

Ethnic Minority Achievement Services

**Bath & North East
Somerset Council**



ADVICE AND GUIDANCE ON PUPILS NEW TO ENGLISH

The advice and guidance in this document is largely based on the former **National Strategies New Arrivals Excellence Programme**. This contained guidance for EMA managers, consultants, headteachers, teachers and teaching assistants in primary, middle and secondary schools. Archived copies of the documents, accompanying case studies and audiovisuals are available on:

<http://www.teachfind.com/national-strategies/new-arrivals-excellence-programme-naep-case-studies-dvd-and-booklet>

The National Strategy documents contained national advice for working with new arrivals, the advice in the documents remains very useful.

Below you will find advice and guidance for class teachers supporting pupils new to English. It outlines strategies, procedures and activities that enable teachers to feel confident about providing early stage bilingual learners with effective support during the first few weeks after arrival. There is also advice on longer term support for bilingual pupils.

Further progress for these pupils will be dependent on an accurate assessment of need including level of proficiency in first language, previous educational experience, information on cultural and family background, and a judgement on English language proficiency. Further advice can be requested by schools from:

- **BANES Support for Ethnic Minority Achievement** Kick Start Enterprise has been commissioned by Bath and North East Somerset to support Early Years settings and Schools develop best practice for minority ethnic children and their families. www.kickstartenterprise.com info@kickstartenterprise.com
Telephone: 0844 8708 132
- **Bristol Ethnic Minority Achievement Induction And Assessment Team (EIAT)**, Bristol Education Centre, Sheridan Road, Bristol, BS7 0PU : Telephone: 0117 9031269
- **South Gloucestershire Ethnic Minority and Traveller Achievement Service (EMTAS)**, South Gloucestershire Council, Broad Lane Council offices, Engine Common, Yate, BS37 7PN : Telephone: 01454 862620

This document and other **free, downloadable materials** relating to support for EAL pupils are available on the EMTAS website: www.emtas4success.org

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Welcoming the pupil in the first week

It is important to provide a welcoming environment to avoid pupil anxiety. The admission date should be discussed in advance with the prospective class teacher/tutor in order to ensure a planned induction for the new pupil. All other relevant school staff should also be informed (e.g. office staff, subject teachers, T.A's., S.M.S.A's., Tutors, school nurse, IT for log on and passwords) in order to provide a consistent welcoming ethos. Ensure the **class check list** provided in this pack is known and used by all staff involved.

Schools that regularly admit early stage bilingual learners are advised to develop a clear induction policy giving roles, responsibilities and time lines which are understood by all staff (see primary and secondary draft *Policy for the Induction and Assessment of Newly Arrived Pupils* on the EMTAS website:

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Advice%20and%20Guidance%20for%20Schools.aspx>)

The policy should be in line with their general induction system but be sufficiently flexible to implement at any stage in the school year. Useful resources are suggested throughout this document, with a further list at the end.

Before start date

- Arrange for the pupil to make a pre-visit to see the school and meet the class teacher/tutor with the parents/carers. An interpreter should be present at this visit. Contact **Bristol Translation and Interpreting Services** if no bilingual relative, friend or member of staff is available. Telephone 0117 903 6400 or go to the link below:
<http://www.bristol.gov.uk/page/community-and-safety/translation-and-interpreting-services>

Language Line – a subscription telephone interpreting service, check if your council subscribes, there is a charge for each use of the service. <http://www.languageline.co.uk/> (is available for South Gloucestershire schools - see South Gloucestershire CYPs/Translation and Interpreters for guidance).

- At this initial meeting, it is important to establish the pupil's previous educational experience. Some will have had access to excellent educational provision outside the UK; others may have had a little or no experience of school before, e.g. due to different admission ages, adverse conditions in country of origin, or refugee issues. Use the **EAL Pupil Assessment Pack** form on the link below to record this information. Guidance on assessment is included in this document. Also download the **Action Planning For Early Stage Bilingual Learners** menu for suggested EAL targets.

Link to documents for downloading: [EMTAS4Success](#)

- Agree a communication system, which may include bilingual support, with the family. e.g. home /school book, regular time to meet bilingual staff for first few weeks.

