствуют злыми или очень строгими по это не так.

- talking to others who share the same first language
- oral rehearsal of ideas prior to writing (oral drafting)
- translating key words at home in advance of the lessons
- talking about a topic and sharing ideas (with peers or parents)
- reading in L1
- annotating and drafting in L1

Scenario 2

Q

42

Teaching and learning, Management, Assessment and progress

Your current Year 4 class is particularly challenging with a whole range of children with different educational needs. A new-to-English child from Portugal has arrived mid-year and you have placed him in the weakest ability working group, as this is where your Teaching Assistant spends most of his time.

However, your Year Leader has told you that this is bad practice.

Why might this be bad practice and how can you support this child without the direct support of another adult?

With whom should learners of EAL be grouped and why?



- Place pupils in the correct year group with pupils of similar cognitive ability
- Avoid under-setting
- Use peers who can act as strong language/learning/behaviour role models to support
- First language can be used as a tool for learning
- Peer-support is often more effective than using adults to support.

How would you identify the needs of EAL learners who are in the early stages of acquiring English?



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- Assess both first language skills and skills in English.
- Beware of Standardised tests.
- Find out about the pupil's background and make sure all staff are aware.

Assessing EAL learners

- Gather background information (educational background, family circumstances and linguistic background)
- Standardised tests (eg screening checks, CATs, NFER reading comprehension, phonics screening) – health warning 
- Assessment of and through first language - Bilingual Assistants can support with assessment 
- Assessment in English (Bell Foundation Assessment Framework) 
- The SEND:EAL Interface? Try the EMTAS SEND:EAL E Learning unit: <https://emtas.hias.hants.gov.uk/course/view.php?id=6>

Comment on the
DVD clip



Exploratory Talk – an example from a Year 5 mathematics lesson

Teaching and Learning	Specific examples from the DVD clip
How were the groups organised? Types of learner, group roles etc.	
Support for different types of talk e.g. modelled, paired, exploratory, guided, recasting by practitioner etc.	
Planning for language demands e.g. functions, vocabulary, connectives, argumentative 'text-type' etc.	
Scaffolding supports – learning environment, visual, oral, written, ICTs etc.	
Support for an intercultural dimension...	



Analysing the Language Demands of the Curriculum

Curriculum Objectives	Key Activities	Language Functions	Language Features	Language Structures	Academic Vocabulary
<i>Desired outcomes</i>	<i>What will be done by learners</i>	<i>Techniques required in use of language</i>	<i>Tone, style, voice, figurative language, grammar</i>	<i>Examples of sentence starters, linking words etc.</i>	<i>Context-related words</i>

Pim (2010) - Adapted from Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years, DCSF (2006)

Strategies

Сравнивая много разных школ.

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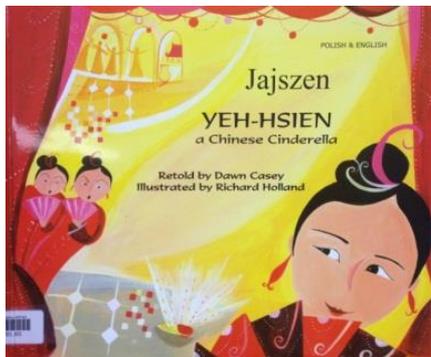
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- Settling in: Young Interpreters & buddies, focus on routines & systems
- Grouping & setting – high aspirations
- Use of visual materials
- Learning environment
- Use of first language
- Non-verbal alternatives for pupils to demonstrate their thinking/learning by showing rather than telling – mini-whiteboards and voting apps
- Alternative homework tasks & pre-reading
- Differentiation: sequencing activities, copying words/sentences under pictures, filling in missing words
- Closed Vs. Open questions
- Model and demonstrate key vocabulary & language structures
- Talk prompts and writing frames
- Bilingual resources: dual-language glossaries, stories, texts, dictionaries, apps
- Use of ICTs

