



School Vision and Values – EAL Policy

Equality of opportunity at Beam County Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community—pupils, staff governors and parents.

It is based on the core values as expressed in the Beam County Primary School's vision statement:

Children that have:

- Memorable and meaningful experiences, which enable them to be informed and make appropriate decisions for them self and their generation.
- Socialisation skills
- Life long love of learning
- Opinion and Judgement
- Proficiency to be an integral part of the community

Community:

- Supportive and cohesive environment;
- Demand for standards;
- Environment where all love to learn;
- Children at the centre of everything that we do
- Memorable and meaningful experiences, which enable them to be informed and make appropriate decisions for them self and their generation.
- Socialisation skills
- Life long love of learning
- Proficiency to be an integral part of the community

It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

We also aim to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

Minority Ethnic and EAL Policy



As well as delivering high quality services to our pupils, Beam is committed to being a good employer and as such how we meet our varied duties in terms of recruitment and employment practices. (See also safer recruitment policy). We are also committed to be fully inclusive of all community users, including parents and carers. As such, we also set out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

Factors of the geographical location of our school (January 2014):-

The school community served

75.54% minority ethnic;

56.86% EAL

20.86% Free School Meals (FSM) – (up take low; figure could be higher)n Main school ONLY

% Special Educational needs (SEN); 0.5% Statemented children

54.05% boys

45.95% girls

The KS2 block has full wheelchair access, with ramps and stairs lifts enabling access to all parts of the school building.

Recruitment is carried out with due regard for equal opportunities.

Equality Objectives:

The aim of this policy is to provide a broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation

- To promote equality of opportunity for disabled people, pupils, staff, parents and carers and other people who use the school or who may wish to.
- To eliminate unlawful discrimination.
- To promote equality of opportunity.
- To promote good relations between people of different racial groups.
- To eliminate unlawful discrimination and harassment on the grounds of sex.
- To promote equality of opportunity between women and men.
- To promote age equality.

Leadership and management

- The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community.
- The school promotes positive approaches to valuing and respecting diversity.
- All staff contribute to the development and review of policy documents.
- We ensure the involvement of governors and take appropriate steps to enable the contribution of parents.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.
- Simon Cole (governor) and Miss Whittington (member of staff) have responsibility for equality in the school.

Minority Ethnic and EAL Policy





Staffing

- The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. It is part of the induction programme for new staff.
- The skills of all staff, including non-teaching staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

- The school believes that every child is entitled to a broad, balanced and appropriate curriculum providing equal opportunity for all students to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation
- All children have access to the mainstream curriculum
- The curriculum builds on pupils starting points and is differentiated to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils who are at risk of disaffection and exclusion
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- All subjects contribute to the spiritual, moral and cultural development of all pupils.
- We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate.
- Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils.
- Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. (See effective talk action plan)
- Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.



Assessment, Pupil Achievement and Progress

- Pupil performance is monitored by formal and informal procedures and is analysed by ethnicity and gender.
- Monitoring is carried out by the Assessment Coordinator and Deputy Head at regular intervals. Any pattern of underachievement of a particular group is addressed through phase group meetings, targeted curriculum planning, teaching and support.
- The school ensures, where possible, that assessment is free of gender, cultural and social bias.
- Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children.
- Staff have very high expectations of all pupils and they continually challenge them to reach higher standards.
- The school recognises and values all forms of achievement and is displayed on our tree of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

School Ethos

- The school opposes all forms of racism, prejudice and discrimination.
- The school supports diversity and promotes good personal and community relations.
- Diversity is recognised as having a positive role to play within the school.
- All staff foster a positive atmosphere of mutual trust among pupils from all ethnic groups.
- Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LEA policies and guidance.
- All forms of harassment are recorded and dealt with in line with relevant school policies.
- All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusion

- The school expects high standards of behaviour from all pupils.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- All staff operate consistent systems of rewards and discipline.
- Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable.

Admissions and Attendance

- Steps are taken to ensure that the school's admissions process is fair and equitable to all pupils.

Minority Ethnic and EAL Policy



- Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- Provision is made for leave of absence for religious observation which includes staff as well as pupils.
- Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of pupils.

Disability

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

Partnership with Parents

- All parents / carers are encouraged to participate at all levels in the full life of the school.
- The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.
- Information and meetings for parents are made accessible to all. Support is given to read and interpret news letters, reports and other documents when this is requested.
- Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully.
- Information material for parents/ carers is easily accessible in user friendly language.
- The school works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

Responsibilities

Minority Ethnic and EAL Policy



- The Governing Body and Head teacher will ensure that the school complies with all relevant equalities legislation.
- The Governing Body and Head teacher will ensure that the policy and related procedures and strategies are implemented.
- The Head teacher will ensure that all staff are aware of their responsibilities under the policy.
- Miss Whittington (staff) will liaise with Simon Cole (member of the Governing Body) who has responsibility for equality issues.