Ensure that a list of required school items, such as P.E. kit, is given to parents/carers with visual examples. Check this list is understood by the parents/carers and that they understand the relevance of these activities as part of the curriculum. Translation may be useful or pictures or examples of items required. Use the **Welcome Booklet for Parents or Carers of Newly Arrived Pupils** from the EMATS website

(<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Advice%20and%20Guidance.aspx>)

and personalise it for your own school.

- Ensure that each pupil has a copy of his/her timetable and that this is explained to the family and pupil.
- Check if the pupil is entitled to free school meals. Remember that pupils may have special dietary requirements. Find out and consult kitchen staff about making provision for this, e.g. Kosher for Jewish pupils or Halal meals for Muslim pupils.
- Tell the class/tutor group that a new pupil is joining. Say something about his/her country and culture and his/her language background. Use a world map to identify the country of origin and invite discussion about what pupils already know about this country. Invite the pupils to say how they can help. It is important that they are involved. Steer pupils towards sensible, helpful behaviour and avoid 'babying' the newcomer. Agree which pupil will present the *Welcome* poster to the new arrival (see Appendix for example of a poster) and who will act as buddies to the new arrival for the first few weeks.
- Teach the class how to pronounce the pupil's name correctly
- If possible, ask a pupil from the same language background to help out with very important messages or information, where appropriate. An older pupil with the same language background could provide much needed reassurance and explanation at lunch times or break times. Investigate the linguistic skills of all school staff - someone might know the pupil's language. Translated letters on a variety of subjects are available from:

<http://www.primaryresources.co.uk/letters/index.htm>

- Learn to say greetings in pupil's language where possible. Share these greetings with your class/tutor group. Use the Newbury website for greetings in a variety of languages: <http://www.newburyparkschool.net/langofmonth/>

On the first day

- Present the **Welcome** poster and introduce nominated friends/buddies.
- Ensure that essential classroom equipment, (e.g. maths equipment, technology tools, art resources) is readily available for use by the pupil, and their use is demonstrated if necessary.
- Involve pupil in practical classroom-based activities as soon as possible. Focus on hands-on activities which will provide opportunities to learn everyday classroom vocabulary, e.g. colours, numbers, classroom items (see list of suggested language items provided).
- Group pupils with the best possible role models in terms of language and behaviour. Articulate, engaged and motivated pupils will provide examples of high standards.
- Prepare a visually meaningful plan of the day or week, if appropriate. Ensure times are clearly indicated and use universally understandable symbols where possible, e.g. spoon for mealtimes. See the Sparklebox link below for free downloadable visual timetables and other class labels and resources (particularly Foundation – KS 2).
<http://www.sparklebox.co.uk/toolbar/no/thumbs2/sb1218.html>
<http://www.sparklebox.co.uk/classman/routine/timetable/>
- Plan for TA to support family e.g. at the beginning or end of day when parents/carers may have questions or concerns.

- Familiarise the pupil with the school's layout, particularly entry and exit points and toilets. A colour-coded floor plan could help, as will tours of the school and its facilities. Multilingual signs and labels around the school provide welcome assurance for literate bilingual pupils and their families. Use the EMTAS [Going to School Board Game \(English\)](#) to learn names of part of the school.
- Give pupil EMTAS communication playground fan if appropriate to help with social situations. This is downloadable: [Visuals to aid communication for students new to English](#)
- **Ongoing support**
 - For the first few weeks, try to go through the timetable/routines of the day with the new pupil to avoid confusion and misunderstanding. This is particularly important for pupils with no prior experience of school.
 - Try to organise some special time each day with the new arrival to help the pupil feel safe and secure.
 - Set up regular time for buddies and other pupils who are good role models to play language games with the new pupil. These can be downloaded; [Teaching Materials](#)
 - Establish the pupil's IT skills by observing his/her familiarity with computers. Arrange for support (e.g. TA or older pupils) to teach basic IT skills if this is necessary.
 - Ask playground duty teachers, T.A's and class monitors to keep a friendly eye on the new arrival during breaks and intervene immediately if there are any concerns.
 - Arrange a review date with the parents/carers to check that they are happy about how their child has settled in. Use bilingual support/translators for this if needed.
 - Collect resources/equipment/materials to make a new arrival box appropriate to your class/tutor group needs (see list of useful resources provided).
 - Investigate useful websites, including the EMTAS website, www.emtas4success.org. See also New Arrivals Excellence Programme information on: <http://dera.ioe.ac.uk/8393/>
 - Use the EMTAS publication [Action Planning for Early Stage Bilingual Pupils 2014](#), which provides a comprehensive and user friendly set of pupil descriptors directly linked to targets and teaching strategies.
 - Set up small group induction sessions to support English acquisition for a maximum of 12 weeks, during which pupils could be grouped with other new arrivals, siblings etc. for short, focussed English language lessons.
 - For ongoing curriculum access and progress through National Curriculum levels refer to the advice, guidance and materials in **Excellence and Enjoyment – Teaching and Learning for Bilingual Pupils (Ref: 0013-2006PCK-EN)**.
<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322>
 - Focus on Quality First Teaching.

