CLASSROOM SUPPORT STRATEGIES: WORKING WITH EAL LEARNERS IN PRIMARY SETTINGS

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

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

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Acknowledgements

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

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Introduction to Classroom Support Strategies: Working with EAL Learners

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

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

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

How are the classroom support strategies organised?

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

The strategies cover the four strands of language knowledge and use

Listening

Speaking

Reading and Viewing

Writing

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

New to English/Beginning

Early Acquisition/Emerging

Developing Competence/Expanding

Competent/Diversifying

Fluent

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

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

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

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

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

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

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BAND A - New to English/Beginning

Listening (Understanding)	Speaking
Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Emerging competence in basic oral expression

Classroom organisation

- In the early stages provide opportunities for someone who speaks the EAL learner's first language e.g. a class teacher, a teaching assistant (TA), older learner or sibling to visit and mentor the learner in class
- Sit the learner near you or another adult in carpet sessions, in a position where they can see your face straight on. This will ensure they can hear properly and also pick up visual clues from facial expression
- Pair with **first language** buddies to support understanding
- Sit the learner next to other students who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Involve the learner in classroom organisational tasks (e.g. handing out pens, etc.)
- Position new to English EAL learners last in turn-taking games

Ongoing differentiation

- Speak clearly, slowly and simply. Regularly reinforce frequently used expressions by providing the learners with written or oral models of the language you want them to produce
- To make meaning clear, use your facial expression, tone of your voice, your body (gestures, quick mimes)
- Give single-step instructions. Repeat same instructional phrases
- Always point to the key word or picture you are referring to
- Keep providing opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal)
- Target the learner for simple differentiated Yes/No questions and plan to do this daily
- Address the learner by name (correctly pronounced) when asking questions
- Allow the learner thinking time before asking for answers to questions
- Have a mini- whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or using **graphic organisers**
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Use **visual support** e.g. props, objects and pictures (easily and quickly produced with software such as **Widgit)**
- Use visual word mats (create your own using software such as **Widgit**, or see The Bell Foundation's website for curriculum-related **visuals**)
- Encourage the learner to use a scrapbook to add new vocabulary, drawings and photos, pictures of home, information in first language about a topic, etc.
- Give opportunities to rehearse/practise structures, repetitions (stories, poems, songs, rhymes). See The Bell Foundation's website on **language drills** for ideas
- Give the learner a visual 'survival' fan with phrases like *'I'm sick', 'I need the toilet',* etc. for use in class and the playground (Google: EAL fans)
- Provide a visual instruction mat. Make your own using software such as **Widgit** or use ready-made ones (Google: EAL instruction mat. These are available in English and other languages)
- Provide a visual timetable (good for whole class; especially good for EAL learners)
- Provide an English picture dictionary (preferably one designed for EAL learners, e.g. **Collins First English Words**)
- Provide a **bilingual dictionary** – preferably age-appropriate and pictorial depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)
- Use online tools, such as **Quizlet** to present and provide practice in using the key vocabulary, phrases or language structures needed for a particular lesson prior to delivery. By using **Flipped Learning** pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on **The Bell Foundation's website**)
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide **scaffolding**, for example:
  - Greeting: Repeat daily social language exchanges: *hello, good morning, please, thank you* (not all languages have separate words for this) **Model** this by repeating same exchanges with other learners
  - Naming/identifying: key classroom and school areas/objects/people, *This is a…, It's a…*
- Teach basic survival language including: *I don't understand, I don't know, I can't remember*, *please can I go to the toilet?*
- Use EAL beginners' activity pack (for example, Hounslow Language Services) to provide extra practice on key language structures and vocabulary
- Teach key words and phrases for topics being covered in class (see The Bell Foundation's page on **introducing new vocabulary**)
- Teacher/TA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary. A useful reference book is: Smith, B and Swan, M. (2001). Learner English: A Teacher's Guide to Interference and Other Problems: Cambridge University Press

Marking/feedback

- Respond to and acknowledge any attempt at communication (including non-verbal – e.g. nodding/smiling at learner; saying '*Good Listening*', accompanied by a Good Listening visual clue)
- Use the speaking and listening descriptors from bands A and B in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

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Communicate with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Keep parents informed of topics being covered in class and encourage them to discuss and research these in their **first language**
- Send home visual vocabulary flashcards relating to topics being covered in class, and provide ideas on how to play games with them (see The Bell Foundation's page on **flashcards**)
- For homework, send home weekly visual vocabulary flashcards starting with school and classroom language (available from **British Council's Learn English Kids flashcards**) and provide ideas on how to play games with them
- Give parents useful websites for EAL, such as the **British Council's Learn English Kids** and **BBC bitesize KS1,** which has grammar exercises for EAL learners

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BAND A - New to English/Beginning

Reading and Viewing	Writing
Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Shows attempts at writing in English

Classroom organisation

- Pair with **first language buddies** to support understanding, and sit the EAL learner next to other learners who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Aim to provide daily, quality 1:1 or a small EAL beginner 'learning to read in English' group, focusing on understanding the meaning of the text (see The Bell Foundation's page on **reading for meaning**). If this means attending a session in another class with a different age group, it is important that the EAL learner and their parents receive a clear explanation as to why you are doing this
- Give the learner 'time-out' opportunities to browse English and dual language picture books, visually supported information books and websites and to read in their first language

