

Ethnic Minority Achievement Services

**Bath & North East
Somerset Council**



Action Planning for Early Stage Bilingual Learners

*Menu of targets and strategies
for
drawing up individual action plans
for Early Stage Bilingual Learners*

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Introduction

This document is designed to help both specialist and mainstream teachers of early stage bilingual learners to action plan in relation to pupils' needs. It is quite a brief document which looks only at the needs of early stage bilingual learners. It aims to provide a planning framework and will not therefore go into the level of detail that some pupils may require. It should be used alongside other age appropriate targets. It may be particularly helpful to teachers who are new to working with pupils with English as an Additional Language.

Much greater detail about supporting bilingual pupils can be found in the recommended reading list at the end of this document. This section also contains useful links.

The new curriculum

One of the most immediate needs of pupils who are new to English is to acquire speaking and listening skills in their new language. This need is completely in line within the new curriculum where there is much emphasis on the importance of speaking and listening skills at all key stages.

For example, in the English programmes of study for key stage 1 and 2 it writes that:

Pupils should be taught to:

- *listen and respond appropriately to adults and their peers*
- *ask relevant questions to extend their understanding and knowledge*
- *use relevant strategies to build their vocabulary*
- *articulate and justify answers, arguments and opinions*
- *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- *speak audibly and fluently with an increasing command of Standard English*
- *participate in discussions, presentations, performances, role play, improvisations and debates*
- *gain, maintain and monitor the interest of the listener(s)*
- *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- *select and use appropriate registers for effective communication.*

(DFE English Programmes of Study: Key stages 1 and 2. 2013)

Similar statements are contained in the programmes of study for other key stages. The needs of early stage bilingual learners are reflected in these earlier descriptors, and the recommendation is their needs should be addressed through good quality first teaching in the classroom supplemented by good individual action planning and additional help as needed.

The acquisition of English

Research tells us that bilingual pupils take about two years to acquire conversational fluency in English, but a further five to seven years to acquire the English needed for academic success. Some bilingual pupils never acquire this level of English and plateau at what is known as “surface fluency”; the equivalent of previous National Curriculum Level 3. At this point they are able to have conversations in English easily and have a basic everyday vocabulary but will have gaps in their vocabulary and make grammatical errors. At this point they are often referred to as advanced bilingual learners – who also need specific targets set in order to improve, especially as writers.

Bilingual learners are not learning English in a static environment. Monolingual English speakers are learning the language needed for academic success at the same time. This means that bilingual learners will have to make accelerated linguistic progress in English for several years in order to fully catch up. In order to ensure that all bilingual learners make appropriate progress towards and beyond national expectations; teachers must recognise the language demands of the curriculum and plan for linguistically rich learning experiences. In addition to valuing linguistic and cultural diversity there also needs to be a consistent focus on vocabulary and language structures extension, and speaking and listening activities within lessons.

The aim of any action planning for all early stage bilingual learners is to develop pupils who are fluent articulate learners in both/all their languages. Such pupils will have learned the English needed for academic success within the UK, have high levels of self confidence as learners and linguistic skills in other languages which are much needed throughout the world.

Pupils learn English as an additional language in a very similar way to first language acquisition through:

- learning in a natural language environment
- exposure to a rich language environment
- having good reasons to communicate
- opportunities to talk
- repetition and experimentation
- using visual and contextual clues
- positive reinforcement
- being within safe and positive relationships
- feeling their knowledge and skills are valued

Early stage bilingual pupils will be most successful when their classrooms provide all of the above.

The most successful early stage bilingual learners will have well developed first languages. If a pupil has a wide vocabulary in first language, s/he will start searching for a similarly wide vocabulary in their additional language; conversely, a pupil who has had poor exposure to/command of first language will have the most difficulty in acquiring another one, as their language base is poor. This is also true of literacy skills. A child who has learned to read and write successfully in home language has already learned the principles of literacy and will usually transfer those principles into their learning of literacy in a new language. First language development is, therefore, vital to progress in any language. Families should be encouraged to help their children develop first languages to the highest possible levels.

Like monolingual pupils, early stage bilingual pupils need to have grounding in English speaking and listening skills and a reasonable grasp of vocabulary to make sense of written language. It is unlikely that any teacher would expect a monolingual child who was unable to speak more than one or two words to develop as a reader without considerable practice in developing as a speaker, sharing books and learning new words, but this can be expected of some bilingual learners, where their teachers do not understand their needs

The main focus with early stage bilingual learners is to teach basic speaking and listening skills and focus on understanding and vocabulary development. Literacy skills can be built once these are in place and this document will therefore not focus strongly on reading and writing, other than to express caution with the following:

- Phonetic approaches EAL learners may learn phonics quickly and may be able to decode but often their comprehension does not match their decoding. All phonics teaching needs to include visuals and a clear context for any word used. All staff reading with an EAL pupil should include time to talk about the text and pictures to ensure comprehension.
- Key words are often based on high frequency vocabulary such as *is, was, and, the, but, a, an, he, she, to* etc. These are often words with which bilingual learners have difficulties. For a start, these words are hard to illustrate. Additionally, languages vary. Some languages do not use determiners, some do not use gender specific pronouns and others do not use tenses. These linguistic differences can influence the learning of another language and it is common for EAL learners to import these differences into their developing English. The resultant errors are more noticeable in written work.

As bilingual learners develop as writers it is important to set appropriate standardised targets and additionally analyse the type of errors they make – which can be related to the way their first language works. For example, many Polish speakers omit determiners and Chinese speakers fail to differentiate between tenses because their languages work differently.