Class/tutor check list for pupils new to English

Name of pupil:

Date of admission:

TICK & SIGN

1	Discuss the new pupil's arrival with the class beforehand and practise pronouncing his/her name correctly.	
2	All pupils learn to say or sign <i>Welcome</i> and <i>Hello</i> in the appropriate language. Go to link below: http://www.newburyparkschool.net/langofmonth/	
3	Display written examples of the pupil's first language around the school, e.g. classroom labels. (See link above).	
4	Have the parents/carers been asked to help with the translation of basic words and instructions?	
5	Are a map of the country of origin, flag, photos and basic information displayed in classroom?	
6	Has pupil received a school induction pack?	
7	Delegate friends as buddies (suggest 2 or 3) to look after the new pupil for at least 2 - 3 weeks.	
8	Has pupil had a tour of school with class friends?	
9	Does pupil have: school bag, P.E. and swimming kit, lunch box?	
10	Does the pupil have an ID and password to log on to IT devices?	
11	Does pupil have timetable for week including equipment needed for specific activities? See the links below: http://www.sparklebox.co.uk/classman/routine/timetable/ http://www.sparklebox.co.uk/toolbar/no/thumbs2/sb1218.html	
12	Is there an appropriate bilingual dictionary/ phrase book/ picture dictionary or notepad/laptop with link to a translation website?	
13	Identify any other pupil in school who shares the same language and enlist their help as appropriate.	
14	Does the pupil need an individual action plan? Who is responsible for drawing this up and monitoring it?	
15	Are notes, trip information and costs, school newsletters etc. translated or explained to parents?	
16	Is there an easy system for communicating with the family?	

Helping pupils to get started with English

Listening and speaking

Targets to be set in line with **A Language in Common** extended scales if the pupil is at very early stage of acquiring English. See page 17

- Focus initially on supporting pupils to listen, understand and speak. Some bilingual children often listen actively but they do not have the confidence to speak English in the early stages. Very often learning is taking place silently. This could sometimes take a long time and should *not* cause immediate concern.
- If possible, sit new pupil with friend/same first language speaker.
- Where possible, encourage pupils to use first language together. This helps the pupil to understand the topic as well as showing his/her bilingualism is valued.
- Provide opportunities for new arrivals to help in the school, e.g. handing out books, preparing equipment, relaying messages etc.
- Encourage use of appropriate ICT, e.g. for listening to stories in English and/or first language, IWB key visual prompts and online translation.
- Devise collaborative group activities which enable new arrivals to hear the language of negotiation and social interaction as well as key vocabulary e.g. maths investigations, jigsaw activities, model making, cooking, technology and story making. See <http://www.collaborativelearning.org/> for examples of collaborative activities.
- Present concepts through visual, concrete and familiar contexts, e.g. pictures, photos, objects, and allow time to discuss and describe these.
- Give plenty of time for pupils to respond to questions, or for contributions.
- Be aware of difficulties caused by idiomatic language (“Packed lunches line up”). Use clear, consistent instructional language.
- Model correct language back to pupils in response to any inaccurate language they have tried out.
- P.E., games and swimming are very good learning situations. Use them for vocabulary of space, actions and sequence etc. Prepositions can be modelled and learnt during P.E. lessons. Remember rules of games may be unfamiliar- check for understanding through bilingual buddy or member of staff if possible.