Ongoing differentiation

- Read text on the board and class texts clearly and slowly (good for all learners)
- To make meaning clear, use your facial expression, tone of your voice, your body (gestures, quick mimes)
- Always point to the key word or picture you are referring to
- With class texts, use **visual support** such as pictures, props and objects
- Use visual word mats (create your own with software such as **Widgit** or use curriculum related ones from **The Bell Foundation's website**)
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Have a mini- whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- If the learner is not familiar with the Latin-based alphabet and has learnt to write in a different script, ensure that there are daily opportunities for supported and independent handwriting practice. If this means attending a handwriting slot in another class with a different age group, it's important that the learner and their parents receive a clear explanation as to why you are doing this
- Give the learner their own vocabulary book to write down key words and phrases, with translations if they are literate in their first language
- Allow the older learner opportunities to write in their **first language**, particularly if they know about a topic and want to show you that they can do the task in their first language. Give this equal status to other children's writing
- Make simple books – about themselves – either paper-based or **digital**
- Encourage the learner to use a scrapbook to add new vocabulary, drawings and photos, pictures of home, information in first language about a topic, etc.
- Where possible, provide reading/writing tasks that have some link with main class topics. There are many curriculum-related tasks/resources on **The Bell Foundation's website** or resources can be created quickly using software such as **Widgit**
- Use **Directed Activities Relating to Text (DARTs)**, for example:
  - Sorting/matching/ spotting/sequencing activities – using **graphic organisers**
  - Labelling – choosing/matching/writing
  - Activities with missing words, phrases or sentences
  - Cut up text/pictures for learner to re-sequence
- Provide an English picture dictionary (preferably one designed for EAL learners, e.g. **Collins First English Words**)
- Provide a **bilingual dictionary**, preferably age-appropriate and pictorial, depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)

Language focus

- Focus literacy activities on words and phrases the learner can already use orally and/or understand when they hear them
- If the learner is literate in their first language, encourage them to write a list of English sounds phonetically in the script they are familiar with
- Help learners who are literate in their first language to gradually build up a set of **flashcards** with high frequency words in English on one side and a translation on the other side
- Label classroom areas and items and/or provide words for the learner to write labels themselves and choose where to stick them

Marking/feedback

- Positively acknowledge attempts at content and understanding the task, regardless of errors
- Correct and write clear examples of one particular language expression for the learner to practise (see the Foundation's page on **modelling**)
- Use the reading and writing descriptors from Band A and B of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communicate with home

- If the learner joins a younger age group for learning reading or for handwriting practice, ensure their parents know this and explain how it will support them
- Send books home connected to any scheme, as well as dual-language books for the learner and their family to enjoy together (for examples see **Mantra Lingua** or **Letterbox Library** websites)
- Give parents useful websites for EAL such as the **British Council's Learn English Kids**, which has plenty of audio-visual stories with clear text, and **BBC bitesize KS1** , which has grammar exercises for EAL learners
- For homework, send home weekly visual vocabulary flashcards starting with school and classroom language (available from **British Council's Learn English Kids flashcards**) and provide ideas on how to play games with them. These flashcards come with the picture and the written word. Depending on the learner's age, home-language script and level of literacy, it could be useful for them to learn to read/write these words as well

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BAND B - Early Acquisition / Emerging

Listening (Understanding)	Speaking
Demonstrating an emerging ability to respond verbally in interactions with others	Oral competence includes emerging ability to respond verbally in interactions with others

Classroom organisation

- Pair with **first language buddies** to support understanding, and sit the EAL learner next to other learners who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Give the learner a role in group work e.g. time keeper, tally recorder

Ongoing differentiation

- Speak clearly and slowly. If an idiomatic expression is used, expand the utterance to include a 'plain English' equivalent *('It's raining hard', not 'It's bucketing down')*
- Regularly reinforce simple language expressions by providing the learners with written or oral models of the language you want them to produce (see The Bell Foundation's pages on **modelling**)
- To make meaning clear, use your facial expression, tone of your voice, your body (gestures, quick mimes)
- Always point to the key word or picture you are referring to
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/spotting/sequencing activities, or use of **graphic organisers**
- Target the learner for daily, differentiated simple factual Who, What, Where, When questions connected to classroom topic
- Provide key questions in advance
- Have question words (on cards) to hand to support questioning and related activities
- Keep instructions clear and simple with repeated instructional phrases/words e.g. put down, line up, first, next, then
- Keep providing opportunities to speak and respond to questions even if the learner is still 'shy' about talking
- **Scaffold**peech using **speaking frames** and **substitution tables**
- Teach/reinforce prepositions: in, on, under, etc. **Barrier games** are good for practising these
- Have a mini- whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- Use sequencing activities to support the retelling stories and recounting a sequence of events. Sequencing activities can help learners to think of a story in pieces—the beginning, middle, and end—rather than try to recall it as one large chunk. They can also provide opportunities for the learner to examine text and story structure, which, in turn, strengthens writing skills
- Use **visual support** such as props, objects and pictures (easily and quickly produced with software such as **Widgit**)
- Use visual word mats (create your own with software such as **Widgit** or use curriculum related ones from **The Bell Foundation's website**)
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Provide a visual instruction mat. Make your own using software such as **Widgit** or use ready-made ones (Google: EAL instruction mat. These are available in English and other languages)
- Provide a visual timetable (good for whole class; especially good for EAL learners)
- Provide an English picture dictionary (preferably one designed for EAL learners, e.g. **Collins First English Words**)
- Provide a **bilingual dictionary** – preferably age-appropriate and pictorial depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)
- Use online tools, such as **Quizlet** to present and provide practice in using the key vocabulary, phrases or language structures needed for a particular lesson prior to delivery. By using **Flipped Learning** pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content
- Give the learner a scrapbook/blank book to use in any way they would like