Assessing Early Stage Bilingual Learners

Schools are now being encouraged to develop their own assessment systems and are no longer obliged to use standardised descriptors or scales. It is strongly advised that schools consider carefully how to record the starting points of their early stage bilingual learners and to ensure that these are distinct from pupils with SEN. It would be helpful to look at the guidance under the previous National Curriculum while developing new descriptors. This advised the use of extended scales or Step Descriptors. The advice reads:

Extended scales should be used as needed in the assessment of early stage bilingual learners as an interim measure. As soon as possible ordinary National Curriculum levels should be used in relation to all subjects, not just English. These scales provide steps towards national curriculum level 1, and differentiation within level 1, and are reproduced below. .

The full document 'A Language in Common' is available for further guidance on <http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/1847210732.pdf>

The extended scale for listening

Step 1 *Pupils listen attentively for short bursts of time. They use non-verbal gestures or respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.*

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 cues, including illustrations.*

Level 1(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 presentation to the whole class.*

Level 1(Secure) *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 conversations.*

The extended scale for speaking

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.*

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.*

Level 1(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.*

Level 1(Secure) *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.*

The extended scale for reading

Step 1 *Pupils participate in reading activities. 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.*

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*

Level 1(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 use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.*

Level 1(Secure) *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.*

The extended scale for writing

Step 1 Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

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 in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

Level 1(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 their size and orientation.

Level 1(Secure) Pupils use phrases and longer statements, which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

Step descriptors and other previous National Curriculum levels are referred to within this document as a guide only and will be in italics.

Assessment and the Action Planning Menu

The guidance contained in the menu can only be general in nature and cannot cover every eventuality. Please seek advice from EMTAS as needed. Pupils with a high level of need should always be assessed by, or in close collaboration with, an EMA specialist teacher.

EMTAS recommends that this group include:

- All pupils from asylum and refugee backgrounds, including unaccompanied minors.
- New arrivals to the UK with obvious high level needs e.g.: limited prior education, high level SEN issues (a joint assessment by EMTAS/ specialist EMA support and the Educational Psychology Service will be needed), immediate pastoral concerns.
- Pupils who have been initially assessed within the school but are making limited progress.
- All EAL pupils with possible SEN difficulties.

Using the Action Planning Menu

In order to facilitate the efficient mapping of early stage bilingual learners onto Language in Common extended scales, the descriptors for speaking; listening, reading and writing have been cross referenced to the extended scales where appropriate. Some of the descriptors may sit comfortably within an Early Years context. Reference to Early Years Foundation Stage documents is advisable for children in YR and below. Early Years EAL pupils should make appropriate progress within communication, language and literacy early learning goals by the end of the Early Years Foundation Stage.

The menu is divided into six sections: listening, speaking, reading, writing, social/behavioural and family. Clearly these all interrelate and it is advised that targets and strategies are taken from each appropriate section and customised for individual pupils. A great emphasis on vocabulary extension and development is made throughout and teachers need to be continually aware of the patterns of English language acquisition, and the length of time it takes to reach the level of fluency needed for academic success. The descriptors have all been lettered for ease of access.

Each section is organised in a similar way: a descriptor of pupil ability/situation, appropriate targets that should be set, teaching strategies and family strategies. Targets will need to be personalised. The menu is designed to work alongside other school policies on bi/multi-lingualism, language and literacy, behaviour, parental partnership etc. The descriptors are of the most common issues in relation to early stage bilingual learners, they do not include every eventuality, nor do they include routine classroom targets in relation to wider curriculum areas as these are assumed to be already in place. If a particular pupil is causing concern it is

advisable that they have a full assessment of need by an experienced teacher with a specialism in English as an Additional Language. Similarly the section on social/behavioural issues only focuses on common behaviours of children new to English and is designed to complement the school's existing behaviour plans. The same is true of the family section which outlines only very common problems.

Early stage bilingual learners may benefit from have individual action plans as part of their personalised learning entitlement, which should largely focus on English language development. Any bilingual pupil with SEN difficulties should have an IEP which reflects both areas of need. The monitoring of early stage bilingual learners should be part of the school's pupil monitoring and tracking systems.

Further information, advice and resources are available from www.emtas4success.org .

Index

The menu is relatively easy to follow. Look in the index below for the descriptor that best fits the pupil or situation and look on that page. Step descriptors and previous National Curriculum levels are given for guidance only as schools develop their own systems.

| Listening | | Page |
|--|---|-------------|
| Listening A | Pupil can understand home language but does not understand spoken English <i>* Pupils with apparent language delay in first language will need specialist assessment</i> | 13 |
| Listening B (Step 1) | Pupil understands very simple instructions, simple everyday vocabulary in English; uses non-verbal gestures to respond to greetings and questions about themselves | 14 |
| Listening C (Step 1) | Pupil understands simple spoken English for a short period | 15 |
| Listening D (Step 2) | Pupil can understand straightforward comments and instructions. With support they can understand some teacher presentations. | 16 |
| Listening E (Level 1 Threshold, secure) | In familiar circumstances can follow conversations and more complex instructions. With support can follow some teacher presentations | 17 |
| Speaking | | |
| Speaking A | Appears relaxed, uses body language positively, not yet speaking English | 18 |
| Speaking B (Step 1) | Pupil echoes familiar words and expressions. Pupil begins to develop a simple naming vocabulary and begins to communicate basic needs. | 19 |
| Speaking C (Step 2) | Pupil can speak in short phrases and very simple sentences- often with errors. Is able to communicate basic needs. Has a basic naming vocabulary but limited descriptive or sequencing language. | 20 |
| Speaking D (Level 1 Threshold) | Pupil speaks in simple sentences using basic connectives. Begins to use some descriptive and sequencing language. Joins in simple conversations. Is still often making errors. | 21 |
| Speaking E (Level 1 Secure) | Pupil speaks about matters of interest to a range of listeners. With support the pupil can speak in front of the class for a short time. Pupil can extend their ideas using a variety of sentence structures. | 22 |