Reading and Writing

- Targets to be set in line with *A Language in Common* extended scales if the pupil is at a very early stage of acquiring English.
- Keep the emphasis on understanding rather than the production of accurate reading or writing. Use all available means to show the meaning of words and writing, e.g. direct experience, demonstration, role-play, illustration, discussion and contextual clues. The use of first language, where appropriate, will help. Previously acquired literacy skills in first language, e.g. visual strategies, alphabet knowledge and awareness, will support literacy in English. Be aware that other languages have different conventions, such as writing right to left and top to bottom, e.g. Urdu, Arabic and Chinese.
- Do not take cultural knowledge for granted. Be sensitive to the need for explanations for and of different cultural contexts, references and life experiences, e.g.: Has your pupil ever seen a castle/park/beach? Do they know how to make toast? Are they permitted to sit beside pupils of the opposite sex?
- Draw on literacy experiences in first language where available, e.g. bilingual labels using first language, bilingual word lists for topic work. (Parents /carers, pupils could make these or use online bilingual dictionaries).
- Allow literate pupils to complete occasional tasks in their first language. This helps them to feel the same as the other pupils, provides interesting classroom displays, and illustrates diversity of literacy skills. Parents/bilingual support staff/older bilingual pupils can be asked to evaluate the accuracy of the work.
- Note that some pupils may be competent readers and writers of English, even though their spoken English is limited.
- Investigate dual language resources, simplified texts, audio and video tapes and begin to build up school/class capacity to meet the needs of new to English pupils. See Useful Resources, page 18.
- **Plan** for your new arrival's linguistic needs - include specific activities for early stage bilingual pupils on your planning sheets to ensure they have real access to the curriculum.

Suggested classroom approaches

High quality planning is part of Quality First Teaching. Use of these approaches must be linked to pupil progress towards schools' curriculum objectives.

For young pupils with no previous experience of schools, a range of good play activities in line with Early Learning Goals would be more appropriate.

<p>Listening:</p> <ul style="list-style-type: none"> • find matching picture • draw • sequence • tick a list • fill in a chart • label diagram • trace a route, following instructions • fill in gaps in a text • follow instructions 	<p>Reading:</p> <ul style="list-style-type: none"> • use first language books, taped stories, language master cards • simplified version of story • cut-outs/puppets for pupil to retell story • match words/sentences to picture • read and draw • read and fill in a chart
<p>Speaking:</p> <ul style="list-style-type: none"> • talk about a picture • tell a story (make up own in English or first language) • role play • class surveys, eliciting simple information • play a (language) game • give instructions • oral reports • collaborative group activities • barrier games • use speaking/talk frames • talk partners (in English and first language) • talk trios- one pupil monitors quality of talk partners discussion using checklist of target language items or structures 	<p>Writing:</p> <ul style="list-style-type: none"> • use a simplified worksheet • label diagram in two languages • make own dictionary/glossary - first language/English • games, crosswords, word search • true/false, yes/no answers to circle/delete • substitution • multiple choice • speech bubbles • grids, flow charts, graphs, pictograms • fill in blanks (cloze) • models of good writing • sequencing • prediction • simple comprehension questions • write own story in first language provide writing frameworks with key vocabulary

Deciding which language items to teach

As with all areas of language development these are best approached within a natural learning environment and a real learning context as part of work/sentence level work. The list below should not be seen as hierarchical.

Basic vocabulary areas: always include 'a' and 'the' as appropriate when teaching nouns.

Vocabulary areas	Examples of words to be taught
Social language	please, thank you, sorry, hello, goodbye etc.
Classroom objects	pencil, pen, rubber, book, white board, chair, table, carpet, folder, door, felt-tip, paint, scissors, glue, ruler, computer etc.
Areas of the school	classroom, hall, playground, toilet, dining hall, office, stairs, staffroom, library, corridor, car-park, upstairs, downstairs etc.
School routines	assembly, playtime, dinnertime, whistle, home time etc.
Clothes	shoes, dress, coat, trousers, trainers, shorts, swimming costume, towel, shirt, blouse, vest, pants, T-shirt, socks, jumper etc.
Parts of the body	head, face, eyes, ears, hair, nose, mouth, teeth, tongue, body, arms, hands, legs, feet etc.
Health	tummy ache, toothache, earache, cut, bleed, hurt, broken etc.
Colours	black, white, red, blue, green, yellow (be aware of colour blindness)
People	girl, boy, man, woman, children, teacher, teacher's name etc.
Family	mother, father, sister, brother
Reading	book, page, word, picture, story etc.
Maths - counting	1 - 10, 10 - 20, 20 - 100 etc.
Maths - money	pound, penny
Maths - computation	add, take away, multiply, divide, more, less etc.
Maths - shapes	square, circle, triangle, rectangle etc.
Maths - measuring	how long, how short, centimetre, metre, height, width
Meals/food	Dinner/lunch/breakfast - food usually served for school dinners - other food as necessary for recipes used in class