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on **The Bell Foundation's website**)
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide **scaffolding**, for example:
  - Narrating /reporting: *On my way to school I go past the shop… We made an electric circuit…*
  - Naming /identifying: key classroom and school areas/objects/people, *This is a…, It's a…*
  - Expressing likes and dislikes: *I like… I don't like… very much… a little bit…*
- Teach/reinforce Who, What Where, When questions
- Teach/reinforce understanding of yesterday, today, tomorrow
- Teach vocabulary/language structures in small groups
- Ensure daily interaction with learner, **model** social language exchanges with other learners
- Use EAL beginners' activity pack (for examples see **Hounslow Language Service**) to provide extra practice on key language structures and vocabulary
- Teach key words and phrases for topics being covered in class (see The Bell Foundation's page on **introducing new vocabulary**)
- Teacher/TA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary. A useful reference book is: Smith, B and Swan, M. (2001). Learner English: A Teacher's Guide to Interference and Other Problems: Cambridge University Press

Marking/feedback

- Respond to and acknowledge any attempt at communication. Recast errors: *'I goed shop' 'So, you went to the shop'* Encourage the learner to extend language by asking follow up questions or increasing wait time to allow the learner time to formulate a response
- Use the speaking and listening descriptors from Band B and C of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

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Communicate with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Keep parents informed of topics being covered in class and encourage them to discuss and research these in their **first language**
- Send home visual vocabulary flashcards relating to topics being covered in class, and provide ideas on how to play games with them (see The Bell Foundation's page on **flashcards**)
  Give parents useful websites for EAL such as the **British Council's Learn English Kids** and **BBC bitesize KS1,** which has grammar exercises for EAL learners

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BAND B - Early acquisition/Emerging

Reading and Viewing	Writing
Making sense of written text at word and phrase/sentence level, using visual information to decipher meaning	Demonstrating basic skills of spelling and sentence construction

Classroom organisation

- Give the EAL learner 'time-out' opportunities to browse English and dual language picture books, visually supported information books and websites and to read in their first language
- Aim to provide daily, quality 1:1 or a small EAL beginner 'learning to read in English' group, focusing on understanding the meaning of the text (see The Bell Foundation's page on **reading for meaning**). If this means attending a session in another class with a different age group, it is important that the EAL learner and their parents receive an explanation as to why you are doing this
- Allow the older learner opportunities to write in their first language particularly if they know about a topic and want to show you that they can do the task in their first language. Give this equal status to other children's writing
- Ensure the learner has easy access during the day to books at his/her level of learning to read

Ongoing differentiation

- When reading aloud to the class, read clearly and slowly (This is good for all learners)
- Always point to the key word you are referring to
- Use visual word mats (create your own with software such as **Widgit** or use curriculum related ones from **The Bell Foundation's website**)
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Have a mini-whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- Where possible, provide reading/writing tasks that have some link with main class topics. There are many curriculum-related tasks/resources on **The Bell Foundation's website** or resources can be created quickly using software such as **Widgit**
- As well as providing a rich visual context, use first language buddies or Google Translate (recommended for single words only, not phrases or longer text) to support reading for meaning
- Use **Directed Activities Relating to Text (DARTs)**, for example:
  - Sorting/matching/ spotting/sequencing activities – using **graphic organisers**
  - Labelling – choosing/matching/writing
  - Gap-filling activities with missing words, phrases or sentences
  - Cut up text/pictures for the learner to re-sequence
- Use sequencing activities that require the learner to identify key components within a story, followed by 'first, next, then' **writing frames** for writing simple stories and for recounting a sequence of events
- If the learner is not familiar with the Latin–based alphabet and has learnt to write in a different script, ensure that there are daily opportunities for supported and independent handwriting practice. If this means attending a handwriting slot in another class with a different age group, it's important that the EAL learner and their parents receive a clear explanation as to why you are doing this
- Have question words (on cards) to hand to support the learner in writing simple questions
- **Scaffold** writing activities using **writing frames** and **substitution tables**
- Provide a **bilingual dictionary** preferably age-appropriate and pictorial depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)
- Provide a simple English dictionary (e.g. as used in KS1 classrooms)
- Give the learner a scrapbook/blank book to use in any way they would like

Language focus

- Try to use reading materials that are motivating and as age-appropriate as possible. This could be by providing a diverse range of story and information books (see **Letterbox Library** for ideas) or using reading schemes such as **Jelly and Bean**, **Oxford Reading Tree** or graded English books such as **Penguin Young Readers**)
- Make simple books in English about themselves/ an area of interest either paper-based or **digital**
- Provide exposure to well-known traditional tales and children's books (building up this cultural frame of reference will help the learner access the curriculum as they progress through school)
- Encourage the learner to predict when reading by eliciting what words could follow, or what happens next
- Encourage the learner to build up word banks and word webs in their own vocabulary book