| Reading | | |
|------------------------------------|--|----|
| Reading A (Step 1) | Pupil can understand and speak a little English, may be able to read at age appropriate level in first language , is not yet reading in English | 23 |
| Reading B (Step 2) | Pupil begins to participate in reading activities, has some basic decoding skills in English, and enjoys sharing books. | 24 |
| Reading C (Level 1 Threshold) | Pupil can read a range of familiar words, has some knowledge of phonics, can use some contextual cues | 25 |
| Writing | | |
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| Writing B (Step 1) | Pupil can write at an age appropriate level in first language, is new to writing in English, and is familiar with English script and left right orientation. Can copy / write his/her name and familiar words. | 27 |
| Writing C (Step 2) | Pupil is beginning to express meanings in writing; written work is intelligible to familiar readers. Some knowledge of sound and letter patterns is shown. | 28 |
| Writing D Level 1 (Theshold) | Pupil produces recognisable letters and words in texts which convey meaning. Some knowledge of English sentence division and word order. Most commonly used letters are correct in their formation. | 29 |
| Social / behavioural issues | | |
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| Social/ behavioural B | Pupil has friends in school but reports feeling lonely out of school | 31 |
| Social/ behavioural C | New pupil with limited English befriends child with challenging behaviour | 32 |
| Social/ behavioural D | New to English pupil is over-physical with others, can become /seem aggressive | 33 |
| Social/ behavioural E | Pupil shows limited general knowledge in school work and seems to have a narrow range of after school activities | 34 |

| | | |
|----------------------------------|---|----|
| Family Issues | | |
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| Family issues B | Parents feel unable to help child with reading practice/homework because of lack of English | 35 |
| Family issues C | Pupil has frequent absences/is often late | 36 |
| Family issues D | Extended holidays overseas during term time | 37 |
| Family issues E | Parents seem uncomfortable in school, are reluctant to come in. | 37 |
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| Listening A Pupil: | Targets | Teaching strategies | Family strategies |
|--|---|---|---|
| <p>Can understand home language but does not understand spoken English.</p> <p><i>*If there are suspicions that there are difficulties in first language, contact EMTAS and Speech and Language.</i></p> | <p>Understand greetings, very simple classroom instructions, routines and the names of basic classroom items.</p> <p>Respond to key words in a command.</p> | <p>Teach whole class greetings and numbers 1-10 in pupil's home language. <i>Learn from family, other bilinguals.</i></p> <p>Reinforce basic classroom instructions and everyday vocabulary to pupil within everyday teaching. <i>Ensure instructions and vocabularies used are consistent and in standard English.</i></p> <p>Check understanding using thumbs up / traffic lights. Encourage pupil to indicate when can/can't understand. Praise pupil when s/he shows understanding of target language.</p> <p>Provide visual and concrete support for vocabulary/activities.</p> <p>Provide speaking and listening opportunities in class work that includes collaborative working.</p> <p>Group with good language models and /or other bilingual pupils who can interpret. Set up buddy system.</p> <p>Set up and use home school communication system. Where possible send word lists/key texts home.</p> <p>Provide additional individual/small group support for pupil to practise new skills in English. Share books, provide group language games. Provide bilingual support for home school communication if possible/needed.</p> | <p>Meet regularly with school staff.</p> <p>Encourage and support the child during this initial learning period.</p> <p>Continue to develop first language.</p> <p>Speak on behalf of the child as needed.</p> <p>Talk about school at home. Reinforce classroom language through home language.</p> <p>Discuss school work in first language.</p> <p>Help school staff with words in first language where needed.</p> <p>Share books with child/young person</p> |

| Listening B (Step 1) Pupil: | Targets | Teaching strategies | Family strategies |
|---|--|--|---|
| <p>Understands very simple instructions, simple everyday vocabulary in English.</p> <p>Uses non-verbal gestures to respond to greetings and questions about themselves.</p> | <p>Understand instructions / information containing more than 1 piece of info.</p> <p>Build on basic vocabulary knowledge.</p> <p>Understand simple texts read to the class with visuals.</p> <p>Listen attentively for short amounts of time.</p> | <p>Reinforce instructions and group into meaningful chunks. Use key visuals and peer modelling.</p> <p>Check understanding using thumbs up / traffic lights. Encourage pupil to indicate when can/can't understand. Praise pupil when s/he shows understanding of target language.</p> <p>Be clear about the vocabularies being taught. Continually reinforce and teach vocabularies, using visuals and real objects wherever possible. Use bilingual strategies where possible.</p> <p>Engage pupil appropriately during teacher talk <i>prevent the child from getting into the habit of switching off</i>. E.g. expect key visuals to be held up, reinforce key vocabularies.</p> <p>Select from strategies in Listening 1.</p> <p>Use picture dictionaries and age appropriate bilingual dictionaries.</p> <p>Pre-tutor text preferably in first language. Engage parental support where possible.</p> <p>Work closely with the family e.g. home/school communications book, regular meetings supported by interpreters.</p> | <p>Meet regularly with school staff.</p> <p>Encourage and support the child/young person during this initial learning period.</p> <p>Speak on behalf of the child/young person as needed.</p> <p>Talk about school at home. Reinforce classroom language/key texts through home language.</p> <p>Help school staff with words in first language where needed.</p> <p>Share books with child/young person.</p> |