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	plus	plus
	and	i (oraz)
	total of	w sumie (suma)
	increase by	zwiększone o
	sum of	suma
	altogether	razem



Teaching & learning Scenarios

A year 6 class is preparing to write about the pros and cons of the oil industry. You suspect that one of your more advanced EAL learners (along with many other non-EAL pupils) will need some formal oral preparation for this task. **What activities and resources might you consider?**

A year 5 beginner EAL learner has been at school for around a year. Whilst she is able to talk and understand quite well she rarely contributes in whole class/small group situations and is reticent to participate during discussions and presentations. **How could you encourage more participation in an upcoming group presentation about climate change?**

A year 4 beginner EAL learner has been at your school for 4 months. He is fully literate in L1. He understands some English and is beginning to talk but struggles to write more than a couple of sentences without significant support. The class is writing an explanation of how a Heath Robinson contraption works. **Using different resources and strategies, how could you support this child's involvement and offer them an alternative yet appropriate method of demonstrating learning.**

Year 3 are going to the zoo and will be writing a recount of their trip on their return. You are working in a class where there is a new arrival, new to English pupil

how could you:

prepare them before the visit?

support them during the trip?

provide an alternative but appropriate task based on recount of the day?

Your year 2 class has been studying the story of The Three Billy Goats Gruff. **For a new arrival who is new to English, what resources could you use to support their access to the story?**

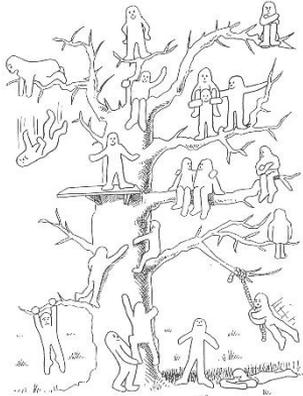
A year 1 beginner EAL learner is way behind on their knowledge of the first 100 words. **What strategies and resources might you use or recommend and when?**

A new arrival has been in your Reception class for 5 weeks now and has never spoken, although you noticed that he talked animatedly to mum at pick-up time. The family arrived during the summer holidays and as far as you know this child has never been to school. **How could you encourage this pupil to start talking?**