Marking/feedback

- Positively acknowledge attempts at content and understanding the task, regardless of errors
- Correct and write clear examples of one particular language structure for the learner to practise (See The Bell Foundation's page on **modelling**)
- Use the reading and writing descriptors from Band B and C of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning
- Encourage the learner to practise their written English using **Write & Improve**. The learner can submit their written work and receive feedback on spelling, vocabulary, grammar and general style

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Communicate with home

- If the learner joins a younger age group for learning reading or for handwriting practice, ensure their parents know this and explain how it will support them
- Send dual-language books home for the learner and their family to enjoy together (for examples see **Mantra Lingua** or **Letterbox Library** websites)
- Send books in English home as well, for the learner and their family to share. Recommend that the parents talk to the learner about the pictures in the book in their first language, and also get their child to read the text to them in English and explain the story in their first language
- Give parents useful websites for EAL such as the **British Council's Learn English Kids**, which has audio-visual stories with clear text, and **BBC bitesize KS1,** which has grammar exercises for EAL learners
- Differentiate homework, for example send home visual vocabulary flashcards relating to topics being covered in class and providing ideas on how to play games (see The Bell Foundation's page on **flashcards**, and/or assign reading/writing activities from websites such as the **British Council's Learn English Kids** and BBC bitesize KS1)

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BAND C - Developing confidence/Expanding

Listening (Understanding)	Speaking
Developing more independence in the use of basic listening skills needed to engage with learning	Emerging competence in spontaneous expression and communication

Classroom organisation

- Place the EAL learner with other pupils who provide supportive language role models and ask them to work in pairs and groups. This is crucial for developing language and facilitating friendships

Ongoing differentiation

- Speak clearly, chunk your talk, give thinking time, avoid unnecessary language obstacles (idioms, etc.)
- Target the learner for daily differentiated questions connected to the curriculum.
- Recast errors ('*She runned home….'So, she ran home …'*) and encourage extended utterances through prompting for more information
- Provide **scaffolded** dialogue opportunities in group work. **Barrier games** are useful for this
- Have question words (on cards) to hand to support questioning and related activities
- Repeatedly check understanding of topic, basic learning intentions and what to do in a task
- Provide **role-play** opportunities to support understanding and use of intonation ('*Show me that the Roman soldier is very angry when he says this'*)
- Use synonyms/simple alternatives during whole-class teaching to clarify meaning '*He is determined to reach the river - he wants to go to the river - so that he can warn – tell – the others'*
- **Scaffold**peech using **speaking frames**
- Have a mini-whiteboard or notebook to hand for quick drawings, to create on-the-spot visuals, choice or to reinforce key words
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or use of **graphic organisers**
- Use **visual support** such as props, objects and pictures (easily and quickly produced with software such as **Widgit**)
- Use visual word mats (create your own using software such as **Widgit**, or see The Bell Foundation's website for curriculum-related **visuals**)
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Help increase vocabulary by introducing a 'word of the day' (from **list of 1000 academic words**) and rewarding appropriate use of it in speech
- Use **Dictogloss** as a way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language
- Ensure the learner has access to, and is encouraged to use, an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary** for pronunciation, spelling and comprehension)
- Use online tools, such as **Quizlet** to present and provide practice in using the key vocabulary, phrases or language structures needed for a particular lesson prior to delivery. By using **Flipped Learning** pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content
- Provide a **bilingual dictionary** – preferably age-appropriate and pictorial depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on **The Bell Foundation's website**)
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide **scaffolding**, for example:
  - Asking questions: in addition to the question words What? Who? etc., use other question forms such as did, do, could, etc. – and create opportunities for learners to form such questions
  - Expressing preferences: encourage conjunctions such as *because,* and comparatives, e.g. *I like it because … I prefer… better than…more than…*
  - Teach language for agreeing and disagreeing: *I think you're right about… I don't think so because… Maybe it's…*
- Design **collaborative activities** that will involve the use of two tenses, for example comparing an ancient civilisation with the present day using a **graphic organiser** such as a Venn diagram. Then **model** the language needed to talk about what they have done. *In the Stone Age people lived in… Now we live in …*
- Teach vocabulary and language structures in small groups (see The Bell Foundation's page **on introducing new vocabulary**. **Word Aware** is an example of a whole- class approach to developing vocabulary developed by speech and language therapists. Another resource is the **list of 1000 academic words**)
- Teacher/TA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary. A useful reference book is: Smith, B and Swan, M. (2001). Learner English: A Teacher's Guide to Interference and Other Problems: Cambridge University Press

Marking/feedback

- Acknowledge participation and efforts to reproduce knowledge and language structures related to the curriculum
- Encourage extended responses by asking extension questions or increasing wait time to allow the learner enough time to formulate a response
- Correct and write clear examples of one particular language structure for the learner to practise. (see the Foundation's page on **modelling**)
- Use the speaking and listening descriptors in Bands C and D of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

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Communicate with home

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

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BAND C - Developing competence/Expanding