| | | | |
|---|---|--|--|
| <p>Listening C (Step 1) Pupil: Understands simple English spoken for a short period</p> | <p>Targets Understand the gist of some classroom input – in simple English, with visuals.</p> <p>Respond appropriately to straightforward comments/instructions.</p> | <p>Teaching strategies Be clear about the vocabularies being taught. Continually reinforce and teach vocabularies, using visuals and real objects wherever possible.</p> <p>Provide subject specific vocabulary word lists and glossaries, supported bilingually where possible.</p> <p>Teach everyday colloquial and idiomatic usages as they occur.</p> <p>Repeat key instructions and information, reinforce in written or pictorial form.</p> <p>Check pupil understanding. Use traffic lights / thumbs up.</p> <p>Manage class questioning so that each child/pupil peak to another/small group before talking in front of the class. Select from strategies listed above as appropriate.</p> <p>Reinforce specific understanding and vocabularies with the pupil.</p> <p>Use collaborative learning materials.</p> <p>Group with other speakers of first language and or with bright chatty speakers of English.</p> <p>Provide opportunities for pupil to listen and discuss their own experiences e.g. from photos from home.</p> | <p>Family strategies</p> <p>Meet regularly with school staff.</p> <p>Go over homework with child/young person and provide support in first language to ensure conceptual development. Use English if appropriate.</p> <p>Provide encouragement and emotional support; discuss any problems that emerge with the school.</p> <p>Encourage child/young person to bring in items from home to share at school.</p> |
|---|---|--|--|

| Listening D | Targets | Teaching strategies | Family strategies |
|---|--|--|---|
| <p data-bbox="192 236 324 303">(Step 2) Pupil:</p> <p data-bbox="192 343 459 638">Can understand straightforward comments and instructions. With support they can understand some teacher presentations</p> | <p data-bbox="510 303 869 375">Understand information given verbally in class.</p> <p data-bbox="510 414 869 518">Extend understanding of subject specific and related vocabularies.</p> | <p data-bbox="875 303 1668 375">Be aware of language used with the class and language needed for academic success.</p> <p data-bbox="875 414 1668 486">Provide subject specific vocabulary word lists and glossaries.</p> <p data-bbox="875 526 1668 566">Explain and discuss language forms used in class.</p> <p data-bbox="875 606 1668 646">Reinforce spoken language visually / in written form.</p> <p data-bbox="875 686 1668 726">Check that the pupil has understood as above.</p> <p data-bbox="875 766 1668 853">Explore idioms and metaphors used in other languages to clarify equivalent meanings in English idioms.</p> <p data-bbox="875 893 1668 965">Provide collaborative opportunities to discuss teacher input.</p> | <p data-bbox="1675 303 2038 375">Meet regularly with school staff.</p> <p data-bbox="1675 414 2038 598">Go over homework with child/young person and provide support in first language and/or English.</p> <p data-bbox="1675 638 2038 821">Provide encouragement and emotional support; discuss any problems that emerge with the school.</p> <p data-bbox="1675 861 2038 933">Discuss idioms etc in first language.</p> |

| Listening E (Level 1 Threshold/Secure) | Targets | Teaching strategies | Family strategies |
|--|---|---------------------|-------------------|
| <p>Pupil:</p> <p>In familiar circumstances can follow conversations and more complex instructions. With support can follow some teacher presentations</p> | <p>Show increasing understanding of teacher presentations using known vocabulary.</p> <p>Be able to follow complex instructions and group talk.</p> | <p>As above</p> | <p>As above</p> |

From this point refer to the equivalent of English Level Descriptors – Level 2

| Speaking A Pupil: | Targets | Teaching strategies | Family strategies |
|---|---|--|---|
| <p>Appears relaxed, uses body language positively, not yet speaking in English.</p> <p><i>Has age appropriate fluency in first language (test in first language if in doubt, contact EMTAS/ Speech and Language).</i></p> | <p>Be able to greet, count 1-10 and name everyday objects in English.</p> <p>Learn the most basic words needed in class - key vocabularies from literacy text/numeracy tasks.</p> | <p>Teach whole class greetings and numbers 1-10 in pupil's home language.</p> <p>Reinforce everyday vocabulary to pupil within everyday teaching.</p> <p>Provide visual and concrete support for vocabulary/activities.</p> <p>Provide speaking and listening opportunities in classwork that include collaborative working.</p> <p>Group with good language models. Model spoken language.</p> <p>Have high expectations. Praise pupil when s/he speaks and meets the target.</p> <p>Set up and use home school communication system.</p> <p>Provide additional individual/small group support for pupil to practise new skills in English/home language.</p> <p>Share books, provide group language games.</p> <p>Provide bilingual support for home school communication if possible/needed, otherwise create workable communication system with family.</p> <p>Pre tutor key vocabularies if possible.</p> | <p>Continue use of first language at home</p> <p>Communicate with the school on behalf of the child/young person through agreed system</p> <p>Reinforce greetings, counting and new vocabulary through home language (and English) at home</p> <p>Provide encouragement and emotional support to child/young person. Keep telling the child/young person that s/he will learn to speak in English and things will get easier.</p> |