Vocabulary areas	Examples of words to be taught
Meals/utensils	plate, knife, fork, spoon, bowl, rubbish, bin, cup, saucer, mug etc.
Instructional verbs (classroom)	sit down, stand up, stand still, write, stop, draw, colour, paint, listen, line up, go and get/show me your..... etc.
Instructional verbs (PE)	jump, hop, climb, roll, throw, catch etc.
Street (nouns)	road, pavement, zebra crossing, traffic light etc. shop, house car, lorry, van etc.
Street (verbs)	look, cross, stop, be careful, go etc.
Time	- now, yesterday, tomorrow, last week, next week - dinner time, play time, home time, - 9 o'clock, half past seven etc.
House - outside/rooms	roof, door, wall, garden, etc. sitting room, bedroom, kitchen etc. upstairs, downstairs
House - furniture	bed, bath, cooker, sofa, shelf etc.
Day/months	Monday, Tuesday, March, April etc.
Weather	cold, hot, rain, sunny etc.

Examples of Early Stage word and sentence level language development

Checklist of functions and sentence patterns

Functions	Sentence patterns
Identifying objects	What's this? It's a What are these? They're Is this a? Yes it is/No it isn't Are these? Yes they are? No they aren't
Asking for things	Can I have a, please?
Identifying actions	What are you doing? I'ming What is she/he doing? S/he'sing Are you? Yes I am/No I'm not Is s/heing? Yes s/he is/No s/he isn't etc.
Locating objects	<i>prepositions:-</i> Where's the/my/your? It's here/there It's on/in/under/beside/etc
Describing problems	What's the matter? I've hurt/lost/broken My hurts/is broken/is missing/etc.
Expressing likes/dislikes	Do you like? Yes I do/No I don't because....
Expressing possession	That's mine/his/her/ours/etc. I've got a Have you got a? Yes I have/No I haven't
Describing objects	What colour is this? It's red/blue/etc How big/long/wide is this? It's ... cm long/wide They're the same/different What's it made of? It's made of wood/paper/etc.
Counting	How many are there? There is/are 1/2/3/etc. A lot/many/some/a few/etc.
Describing ability	I can Can you? Yes I can/No I can't
Reporting and narrating	<i>simple past tense:-</i> I went/saw/played etc Did you go/see/play etc. ? Yes I did/No I didn't yesterday, last week
Describing lifestyles and regular events	What does a chemist/bus driver/etc. do? He... She... What do you do after school? etc.
Predicting the future	I'm going to be an astronaut/film star/zoo keeper We will look at that tomorrow. I'm holding a party on Sunday etc.
Referring to past and present	I've hurt/broken/lost my Has s/he gone/seen/written etc.
Expressing obligation	You must/mustn't /have to/ought to/should....

Guidelines for supporting EAL pupils across the curriculum

Excellence and Enjoyment: learning and teaching for bilingual children in the primary years (Ref: 0013-2006PCK-EN)

<http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Introductoryguide.pdf>

- gives clear guidelines on the development of speaking, listening, reading and writing skills within all areas of the primary curriculum. This guidance includes the application of appropriate techniques in guided, shared and independent work.

See **Unit 1: Planning and assessment for language and learning**. Planning for children learning EAL: page 26-30. Collecting evidence: Page 34-38.

See **Unit 2: Creating the learning culture: making it work in the classroom**, for ideas on using bilingual strategies, scaffolding language and developing cognitive and academic language.

See **Unit 3: Creating an inclusive learning culture**, for advice and guidance on ethos, environment and a culturally inclusive curriculum.