Reading and Viewing	Writing
Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Demonstrating competence in independent use of vocabulary and construction of simple sentences

Classroom organisation

- Ensure the EAL learner has plenty of motivating and age-appropriate books at their level and focus on **reading for meaning**
- The Learner can build up word banks/ word webs in their own vocabulary books. These can be English or bilingual according to the learner's preference

Ongoing differentiation

- Read text on the board and class texts clearly and slowly (good for all learners), pointing to key words
- If you **model** writing, give a copy of the model text to learners to use as a reference
- Teach problematic vocabulary in books/texts before reading (see The Bell Foundation's page on **introducing new vocabulary**)
- Use visual word mats (create your own using software such as **Widgit**, or see The Bell Foundation's website for curriculum-related **visuals**)
- Prepare sticky notes with simpler synonyms for words in reading books for the learner to stick in
- Have a mini- whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- Have question words (on cards) to hand to support the learner in writing simple questions
- Where the information/narrative is familiar, encourage the learner to predict when reading. Next word? What happens next? This can also be done as a writing exercise
- **Scaffold** writing activities using **writing frames**, sentence starters and **substitution tables**
- Ensure the learner knows how to navigate paper and digital texts e.g. ask the learner to scan contents pages to find what they are looking for, demonstrate an understanding of headers, etc.
- Use **Directed Activities Relating to Text (DARTs)**, for example:
    - Sorting/matching/ spotting/sequencing activities – using **graphic organisers**
    - Labelling – choosing/matching/writing
    - Gap-filling activities where the learner completes the gaps with words from the text and gap-fills where the learner provides their own word to make sense of a text
    - Cut up text/pictures for the learner to re-sequence
- Introduce a 'word of the day' (from **list of 1000 academic words**) to help the learner increase their vocabulary, rewarding appropriate use of it in their writing
- Use **Dictogloss** as a way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language
- Give the learner a scrapbook/blank book to use in any way they would like
- Ensure the learner has access to, and is encouraged to, use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**)
- Introduce the learner to online storytelling tools such as **Storybird**, which provide highly visual and interactive ways of reading, writing and sharing stories. These kinds of tools can help promote a collaborative approach to writing (brainstorming, drafting, editing) and support the learner in language development

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on **The Bell Foundation's website**)
- Identify the language functions, structures and vocabulary needed for the task, and provide **scaffolding**
- Focus on language features that EAL learners find challenging and use scaffolding or modelling to support, for example:
    - Language obstacles like cultural nuance or complex syntax e.g. Annotate/highlight/underline these in text
    - Word formation e.g. Identify root words and highlight prefixes and suffixes by highlighting *-s* 3rd person subject-verb agreement for the present tense, and encourage the learner to identify these in texts
    - More advanced structures e.g. *If I …. I would…* use substitution tables or writing frames to support practice
    - Articles/determiners, correct pronoun, subject-verb agreement, remove features of a text for the learner to fill in
- Provide exposure to well-known traditional tales and children's books (building up this cultural frame of reference will help the learner access the curriculum as they progress through school)

Marking/feed back

- Distinguish between content and grammar, punctuation and spelling (GPS). Mark for understanding and knowledge of the curriculum through content, regardless of errors. For GPS focus on one or two EAL areas of difficulty writing clear examples of the particular language structure the learner needs to practice. Focussing on structures that are relevant to the task such as the correct use of the past tenses if the learner was asked to write a story
- Identify grammar/ language structures that the learner clearly needed for a piece of work but has not used or has had difficulty in using. Provide model examples of this language in use and use activities such as gap fill that allow opportunities to practise the language points
- Elicit from the learner the success criteria for a specific piece of writing (e.g. a story, a report, a personal response). Before the learner submits any written work, ask them to assess against the success criteria
- Encourage the learner to practise their written English using **Write & Improve**. The learner can submit their written work and receive feedback on spelling, vocabulary, grammar and general style
- Ask the learner to submit their work electronically and then use screen capture software, such as Jing, to provide both visual and oral feedback. This enables the teacher to explain why they are making corrections and ensure that feedback is detailed and clear
- Use the reading and writing descriptors in Bands C and D of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

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Communicate with home

- Ensure the learner understands what to do for homework
- Send reading books home. Recommend that parents talk to their child about the book in their first language. Get the learner to read in English and explain what is happening
- Keep parents informed of topics being covered in class and encourage them to discuss and research them at home in their first language and/or English
- Give parents useful websites on curriculum topics and for homework (including links on school website), particularly if homework involves internet research
- Recommend the learner opts for the **Simple English Wikipedia** as opposed to the standard Wikipedia
- Recommend well-known films based on books (e.g. The Snowman for younger learners, Harry Potter for older learners) and TV programmes that will build up the learners' literary and cultural frame of reference

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BAND D - Competent/Diversifying

Listening (Understanding)	Speaking
Applying listening skills over an increasing range of contexts and functions	Competence in producing more varied and complex speech in a wider range of contexts

Classroom organisation

- Give the EAL learner opportunities to work with peers who can provide good models of English (in pairs or groups). This is crucial for understanding and using the vocabulary and structures expected by the curriculum, and particularly for developing academic language
- Be flexible with grouping arrangements. Find out what works best for the learner and in which circumstances. There may be occasions when it is useful for groups of learners who share a home language to work together to discuss and share ideas