| Speaking B (Step 1) Pupil: | Targets | Teaching strategies | Family strategies |
|---|---|---|---|
| <p>Echoes familiar words and expressions; begins to develop a simple naming vocabulary and begins to communicate basic needs.</p> | <p>Make simple requests, speak in short phrases and begin to talk in simple sentences.</p> <p>Develop language for turn taking games.</p> <p>Use a range of simple sentence patterns.</p> <p>Use grammatical patterns to create meanings.</p> | <p>Continue with strategies from speaking 1.</p> <p>Reinforce key vocabulary items in lessons for all pupils adding visuals or bilingual translations where possible.</p> <p>Model correct sentence structures for the pupil</p> <p>Set up peer modelling within normal classroom verbal interactions.</p> <p>Provide collaborative learning opportunities.</p> <p>Provide individual small group support.</p> <p>Provide opportunities to speak in first language.</p> | <p>As above</p> <p>Reinforce survival language and what is being taught at school in home language.</p> |

| Speaking C (Step 2) Pupil: | Targets | Teaching strategies | Family strategies |
|---|--|---|---|
| <p>Can speak in short phrases and very simple sentences- often with errors. Is able to communicate basic needs. Has a basic naming vocabulary but limited descriptive or sequencing language.</p> | <p>Speak in short sentences in well structured English using simple connectives e.g. <i>and, but, because</i>.</p> <p>Use positional language.</p> <p>Begin to use descriptive language.</p> <p>Increase vocabulary range in everyday English.</p> <p>Use sequencing language (first, then, next, after etc.).</p> | <p>Review strategies above and keep those that are still appropriate.</p> <p>Provide classification activities that will develop descriptive language (adjectives and adverbs) Reinforce in everyday teaching.</p> <p>Consolidate and extend vocabulary range within normal teaching.</p> <p>Reinforce connectives, descriptive and sequencing language alongside general class work.</p> <p>Share pupil's work with the class on his/her behalf.</p> | <p>Continue to encourage the child/young person and to communicate with the school.</p> |

| Speaking D | Targets | Teaching strategies | Family strategies |
|--|---|--|--|
| <p data-bbox="192 228 506 304">(Level 1 Threshold)</p> <p data-bbox="192 304 506 344">Pupil:</p> <p data-bbox="192 344 506 783">Speaks in simple sentences using basic connectives. Begins to use some descriptive and sequencing language. Joins in simple conversations. Is still often making errors.</p> | <p data-bbox="506 228 875 376">Speak in simple and complex sentences.</p> <p data-bbox="506 376 875 525">Recount an event/story using about 6 - 8 sentences.</p> <p data-bbox="506 525 875 601">Give explanations.</p> <p data-bbox="506 601 875 748">Make comparisons using comparative forms correctly.</p> <p data-bbox="506 748 875 932">Use connectives such as <i>if, when, although</i> that involve tense change.</p> <p data-bbox="506 932 875 1043">Increase use of sequencing language.</p> <p data-bbox="506 1043 875 1190">Speak about matters of interest in familiar settings.</p> <p data-bbox="506 1190 875 1369">Answer and ask simple questions in front of class.</p> | <p data-bbox="875 228 1675 376">Review previous strategies and keep those that are still appropriate.</p> <p data-bbox="875 376 1675 488">Provide group tasks that will necessitate confident, lengthy speech.</p> <p data-bbox="875 488 1675 600">Reinforce complex sentence structures within teaching, modelling as needed.</p> <p data-bbox="875 600 1675 711">Give opportunities to speak in first language where possible.</p> | <p data-bbox="1675 228 2045 411">Ensure homework is done. Give help as needed.</p> <p data-bbox="1675 411 2045 523">Continue to meet with school staff regularly.</p> <p data-bbox="1675 523 2045 707">Continue to support child/young person, to develop home language.</p> |

| Speaking E (Level 1 Secure) Pupil: | Targets | Teaching strategies | Family strategies |
|--|---|---|---|
| <p>Speaks about matters of interest to a range of listeners. With support the pupil can speak in front of the class for a short time. Pupil can extend their ideas using a variety of sentence structures.</p> | <p>Show confidence as a speaker to a variety of audiences.</p> <p>Begin to discuss academic topics using some appropriate specific subject vocabulary</p> <p>Convey meaning and engage listeners' interest.</p> | <p>Review previous strategies and keep those that are still appropriate.</p> <p>Provide tasks that will require the discussion of academic topics using appropriate subject vocabulary.</p> <p>Provide opportunities for pupil to speak to the class and ensure this takes place e.g. plenaries, circle time.</p> <p>Plan in relation to academic vocabularies and development of literacy.</p> | <p>As above.</p> <p>Show interest in child's academic learning, encourage and motivate child/young person to strive for excellence.</p> |

From this point refer to the equivalent of English Level Descriptors – Level 2

| Reading A: (Step 1) Pupil: | Target | Teaching strategies | Family strategies |
|--|--|--|--|
| <p>Can understand and speak a little English, may be able to read at age appropriate level in first language , is not yet reading in English</p> | <p>Identify letters of the alphabet by shape and sound.</p> <p>Read simple texts with known vocabulary.</p> <p>Re-tell story using basic language.</p> | <p>Introduce initial reading techniques/decoding skills as in school scheme, making sure materials are understandable.</p> <p>Ensure pupil has reading materials that have known vocabulary.</p> <p>Provide bilingual or first language books where appropriate.</p> <p>Make books together using everyday classroom language.</p> <p>Share books and discuss new vocabularies.</p> <p>Provide collaborative reading tasks that are visually supported within classroom teaching.</p> <p>Give pupils literate in first language opportunities to use and demonstrate those skills.</p> | <p>Share books with child/young person at home, practise reading.</p> <p>Discuss the value of reading with child/young person.</p> <p>Continue to develop first language proficiency as a reader where that is appropriate.</p> <p>Consider joining the local library.</p> |