See **Unit 4: Speaking, listening, learning: working with children learning English as an additional language**, for exemplar whole class teaching sequences.

(See also resources list at the end of this document).

Questions teachers ask about supporting EAL pupils

Q: Who can provide support in class for new to English pupils?

A: Support can be provided by:

- bilingual support teacher
- EMTAS staff
- T.A. (bilingual or monolingual)
- student teacher
- pupil sharing same language or other articulate, engaged pupils who will act as good behaviour and language models
- parent/carer helpers.

Q: How do I increase EAL pupil's confidence in the use of spoken English?

A: To increase pupil confidence in using spoken English teachers can plan for talk by:

- providing an environment which encourages oral interaction
- modelling correct spoken responses
- responding sensitively to different forms of pronunciation and dialect
- encouraging the use of talk partner/talk pairs
- if possible, encouraging first language discussion with talk partners, with feedback to class/teacher in English.

Q: In what ways can parents/carers participate in the learning of EAL pupils?

A: Parents/carers can:

- prepare their child for the next week's work through discussion at home
- play language games with their children (borrowed from school)
- reinforce understanding of stories and instructions in first language in the classroom and at home
- support some practical activities e.g. cooking, book and puppet making in class.

See also EMTAS Early Stage Bilingual Learners Action Planning Menu for family strategies.

[Action Planning for Early Stage Bilingual Learners 2014](#)

Q: How can bilingual support staff be used effectively?

A. Bilingual specialist language teachers and teaching assistants can:

- check pupil's understanding of text and task
- observe and support pupil's ability to participate in a shared reading session
- draw pupil's linguistic and cultural experiences into whole class work
- deliver shared reading session either bilingually or monolingually
- assist in the selection of culturally relevant texts and appropriately inclusive activities
- support teacher to ensure that all information of pupil's literacy is taken into account, including literacy skills in first language, when putting children into ability groups
- read all or part of the text or guided readers in first language to groups
- share planning for specific needs of EAL pupils

Q: When is it appropriate to withdraw an EAL pupil from a lesson?

- short term induction programme with a clear end date is sometimes appropriate
- it can be beneficial to pre tutor or follow up a particular unit of work
- older pupils may benefit from additional support for subject based work as part of a clear needs led plan.

Detailed guidance is contained in:

- **Excellence and Enjoyment: learning and teaching for bilingual children in the primary years – DCSF reference: 0013-2206PCK-EN**

[http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Introductory guide.pdf](http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Introductory%20guide.pdf)

- **New Arrivals Excellence Programme Guidance – DCSF reference: 00650-2007BKT-EN**

<https://eal.britishcouncil.org/sites/default/files/document-files/New%20Arrivals%20Guidance.pdf>

Assessing Early Stage Bilingual Learners

The DfE is not producing guidelines on assessment scales for pupils with EAL leaving it for schools to develop their own (as with the new curriculum). These assessment scales, '*A Language in Common*', were produced in 2000 by the QCA. The scales provide two steps towards the then National Curriculum Level 1, and two steps within Level 1. Schools may still find these useful for early stage bilingual learners. They can be adapted to fit with school's own assessment systems.

Pupils learning English as an additional language need to make more than expected progress in order to meet age appropriate expectations by the time they have been in an English medium school for between 5 - 7 years (the time it takes to acquire cognitive/academic English essential for studies and crucial at assessments).

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 meanings. 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 listener's 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 recognize 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 and 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 them 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 recognizable letters and words in text, 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.