Ongoing differentiation

- Clearly model and repeat the vocabulary and language structures of Standard English that learners are expected to understand and use to help the learner achieve age expected outcomes. Encourage all adults in the room to do the same (see **Primary National Curriculum English, Appendix 2: Vocabulary, Grammar and Punctuation**)
- If necessary, give the learner more thinking time to process complex information and / or language structures
- Create regular opportunities for the learner to answer more complex questions in terms of language structure and thinking: *What do you think about …? How do you know …? Why does/did …?*
- Draw attention to figurative language and idioms quickly, rephrasing where necessary
- Be aware of, and explain, cultural references that the learner may not understand
- Make sure you and other adults repeatedly check the learners' understanding of higher order concepts, vocabulary and structures
- Provide plenty of 'talk for writing' activities:
    - Organise debates and activities that require students to present arguments (see the **Noisy Classroom** for examples of these. **Collaborative activities** are excellent for language development because they involve providing opportunities for purposeful communication. These include **information exchange**, **barrier games** and **jigsaw activities**)
    - Use an exemplar test, supported by a visual text map and physical movement to help learners recall the text
    - Ensure that activities (e.g. role play, hot seating, etc.) elicit the use of a range of different spoken registers (from formal to informal) and different points of view
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk are sorting/matching/ spotting/sequencing activities, or use of **graphic organisers**
- Use **Speaking frames** to **scaffold** academic language, encourage fluency and use age-expected structures
- 'Spotting' sheets, where learners listen for key information, are useful to provide language **models** and help develop academic language skills
- Learners in this band still benefit from visual word banks and word mats (create your own using software such as **Widgit**, or see The Bell Foundation's website for curriculum-related **visuals**)
- Help increase vocabulary by introducing a 'word of the day' (from **list of 1000 academic words**) and rewarding appropriate use of it in speech
- Use **Dictogloss** as a way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language
- Ensure the learner has access to, and is encouraged to, use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**)

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on **The Bell Foundation's website**).
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide **scaffolding**, for example:
    - Comparing: comparatives (*bigger*) and superlatives (*the biggest*), *… is more/less… than…*
    - Hypothesising: modal verbs, e.g. *may, might, could, would, should*
    - Justifying: *I think… because…, This one must be in the wrong place because…*
- Teach frequent, specific vocabulary in small groups and/or whole class. This is particularly useful in KS2 for more nuanced or formal vocabulary and abstract nouns (See the Foundation's page **on introducing new vocabulary**. **Word Aware** is an example of a whole-class approach to developing vocabulary, created by speech and language therapists.) Another resource is the **list of 1000 academic words**
- Incorporate frequent 5-minute age-appropriate language knowledge activities into class teaching e.g. synonyms, antonyms, derivations, suffixes/prefixes changing meaning, word origins. EAL learners may recognise roots and similar words from their first language

Marking/feedback

- Acknowledge participation and efforts to reproduce knowledge and language structures related to the curriculum
- Encourage extended responses by asking extension questions or increasing wait time to allow the learner time to formulate a response
- Make a note of any unnatural uses of language used by the learner in class and for homework, ask them to think about ways of improving the appropriacy or register (e.g. incorrect collocations, phrasal verbs)
- Make a note of any inaccurate uses of curriculum related vocabulary used by the learner. Ask them to identify and correct the mistakes and then attempt to use them within a correct utterance
- Be prepared to model correct pronunciation and encourage the learner to repeat this back several times
- Use the speaking and listening descriptors in Bands D and E of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

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Communicate with home

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

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BAND D - Competent/Diversifying

Reading and Viewing	Writing
Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency

Classroom organisation

- Ensure the EAL learner has plenty of motivating and age-appropriate books at their level and focus on **reading for meaning**
- Find out which grouping arrangements work best for the learner and in which circumstances. There may be occasions when it is helpful for groups of learners who share a home language to work together to do things, such as make predictions about a text, draw inferences or plan writing

Ongoing differentiation

- Pair or group EAL learners with supportive peers who will be good reading/writing role models, e.g. for shared reading/writing tasks and peer editing
- Read text on board and class texts clearly, highlighting/pointing to key language structures and key topic vocabulary
- Be aware of thinking time the learner may need more time to process/compose complex information/language structures
- Teacher/TA to annotate/ highlight/underline text: for key words, problematic words/ language obstacles (such as cultural nuance, difficult grammar or syntax)
- Encourage the learner to highlight/underline text for different purposes e.g. to identify key information
- Provide plenty of 'talk for writing' activities:
    - Organise debates and activities that require students to present arguments (see the **Noisy Classroom** for examples of these)
    - Use an exemplar test, supported by a visual text map and physical movement to help learners recall the text
    - **Collaborative activities** provide opportunities for purposeful communication. Activities such as **information exchange**, **barrier games** and **jigsaw activities** can support the development of academic language and break down learning into chunks, making understanding and retention more manageable and effective
- Ensure that writing tasks include opportunities for learners to compose texts in different registers
- Use **collaborative activities** as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/ spotting/sequencing activities, or use of **graphic organisers**
- Use **Graphic Organisers** to analyse texts and prepare for writing tasks
- Use **Directed Activities Relating to Text (DARTs)**, for example gap-filling, sequencing, matching exercises that require real understanding of text as an alternative to comprehension questions
- Use **Writing frames** and **substitution tables** to **scaffold** academic language, encourage fluent writing and the appropriate use of age-expected structures
- Help increase vocabulary by introducing a 'word of the day' (from **list of 1000 academic words**) and rewarding appropriate use of it in the learners' writing
- Use **Dictogloss** as a way of modelling text construction and language structures. It is good the whole class and helps support the development of academic language
- The learner can build up subject-specific vocabulary lists in their own vocabulary books. These can be English or bilingual according to their preference
- Introduce the learner to online storytelling tools such as **Storybird**, which provide highly visual and interactive ways of reading, writing and sharing stories. These kinds of tools can help promote a collaborative approach to writing (brainstorming, drafting, editing) and support the learner in language development