| Reading B: | Targets | Teaching strategies | Family strategies |
|---|--|---|---|
| <p data-bbox="192 268 504 306">(Step 2)</p> <p data-bbox="192 311 504 349">Pupil:</p> <p data-bbox="192 375 504 630">Begins to participate in reading activities, has some basic decoding skills in English, enjoys sharing books</p> | <p data-bbox="510 338 869 406">Read a range of familiar words.</p> <p data-bbox="510 411 869 518">Develop phonic knowledge and use of contextual cues.</p> | <p data-bbox="875 338 1668 406">Teach phonic differences between English and first language where needed.</p> <p data-bbox="875 450 1668 518">Teach decoding skills as usual, ensure pupil has opportunities to discuss and learn new vocabularies</p> <p data-bbox="875 561 1668 630">Continue to develop speaking and listening skills alongside reading.</p> <p data-bbox="875 673 1668 742">Continually increase and consolidate range of vocabulary.</p> <p data-bbox="875 785 1668 853">Pre-tutor where possible. Provide small group/individual support.</p> <p data-bbox="875 896 1668 965">Use shared and guided reading strategies. Paired reading.</p> | <p data-bbox="1675 338 2040 445">Hear child/young person read, discuss text and new vocabularies.</p> |

| Reading C: (Level 1 Threshold) Pupil: Can read a range of familiar words, has some knowledge of phonics, can use some contextual cues | Targets Read simple texts with understanding. Use a range of strategies to tackle unfamiliar words. | Teaching strategies Teach phonic differences between English and first language. Continue to develop speaking and listening skills alongside reading. Continually increase and consolidate range of vocabulary. Use higher order questioning skills Provide collaborative reading activities. Use shared and guided reading strategies. Focus on comprehension rather than decoding. | Family strategies Understand the difference between decoding and reading with understanding. Talk through new vocabulary. Encourage the child / young person as a reader. |
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From this point refer to the equivalent of English Level Descriptors – Level 2

| Writing A: Pupil: | Targets | Teaching strategies | Family strategies |
|--|---|---|--|
| Has not written before. English is a new script. | <p>Develop emergent writing.</p> <p>Practise writing patterns, left to right orientation, tracing exercises.</p> <p>Learn letter formation, recognise letters of the alphabet.</p> <p>Write own name.</p> <p>Simple copy writing of words that are understood in English.</p> | <p>Provide initial writing activities including multi sensory ones as appropriate.</p> <p>Use writing patterns etc from school/commercial handwriting scheme.</p> <p>Matching pictures and words understood in English.</p> <p>Discuss and use other scripts in class including pupil's first language. Provide examples of different scripts in class.</p> <p>Link writing activities to reading as outlined above.</p> <p>Use drawings and visuals.</p> | <p>Learn how the school is teaching writing from the teacher.</p> <p>Practise writing patterns/letters/ name at home.</p> <p>Discuss first language script as appropriate and importance of writing.</p> <p>Teach lower case letter formation to reinforce what is being taught at school.</p> |

| Writing B: (Step 1) Pupil: | Targets | Teaching strategies | Family strategies |
|---|---|---|--|
| <p>Can write at an age appropriate level in first language, is new to writing in English, and is familiar with English script and left right orientation. Can copy / write his/her name and familiar words.</p> | <p>Understand English alphabet and organisation of script.</p> <p>Use written language to communicate meaning supported by oral work or pictures.</p> <p>Begin to write in single words and simple sentences in English independently.</p> <p>Respond to text in simple written form.</p> | <p>Develop alongside speaking, listening and vocabulary extension.</p> <p>Write in first language and use bilingual/parental support to translate into English.</p> <p>Introduce new writing system as in Writing 1 if necessary.</p> <p>Provide bilingual books, dictionaries.</p> <p>Teach writing alongside reading as outlined above.</p> <p>Encourage scribe support where pupil talks and another writes.</p> <p>Use simple recording systems such as grids, yes/no answers where the emphasis is on showing understanding.</p> <p>Use collaborative, visually supported tasks e.g. sequencing and matching activities.</p> | <p>Translate first language drafts where appropriate.</p> <p>Understand that the child's/young person's written English will develop later than spoken language and reading.</p> <p>Encourage writing at home.</p> |

| Writing C: (Step 2) Pupil: | Targets | Teaching strategies | Family strategies |
|---|--|---|--|
| <p>Is beginning to express meanings in writing, written work is intelligible to familiar readers. Some knowledge of sound and letter patterns are shown</p> | <p>Write in simple sentences using correct word order.</p> <p>Use connectives <i>and</i>, <i>but</i>, <i>because</i> in sentences.</p> <p>Use simple present and simple past tenses correctly.</p> <p>Write using some descriptive language.</p> | <p>Ensure pupil can speak at an appropriate level, link with speaking and listening targets above.</p> <p>Use bilingual dictionary / books as appropriate.</p> <p>Provide collaborative written tasks.</p> <p>Provide writing frames.</p> <p>Teach basic tenses and word order as needed.</p> | <p>Encourage the child/young person in written tasks. Make sure they understand what is being written.</p> |