Useful resources

Resource	Description	Available from
Excellence and Enjoyment Teaching and Learning for bilingual children in the primary years – National Strategies	Essential guide for EAL provision and training.	DCSF ref: 0013-2006 PCK-EN 22 http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/85322
New Arrivals Excellence Programme CPD modules	CPD on working with new arrivals – National Strategies, still useful	http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/nswsneapcpdmodule0004108.pdf
Supporting Children Learning English as an Additional Language. Guidance for Early Years Foundation Stage	Guidance for Foundation Staff – Primary National Strategies document, still useful	http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/aleyfsguidance.pdf DCSF ref: 00683-2007 BKT-EN
Assessing in mathematics – toolkit to support pupils for whom English is an additional language.	Assessment materials and resources for EAL pupils – Primary National Strategies document, still useful	http://www.lancsngfl.ac.uk/projects/ema/download/file/Assessment-in-mathematics-toolkit-to-support-pupils-for-whom-english-is-an-additional-language.pdf DfES ref. 0267/2003
Access and Engagement booklets	Subject specific advice and guidance to support teachers working with EAL pupils in KS3, National Strategies	http://www.naldic.org.uk/docs/resources/KeyDocs.cfm DfES ref. 0251/2002
Removing the Barriers	DfES guidance on raising B.M.E. achievement. Mainly secondary focus but advice and approaches suitable for all schools, particularly at SMT level.	http://www.naldic.org.uk/docs/resources/documents/Removing_the_Barriers.pdf DfES ref. 0001/2002
Action Planning for EAL Pupils – Menu of targets and strategies for drawing up individual action plans in relation to pupils with English as an Additional Language.	Extensive planning framework to support teachers to set targets and identify appropriate strategies for EAL pupils and families.	Action Planning for Early Stage Bilingual Learners 2014

Resource	Description	Available from
Mantra Lingua Welcome booklet and CD Rom	Personalised dual language welcome book for parents – allows you to add school information for parents. Suitable for Nursery with KS1-KS2. Available in English with any of the following languages: Arabic, Bengali, Chinese, Czech, Farsi, French, Gujarati, Polish, Portuguese, Panjabi, Russian, Somali, Spanish, Turkish or Urdu.	http://uk.mantralingua.com/products/welcome-booklet-welcome-booklet-schools
Mantra Lingua PENpal - Dual language stories - Subject posters - Phrases for school - Talking dictionaries (41 languages – for pupils 9-14 yrs) -	Electronic device that allows pupils to hear text in English and other languages in books, posters and other resources published by Mantra Lingua. It is also possible to add your own recording of text, labels, displays around the classroom and school. Suitable for EYFs- KS 3. 52 languages are available	http://uk.mantralingua.com/product/penpal
EMTAS4Success	Downloadable resources, guidance and links	www.emtas4success.org
Collaborative Learning Project	Downloadable collaborative activities that promote talk for learning in all subject areas and for all ages.	http://www.collaborativelearning.org/
Interactive Online Maths Dictionary	A Maths Dictionary for Kids is an animated, interactive online math dictionary for students which explains over 600 common mathematical terms and math words in simple language.	http://www.amathsdictionaryforkids.com/

Appendices

A. Oral and written language sampling

These are taken from our assessment pack. Recording samples of pupil's oral and written contributions will facilitate action planning, and monitoring of progress.

B. Welcome poster

This is an example and can be adapted for your own school. Other languages for the posters can be found by following the Newbury School site below:

<http://www.newburyparkschool.net/langofmonth/>

Schools can adapt the poster.

C. Settling-in awards/buddy award

1. Well done for settling in so well in our school.
2. Thank you for looking after a new pupil in our school.

Schools can adapt the awards.

Oral language sampling

School:

Date:

Pupil's name:

Class:

Task:

Type of language	Pupil's language
Length of response	
Accuracy of vocabulary	
Grammatical accuracy	
Descriptive language	
Idiomatic language	
Self correction	

Additional comments :

Next action/ intervention:

Writing sample

School:

Date:

Pupil's name:

Class:

Type of writing:

Writing features	Pupil's writing
Range and type of sentences	
Accuracy of vocabulary choice/spelling	
Grammatical accuracy, including punctuation	
Figurative/descriptive language	
Idiomatic language	
Handwriting	

Additional comments (including on storyline and ending):

Action/intervention:

Welcome to our class!

Witam Polish

欢迎

Chinese

Soo dhawoow Somali

وسلا

أهلا

Arabic

خوش آمريير

Urdu



Name: _____

Date: _____

Well done for settling in so well in our school!



أجيد

Arabic

Waad fiicnaysay

Somali

Dobrze

Polish

ਸ਼ਾਬਾਸ਼

Panjabi

Awarded to: _____

Date: _____ Signed: _____

Thank you... for looking after a new pupil in our school!

谢谢

Chinese

Salamat

Tagalog

Dziękuję

Polish

Mahadsanid

Somali



Awarded to: _____

Date: _____ **Signed:** _____