Monitoring and Reviewing

- This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.
- Miss Whittington will evaluate the effectiveness of the policy.

Review and Evaluation

This policy will be reviewed annually by the school’s management team and whole staff, in the light of regular monitoring of the Learning through teaching taking place in the school.

T Whittington – March 2012
Reviewed: D McKenzie (December 2013)

T. Whittington (January 2014)

To be reviewed: December 2014

..... (Staff)

..... (Governor)

Review: March 2013



A WORKING DEFINITION

Minority Ethnic Pupils

Minority ethnic pupils are children who have an ethnicity other than White British. They may be born abroad or in Britain and many speak a different language including English.

EAL

The term 'EAL' stands for 'English as an Additional Language' and describes those children whose first language is not English.

Bilingual

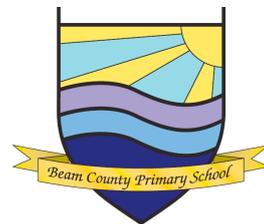
The term 'bilingual' refers to pupils who communicate in two languages at home and at school. It does not mean that they are competent and literate in both languages.

RATIONALE

We recognise that success within the education system is a significant factor in determining the quality of one's adult life. We, therefore, aim to raise the achievement and ensure the inclusion of pupils from all minority ethnic groups in every aspect of the curriculum and school life.

AIMS

- To ascertain the academic and social needs of newly arrived pupils.
- To provide appropriate support for pupils so that they can access the curriculum and become confident and competent users of English.
- To monitor pupil progress and attainment.
- To work in partnership with class teachers by contributing to planning, team teaching, leading lessons and offering advice on how to support pupils.
- To ensure that class teachers and other staff work in partnership to promote an ethos within the school where the languages and cultures of all pupils are recognised and valued.
- To encourage parents to become involved in the life of the school.



GUIDELINES

- The Headteacher and EMA Coordinator will interview newly arrived pupils according to our 'Mid-phase pupils admissions Policy'.
- The intervention coordinator will carry out initial assessments in English and Mathematics on all newly arrived pupils who have been in the UK schooling system for no more than a year. Appropriate targets will be set in conjunction with the class teacher.
- Class teachers will carry out all initial assessments on pupils who have been in the UK schooling system for a year or more and set appropriate targets.
- During the admission process consideration will be given to the pairing of newly arrived pupils with someone who speaks the same language.
- All staff will ensure that planning and teaching methods take into account the needs of pupils from minority ethnic groups and for whom English is an additional language.
- Plans and teaching will be monitored regularly, in accordance with the Monitoring Policy, by the EMA Co-ordinator.
- Differentiated materials/resources, and the home language (where possible) will be used to support targeted pupils in their acquisition of language, social and learning skills.
- Where groups of minority ethnic` pupils are deemed to be underachieving, based on monitoring data, resources will be targeted at that group in order to raise achievement.
- Wherever possible bi-lingual assistants will be employed to support pupils.
- Where applicable pupils will be encouraged to use their home language in the classroom.
- Through the use of displays, books, posters, etc, a multi-ethnic ethos will be created around the school.
- All staff will continue to foster good relationships with parents/carers and encourage their involvement in school events.

Review and Evaluation

This policy will be reviewed annually by the school's management team and whole staff, in the light of regular monitoring of the Learning through teaching taking place in the school.



EAL INFORMATION

56.86% of pupils at Beam County Primary School have an additional language (January 2012)

Many of these children are advanced learners of English; meaning they are accessing the curriculum and their basic interpersonal communication (BICS) in English is good. However they may still be catching up on their cognitive academic language proficiency (CALP), which takes up to 7 years. This means these children still require context embedded learning (visuals and kinaesthetic activities). Besides this, these children have rich language and cultural heritage at home which is a valuable resource for you to draw on in lessons. I hope this information helps

Contents:

1. Data on languages spoken by class.
2. Assessment of Bilingual Learners – Extended Scale (London Borough of Redbridge)
3. Useful websites.

T Whittington – January 2012
Reviewed: D McKenzie (December 2013)

T. Whittington (January 2014)

To be reviewed: December 2014

Some ideas to help you create your EAL display:

- Speak about language skills in the class - it would be nice to have these laminated/displayed.
- Children could copy words from the languages they know onto;
- If parents are willing you could ask for their help to fill in the speech bubbles in those languages.
- Colour/ copy flags and first words. Target the class languages when you do this. Put welcomes on your classroom doors.
- For older children give blank maps and find the countries of heritage and mark on.