| Writing D: Level 1 (Threshold) Pupil: Produces recognisable letters and words in texts which convey meaning. Some knowledge of English sentence division and word order. Most commonly used letters are correct in their formation. | Targets Write in narrative and non- narrative form. Use capital letters and full stops correctly. Use increasingly interesting vocabulary. | Teaching strategies Ensure pupil can speak at an appropriate level. Provide writing frames. Teach about narrative and non- narrative forms. Ensure full stops and capital letters are used correctly. Provide collaborative and other tasks to widen vocabulary. | Family strategies Continue as above. |
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From this point refer to the equivalent of English Level Descriptors – Level 2

| Social/ behavioural A | Targets | Teaching strategies | Family strategies |
|---|--|---|---|
| <p data-bbox="203 300 421 336">New pupil:</p> <p data-bbox="203 376 479 520">Appears isolated in school and is finding social integration difficult.</p> | <p data-bbox="517 336 808 408">Form friendship with one or two pupils</p> <p data-bbox="517 448 835 520">Be comfortable during play/break times.</p> | <p data-bbox="887 336 1630 408">Prepare class for new arrival and discuss welcoming strategies.</p> <p data-bbox="887 448 1552 520">Set up buddies, pair with pupils who share first language if possible.</p> <p data-bbox="887 560 1637 667">Ensure pupil's strengths, including those in first language are recognised and valued in the class e.g. learning simple greetings etc.</p> <p data-bbox="887 707 1653 778">Provide support at play/break times and safe activities if needed.</p> <p data-bbox="887 818 1641 890">Introduce pupil's parents to parents of new friends as appropriate.</p> <p data-bbox="887 930 1547 1002">Use circle time to discuss the issue in class, or drama/role play.</p> <p data-bbox="887 1042 1648 1114">Ensure parents know about after school activities and clubs.</p> <p data-bbox="887 1153 1615 1257">Be aware of different experiences of schooling that the pupil may have had in terms of behaviour management.</p> <p data-bbox="887 1297 1637 1369">Use circle time to discuss issues for pupils learning a new language, coming to a new country.</p> | <p data-bbox="1686 336 1962 443">Talk to child/young person about other pupils in class.</p> <p data-bbox="1686 483 2033 699">Try to befriend other parents and encourage out of school activities with other children/young people from class out of school.</p> <p data-bbox="1686 738 2029 890">Encourage child/young person to join appropriate after school activities and clubs</p> |

| Social/ behavioural B New pupil: Has friends in school, but reports feeling lonely out of school. | Target Develop social life out of school. | Teaching strategies Discuss situation with pupil and parents. Introduce child's parents to the parents of pupil's school friends in school if possible /needed. Give information about out of school activities/ clubs that the pupil might join. | Family strategies Discuss situation with school, inform school of child's/young persons out of school interests. Invite child's/young person's friends to the house. Get to know the parents of the child's/young person's school friends Help child/young person attend out of school clubs and activities |
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| Social/ behavioural C New pupil: | Target | Teaching strategies | Family strategies |
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| With limited English befriends child with challenging behaviour. | Form friendships which can provide positive role models in language and behaviour. | <p>Ensure pupil's strengths, including those in first language are recognised and valued in the class.</p> <p>Ensure the pupil works/plays alongside pupils who can provide positive role models in language and behaviour.</p> <p>Ensure pupil has activities in class at which s/he can succeed and get recognition and status.</p> <p>Use circle time to discuss helping new pupils to settle in.</p> | <p>Talk to child/young person about other children/young people in class</p> <p>Try to befriend other parents and encourage play with other children/young people from class out of school</p> <p>Encourage child/young person to join appropriate after school activities and clubs</p> |

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| <p>Social/ behavioural D New to English Pupil : Is over-physical with others and can become /seem aggressive.</p> | <p>Targets</p> <p>Solve difficulties and play/work with others peacefully.</p> <p>Understand issues of personal space.</p> | <p>Teaching strategies</p> <p>Develop bilingual/pictorial way in which pupils can communicate needs</p> <p>Understand the frustration of not being able to communicate and help other pupils to do the same</p> <p>Set firm boundaries in relation to physical contact with others, discuss situation with family.</p> <p>Monitor situation and keep parents informed.</p> | <p>Family strategies</p> <p>Talk through situation with child/young person.</p> <p>Ensure child/young person understands how to communicate difficulties at school and what expected behaviours are</p> |
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| <p>Social/ behavioural E Pupil:</p> <p>Shows limited general knowledge in school work and seems to have a narrow range of after school activities.</p> | <p>Target</p> <p>Improve general knowledge to ensure academic success.</p> | <p>Teaching strategies</p> <p>Discuss need for extra curricular activities with parents and pupil and make suggestions about possibilities.</p> <p>Arrange for access to wider activities within school time.</p> | <p>Family strategies</p> <p>Help child/young person access extra curricular activities through enrolling child/young person in clubs, sports/arts activities and taking child on visits.</p> <p>Watch TV programmes which will develop general knowledge with child and discuss.</p> <p>Support school by encouraging child/young person to attend suitable activities.</p> |
| <p>Family A:</p> <p>Parents cannot communicate easily with the school in English.</p> | <p>Target</p> <p>Establish home/school communication system.</p> | <p>Teaching strategies</p> <p>Set up bilingual support use or interpreter service is needed.</p> <p>Find adult who shares the home language and is happy to help.</p> <p>Write home school communication book in home language/very simple English/key visuals.</p> | <p>Family strategies</p> <p>Attend meetings with bilingual support.</p> <p>Seek help when there are problems.</p> |