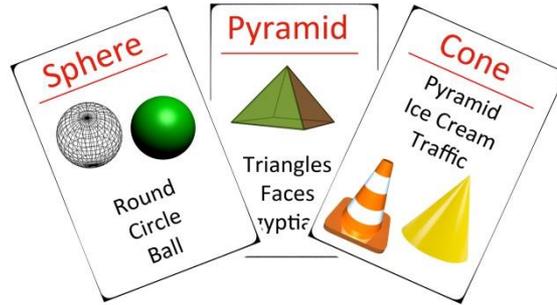
Circus of Activities and Resources



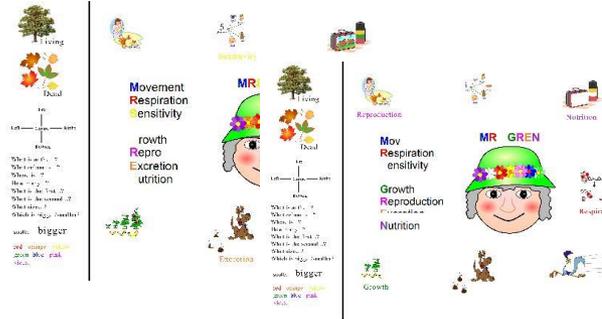
Group games - Jenga



Thinking Tools



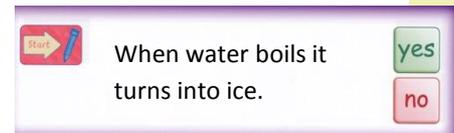
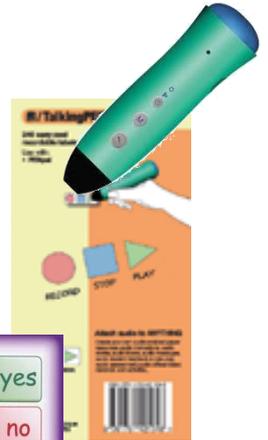
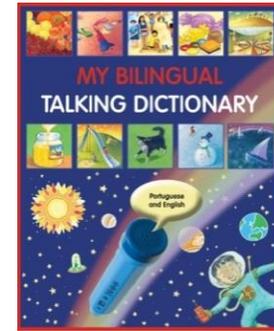
Card games - Taboo



Barrier games



Oral playback and recording devices



When water boils it turns into ice.



Tranquil



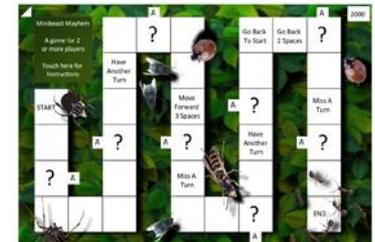
Polls



Word clusters



Puzzle games - Tarsia



Board games

QR Codes

Courses



MA Education: Teaching English as an Additional Language (TEAL)



TEAL is an established course on the MA Education at Winchester and we are pleased to be recruiting for entry in January 2016. This course supports educational professionals from all phases to develop expertise in working with children and young people for whom English is an additional language (EAL). The TEAL course is designed to equip you with knowledge and understanding to support you in meeting the diverse language and wider learning needs of EAL learners.

What will the course include?

- Understanding how children and young adults acquire English when it is not their first language
- Strategies for the teaching and assessment of pupils with EAL
- Issues of identity beyond language acquisition: the learner, the family and the school community

Who will run the course?

Working in collaboration with the University of Winchester, Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) is pleased to offer practitioners this accredited course at Masters level. EMTAS is a team of qualified Specialist Teacher Advisers and Bilingual Assistants with over 20 years' experience working in Hampshire schools with children and young people for whom English is an additional language.

Winchester is an 'Outstanding' provider of teacher education (OFSTED, 2010), whose programmes have been praised for their capacity to nurture teachers' understanding of EAL and intercultural awareness.

How is the course assessed?

Students have the opportunity to submit assignments for 20 Masters Credits (costs as outlined opposite) or up to 40 Masters Credits (at increased fee rates). Assignments may be portfolio-based, presentation or written. Students are supported in writing and presenting at Masters level, and there is the opportunity to match assignments to their own school priorities in supporting EAL learners.

Dates for the sessions (2016):

Thursday 21 January; Thursday 28 January; Thursday 6 February; Thursday 25 February; Saturday 5 March; Thursday 17 March; Thursday 24 March.

(Thursday sessions run 17:00-19:00; Saturday sessions run 9.30-13.30)

Course tutors:

Sarah Coles, Astrid Dinneen and Chris Pim (EMTAS)
Dr Eira Wyn Patterson
(University of Winchester)

For further information about the course please contact:

Sarah Coles sarah.c.coles@hants.gov.uk

or Eira Wyn Patterson eira.patterson@winchester.ac.uk

Find out more

For an application form please contact:
cpd@winchester.ac.uk

Dates:
Jan-March 2016

Costs:
£380 per 20 credits (partnership schools - must have had a student on placement within the last 2 years)

£570 per 20 credits
(non-partnership schools)

Location:
University of Winchester



Core principles

'The overall multimodality of the modules is appealing, engaging and memorable. It's clever to have to repeat tests with different options so you have to listen equally carefully each time.' Di Leedham (Independent Educational Consultant)

MAIN MENU

- E Learning Frequently Asked Questions
- How to use the E Learning units
- E Learning Flyer
- Terms and Conditions

About these materials

The Hampshire EMTAS E Learning is a set of high-quality, cross-phase, interactive online training units based around catering for the needs of EAL learners.