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and or genre (see examples of planning for language in lesson plans on **The Bell Foundation's website**)
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide **scaffolding**. Focus on language features that EAL learners find challenging and use scaffolding and modelling to support, for example:
    - Figurative language and idioms in texts, e.g. the learner matches idioms to literal meaning *('over the moon' – 'very happy'),*
    - Features of grammar and syntax EAL learners find particularly troublesome, e.g. pronouns distant from the noun to which they refer, e.g. pick age-appropriate features from **Primary National Curriculum English, Appendix 2: Vocabulary, Grammar and Punctuation**
    - Phrasal verbs (*look after, give up*), e.g. the learner highlights in text
    - Collocations in reading (words that frequently go together such as *big surprise, great fun, best friend).* e.g. The learner highlights strong collocations in the text
    - Identify root words and suffixes, including suffixes that change the part of speech, e.g. suffixes that form adjectives from verbs (enjoy**able,** help**ful**)
- Teach vocabulary in books/texts before reading
- Teach frequent, specific vocabulary in small groups and/or whole class. This is particularly useful in KS2 for more nuanced or formal vocabulary and abstract nouns, see the Foundation's page **on introducing new vocabulary**. **Word Aware** is an example of a whole-class approach to developing vocabulary developed by speech and language therapists. Another resource is the **list of 1000 academic words**
- Ensure the learner has access to, and is encouraged to, use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**)

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Marking/feedback

- Distinguish between content and Grammar, Punctuation and Spelling (GPS). Mark for understanding and knowledge of the curriculum through content, regardless of errors. For GPS focus on one or two EAL areas of difficulty that are content related: such as use of correct tense, use of common phrasal verbs (e.g. *turned on* the tap, not *opened* the tap) and collocations (e.g. *great fun*, not *big fun*) and provide correct examples/sentences for learners to practise
- Check whether the pronouns used by the learner clearly refer back to the person/people/noun/nouns to which they connect
- Check for omissions of language structures within age and content expectations in the learner's written work. If the writing needs specific grammar features to make sense, such as present perfect (e.g. 'He has gone out to play') - a National Curriculum expectation from Year 3 – and the likelihood is that the learner won't know this feature, they will need to be shown how to use it
- Correct and write clear examples of particular language structures that the learner needs to practise
- Check tense consistency – make a focus for the learner to check/correct themselves
- Introduce an error correction code and use this to show the learner where the mistakes are in their writing and what kind of mistakes they are. As a second stage the learner can then go back and attempt to correct the mistakes
- Elicit from the learner the success criteria for a specific piece of writing (e.g. a story, a report, a personal response). Before the learner submits any written work, ask them to assess against the success criteria
- Encourage the learner to practise their written English using **Write & Improve**. The learner can submit their written work and receive feedback on spelling, vocabulary, grammar and general style
- Ask the learner to submit their work electronically and then use screen capture software, such as Jing, to provide both visual and oral feedback. This enables the teacher to explain why they are making corrections and ensure that feedback is detailed and clear
- Use the reading and writing descriptors from Bands D and E of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communicate with home

- Ensure the learner understands what to do for homework
- Send reading books home. Recommend that parents talk to the learner about the book in their first language. Get the learner to read in English and explain what is happening
- Keep parents informed of topics being covered in class and encourage them to discuss and research them at home in their first language and/or English
- Give parents useful websites on curriculum topics and for homework (including links on school website), particularly if homework involves internet research
- Recommend the learner opts for the **Simple English Wikipedia** as opposed to the standard Wikipedia
- Recommend well-known books and films (e.g. The Snowman for younger learners, Harry Potter for older learners) and TV programmes that will build up the learners' literary and frame of reference

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BAND E - Fluent

Listening (Understanding)	Speaking
Showing little or no disadvantage to English-speaking peers	Developing competence in fluent, creative use of English

Classroom organisation

- Give the EAL learner opportunities to work collaboratively in pairs or groups with high-achieving peers who can provide good models of English (in pairs or groups). This is crucial for understanding and using the vocabulary and structures expected by the curriculum, and particularly for developing academic language