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| <p>Family B:</p> <p>Parents feel unable to help children/young people with reading practice/homework because of limited English.</p> | <p>Target</p> <p>Involve parents appropriately in their children's/young people learning.</p> <p>Ensure homework is completed.</p> | <p>Teaching strategies</p> <p>With bilingual support, identify with the family activities that they can do with their children in first language e.g. sharing stories, playing games etc.</p> <p>Set up bilingual homework diary/book.</p> <p>Link parents with ESOL classes if they are available</p> <p>Invite pupil to attend school homework club.</p> <p>Identify areas of homework/reading practice with which the pupil will need support and provide through partnership with other pupils/TA support in school.</p> | <p>Family strategies</p> <p>Meet with the school with bilingual support if needed.</p> <p>Help child/young person with homework through first language where possible.</p> <p>Fill in homework diary/book.</p> <p>Encourage child/young person to attend homework clubs and to complete homework on time.</p> |
| <p>Family C:</p> <p>Pupil has frequent absences /is often late.</p> | <p>Target</p> <p>Establish regular attendance/good punctuality.</p> | <p>Teaching strategies</p> <p>Discuss with parents, find out any reasons for non attendance and action plan accordingly.</p> <p>Provide bilingual home school support if needed.</p> <p>Set up bilingual absence notes if needed.</p> <p>Follow agreed school procedures.</p> | <p>Family strategies</p> <p>Ensure child/young person attends school regularly and give reasons for any absence.</p> |

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| <p>Family D:</p> <p>Extended holidays overseas during term time.</p> | <p>Targets</p> <p>Establish regular attendance.</p> <p>Use experiences out of school positively.</p> | <p>Teaching strategies</p> <p>Discuss concerns about non-attendance with parents and explain school/authority policy on holidays during term time.</p> <p>Follow agreed procedures.</p> <p>Set work to be done during the holiday - including work about heritage culture/country to be shown to the class.</p> | <p>Family strategies</p> <p>Ensure child/young person completes holiday work set</p> <p>Ensure child/young person attends school regularly, follow school procedures on holidays</p> |
| <p>Family E:</p> <p>Parents seem uncomfortable in school, are reluctant to come in.</p> | <p>Target</p> <p>Establish good home/parent relationship.</p> | <p>Teaching strategies</p> <p>Encourage all school staff to be particularly welcoming to parents.</p> <p>Ensure school environment is pleasant, welcoming and reflects cultural/linguistic diversity well.</p> <p>Provide bilingual home school support if needed.</p> <p>Invite parents in to specific school activities or to spend time in class, introduce them to friendly parents.</p> <p>Ensure parents know how important their contribution is to child's education.</p> <p>Spend time with the parents, try and find out what makes them uncomfortable and resolve difficulties.</p> | <p>Family strategies</p> <p>Engage with the school at a level that is comfortable.</p> <p>Explain any difficulties to school staff.</p> |

| Family F: | Target | Teaching strategies | Family strategies |
|--|--|--|---|
| Parents are unfamiliar with the English school system. | Ensure parental understanding of school systems. | Provide bilingual information/support if needed. Invite parents in to spend time in class. Invite parents in to specific school activities. Ensure parents know how important their contribution is to child's education. | Engage with school staff in learning about school system. Spend time in school if possible. Ask questions when needed. Use school communication book/system. Where possible, ask friends to help you, ask for the school to get and interpreter if necessary. |

Further Reading and Links

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|-------------------|--|--|------------------------|
| Conteh, Jean | Teaching bilingual learners in primary schools | Learning Matters Transforming primary QTS series | ISBN 978-0857257499 |
| Pim, Chris | 100 ideas for supporting learners with EAL | Continuum One Hundreds | ISBN 978-1-4411-9356-8 |
| Soni, Anita | EAL in the Early Years (Practitioners' Guides) | Featherstone | ISBN 978-1-408159873 |
| Washbourne, Alice | EAL Pocketbook | Teachers' pocketbooks | ISBN 978-1-906610302 |

Emtas 4 Success www.EMTAS4success.org Lots of resources and ideas for beginners including:

[Advice and Guidance on Pupils New to English](#) Advice and guidance for class teachers supporting pupils new to English. It outlines strategies, procedures and activities for providing early stage bilingual learners with effective support during the first few weeks after arrival, also provides guidelines for longer term support for bilingual pupils.

[Policy for Induction and Assessment of newly arrived pupils in primary schools November 2014](#)

[Policy for Induction and Assessment of newly arrived students in secondary schools November 2014](#)

Model school policy for the induction and assessment of new arrivals in primary/secondary schools, include guidance for leadership teams and teaching staff

NALDIC <http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance>. A large collection of online publications to do with EAL. Includes National Strategy Resources and other DFE publications.

These include:

- Learning and teaching for bilingual children in the primary school
- Teaching EAL learners Key Stage 3
- New arrivals excellence programme guidance
- Developing learning partnerships with parents, carers and families
- Ensuring the attainment of pupils learning EAL, secondary
- Grammar for writing, supporting pupils learning EAL
- Teaching units to support guided writing

Collaborative learning <http://www.collaborativelearning.org/> downloadable teaching resources.

Mantra Lingua publishers <http://uk.mantralingua.com/> Stockists of bilingual books, talking pens etc.

Language of the Month <http://www.newburypark.redbridge.sch.uk/langofmonth/>. Great site teaches how to speak a little in lots of languages.

Kick Start Enterprise

<http://www.kickstartenterprise.com/> has an increasing amount of downloadable resources. Look for Resources / Free downloads. These include model beginner programmes primary pupils new to English and a lot else.