This resource is aimed at Governors, Inclusion managers, Teachers and TAs/LSAs. It has particular relevance for NQTs and trainee teachers.

Learning Zone

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emtas

search

7 results found

Cultures and Languages - Developing Level (EYFS0919)

One Day Course

EMTAS/EAL Network Meetings 2015-16 (EMTA0806)

Twilight Course

New Arrivals Ambassadors - Getting Started (EMTA0805)

Part Day Course

Supporting Advanced Learners of English as an Additional Language (EAL) in Writing (ENGL0906)

One Day Course

Supporting the attainment of advanced learners of English as an additional language - secondary phase (EMTA0807)

Half Day Course

An introduction to the Young Interpreter Scheme (EMTA0024)

One Day Course

Using immersive computer games to develop writing for under-attaining children including advanced EAL learners (EMTA0808)

Half Day Course

Further reading and links

- Baker, C. (2000) *A Parents' and Teachers' guide to bilingualism* (2nd edition) Clevedon: Multilingual Matters
- Gibbons, P. (1991) *Learning to learn in a second language* Newtown, Australia: Primary English Teaching Association
- Gravelle, M. (1996) *Supporting bilingual learners in schools* Stoke on Trent: Trentham Books
- Hall, D. (2001) *Assessing the needs of bilingual pupils* (Second edition) London: David Fulton
- Pim, C. (2018) *100 Ideas for Primary teachers: Supporting EAL learners*. Bloomsbury.
- Pim, C. (2010) *How to support children learning English as an additional language* Cheshire: LDA
- Rosamund, S., Bhatti, I., Sharieff, M. and Wilson, K. (2003) *Distinguishing the difference: SEN or EAL?* Birmingham: Birmingham Advisory and Support Service

Hampshire EMTAS – <http://www3.hants.gov.uk/emtas>

Hampshire EMTAS E Learning - <https://emtas.hias.hants.gov.uk/course/view.php?id=19>

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

EAL MESHGuide - <http://www.meshguides.org/guides/node/112>

EAL Nexus - <https://ealresources.bell-foundation.org.uk/>

Collaborative Learning - <http://www.collaborativelearning.org/>

The Original Australian Test of Intelligence

1. What comes next in the sequence: one, two, three, _____ ?
2. How many lunar months in a year?
3. We eat food and we _____ water.



Сравнение школ разных стран.

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Russian sample of
writing – Year 6



PRIMARY READING & VIEWING

CODE	Band A	Band B	Band C	Band D	Band E
1	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
2	Can make use of their cultural and linguistic experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but can distinguish between words and numbers or symbols or text types - advertisement or newspaper article)	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'once upon a time')	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. 'tre' in 'centre')	Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)	Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content
3	Can follow written text conventions (e.g. left to right movement (in English), continuity of text from top to bottom of page)	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases	Can recognise common prefixes (e.g. 're' in 'return') and suffixes (e.g. 'ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text	Can identify the purpose and intended audience of curriculum-related texts without prompting	Can understand and interpret visuals and graphics in conjunction with written text appropriately
	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	Can attempt to work with familiar and some unfamiliar words in phrases/sentences, and try to make sense of them	Can make sense of curriculum texts but may need support to comprehend unfamiliar content, culturally referenced nuances (e.g. 'the eagle' featured on the top of the tree), and figurative and metaphorical expressions (e.g. 'don't wind him up', 'she is a roller coaster')	Can recognise meaning of words/phrases expressing degree of obligation, probability and possibility in context (e.g. may, must, should)	Can understand the meaning - such as identifying the agent when not obvious and the sequence of happenings - contained in sentences and passages based on knowledge of more complex grammar (e.g. the passive voice 'He declared names and you left your room. You have been warned' said Mum)

EAL ASSESSMENT FRAMEWORK FOR SCHOOLS: PRIMARY & SECONDARY

PRIMARY READING & VIEWING

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