Ongoing differentiation

- Clearly model and repeat the vocabulary and language structures of Standard English that learners are expected to understand and use to help the learner achieve age expected outcomes. Encourage all adults in the room to do the same (see **Primary National Curriculum English, Appendix 2: Vocabulary, Grammar and Punctuation**)
- If necessary, give the learner more thinking time to process complex information and/or language structures
- Create regular opportunities for the learner to answer more complex questions in terms of language structures and thinking: *What would happen if …? What could you have done differently …? Is there any evidence for …?*
- Draw attention to figurative language and idioms quickly, rephrasing where necessary
- Be aware of, and explain, cultural references that the learner may not understand
- Check the learners' understanding of higher order concepts, vocabulary and structures
- Help increase vocabulary by introducing a 'word of the day' (from **list of 1000 academic words**) and rewarding appropriate use of it in speech
- Use **Dictogloss** as a way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language
- Ensure the learner has access to, and is encouraged to use, an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**)

Language focus

- Plan for, teach and **model** vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on **The Bell Foundation's website)**
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide **scaffolding**, for example:
  - Evaluating: *It might have been better if we had…, … might be biased because…* Use of conjunctions like: *however, in spite of…*
  - Justifying: encourage learners to use conjunctions such as *because,* and structures like: *The evidence for this is… This can be seen where…*
  - Analysing: text types e.g. persuasive, explanation, report, review etc., *The most likely reason for… was…*

- Teach frequent, specific vocabulary in small groups and/or whole class. This is particularly useful in KS2 for developing academic language (see the Foundation's page **on introducing new vocabulary**. **Word Aware** is an example of a whole-class approach to developing vocabulary developed by speech and language therapists. Another resource is the **list of 1000 academic words**)

Marking/feedback

- Use the speaking and listening descriptors from Band E in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning
- Make a note of any unnatural uses of language used by the learner in class and for homework ask them to think about ways of improving the appropriacy or register (e.g. incorrect collocations, phrasal verbs)
- Make a note of any inaccurate uses of curriculum related vocabulary used by the learner. Ask them to identify and correct the mistakes and then attempt to use them within a correct utterance
- Be prepared to model correct pronunciation and encourage the learner to repeat this back several times
- Ensure the learner is set age-appropriate National Curriculum objectives

Communicate with home

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

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BAND E - Fluent

Reading and Viewing	Writing
Engaging with curriculum-related reading activities independently and productively in different subject areas	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes

Classroom organisation

- Give the EAL learner opportunities to work collaboratively in pairs or groups with high-achieving peers who can provide good models of English (in pairs or groups) is crucial for understanding and using the vocabulary and structures expected by the curriculum, and particularly for developing academic language
- Be flexible with grouping arrangements. Find out what works best for the learner and in which circumstances. There may be occasions when it is useful for groups of learners who share a home language to work together to discuss and share ideas

Ongoing differentiation

- Pair or group the learner with supportive peers who will be good reading/writing role models for shared reading/writing tasks
- Check the learners' understanding of figurative language and idioms encountered in texts
- Be aware of/explain cultural references that the learner may not understand, and check their understanding of cultural references encountered in texts
- Check the learner's understanding of higher order concepts, and vocabulary and structures needed to read and write academic English
- Help increase vocabulary by introducing a 'word of the day' (from **list of 1000 academic words**) and rewarding appropriate use of it in the learners' writing
- Use **Dictogloss** as a way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language
- Use **Directed Activities Relating to Text (DARTs)**, for example gap-filling, sequencing, matching exercises that require real understanding of text as an alternative to comprehension questions
- Ensure the learner has access to, and is encouraged to use an English dictionary and thesaurus (including online dictionaries designed for English language learners, e.g. **Cambridge Learner's Dictionary**)

Language focus

- Teach frequent, specific vocabulary in small groups and/or whole class. This is particularly useful in KS2 for developing academic language (see The Bell Foundation's page **on introducing new vocabulary**. **Word Aware** is an example of a whole-class approach to developing vocabulary developed by speech and language therapists. Another resource is the **list of 1000 academic words**)

Marking/feedback

- Correct and write clear examples of particular language structures that the learner still needs to practise with reference to age-expected usage in **Primary National Curriculum English, Appendix 2: Vocabulary, Grammar and Punctuation**
- Use the reading and writing descriptors from Band E in **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning
- Elicit from the learner the success criteria for a specific piece of writing (e.g. a story, a report, a personal response). Before the learner submits any written work, ask them to assess against the success criteria
- Introduce an error correction code and use this to show the learner where the mistakes are in their writing and what kind of mistakes they are. As a second stage the learner can then go back and attempt to correct the mistakes
- Ask the learner to submit their work electronically and then use screen capture software, such as Jing, to provide both visual and oral feedback. This enables the teacher to explain why they are making corrections and ensure that feedback is detailed and clear
- Encourage the learner to practise their written English using **Write & Improve**. The learner can submit their written work and receive feedback on spelling, vocabulary, grammar and general style.
- Ensure EAL learners are set age-appropriate National Curriculum objectives

Communicate with home

- Keep parents informed of topics being covered in class and encourage them to discuss and research at home in their first language
- Give parents useful websites on curriculum topics and for homework (including links on school website), particularly if homework involves internet research
- Recommend the learner opts for the **Simple English Wikipedia** as opposed to the standard Wikipedia
- Recommend well-known books and films (e.g. The Snowman for younger learners, Harry Potter for older learners) and TV programmes that will build up the learners' literary and cultural frame of reference

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