Feeling more adventurous? You can look at the Newbury Park 'Language of the Month' website:

<http://www.newburypark.redbridge.sch.uk/langofmonth/resourcepacks.html>

Here you can practise pronouncing the words. Video clips will help you.

If you speak another language could you please let me know.

There are a few EAL children in Beam who are level 1 or below. If one of these children is in your class they should be assessed using the extended scale for EAL pupils. I enclose



a copy of a simple tick sheet with the level descriptors. This is easy to use and should enable you to assess these children. However if you have any problems please see me. Could you let me have a copy of this assessment once you have completed it and keep a copy. Please complete this ASAP as it really is essential for the school records.

GLOSSARY OF TERMS

EAL stands for English as an Additional Language and recognises the fact that many children learning English in schools in this country already use one or more other languages and are adding English to that repertoire.

Bilingual is used to refer to those children who have access to and use more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

Advanced learner of EAL is a term used to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children, often born in this country, who appear to be fluent in ordinary everyday conversational contexts, but who require continued support to develop the cognitive and academic language necessary for educational success.

Minority ethnic group is used for all those groups other than the White British majority. Although children from these groups may well form the majority in some school contexts, they are still members of groups in a minority nationally and will continue to be referred to as children from minority ethnic groups. Most children learning EAL are from minority ethnic groups. School Census data shows that only a very small percentage of EAL learners are White.

Beginner – those children who have just started to learn English as a second language at school. These include pupils new to the UK and children born here, who have been exposed mainly to the home language prior to starting school.

Recent arrival – those pupils who have recently arrived in the UK. They include pupils who may have experienced schooling in another country and those whose attendance at school has not been consistent.

SEN – Special Educational Needs.

EMAT – Ethnic Minority Advisory Team.

CSA – Children's Services Authority.



BACKGROUND INFORMATION ON THE USE OF THE EXTENDED SCALE AND NATIONAL CURRICULUM LEVELS

The Department for Education states that:

The curriculum should provide relevant and challenging learning to all children. It should follow the three principles set out in the inclusion statement:

- A. setting suitable learning challenges
- B. responding to pupils' diverse learning needs
- C. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Updated: 30 November 2011

“Summative assessment for bilingual learners as for all learners should be based on National Curriculum measures and where applicable, the QCA EAL steps should be used as an extension of the national curriculum English scale”. Aiming High: Guidance on the assessment of pupils learning English as an additional language (2005 DfES)

One of the priorities of the Aiming High Strategy is to ensure that all EAL learners achieve their potential within the mainstream classroom. One way in which this can be achieved is to ensure that the assessment of EAL learners is based upon the principle of inclusion in which there is a common method of assessment for all pupils.

Government research during the 1990's found that:

- EAL pupils were assessed in a different way to other pupils in the mainstream.
- A number of different assessment systems existed across the country.
- Often information on EAL pupils was held separately from their mainstream peers.
- In some cases mainstream teachers did not have accurate information on their EAL pupils and were not able to plan appropriately to meet their needs.
- A number of teachers viewed their EAL pupils as the concern of EMA staff only.
- The monitoring of EAL pupils' progress nationally was difficult to implement.
- The needs of EAL and other ethnic minority pupils were often marginalised in the mainstream.

The *Aiming High: Guidance on the assessment of pupils learning English as an additional language (2005)* recommended that all EAL pupils be assessed using the Extended Scale and the National Curriculum (NC) levels for English. These were originally outlined in *A Language in Common (2000)*. Redbridge Children's Services Authority (CSA) adopted this method of assessment in September 2005 for use by all schools.



USING THE EXTENDED SCALE

“Underlying the concept of the extended scale is the strong expectation that most pupils learning English as an additional language will move rapidly through the early steps and the graduated Level 1.” A Language in Common (2000)

It is important for all staff to be aware that it can take up to 7 years for EAL pupils to acquire the language fluency that is needed to achieve academically. The rate and progress of language development depends on many factors including:

- Literacy in the home language(s).
- Previous schooling.
- Time spent learning English/living in the UK.
- Cognitive ability.
- Experiences outside the school environment.
- The teaching and learning environment.

Pupils who enter school with little English often make rapid progress and will move quickly through the Extended Scale within the first 2 years, particularly if they have developed some literacy skills in their first language.

Pupils, who remain on the Extended Scale for a longer period of time, may have a Special Educational Need (SEN) and a first language assessment may be required.

ASSESSMENT DESCRIPTORS

*“Pupils learning EAL will make more rapid progress if their particular language needs are assessed and responded to within the full national curriculum.”
A Language in Common (2000)*

RECORD OF PROGRESS, PRE STEP 1- LEVEL 5

This consists of a set of user-friendly statements that indicate what a pupil can do at each Step Level in speaking, listening, reading and writing together with an accompanying list of teaching strategies that teachers can use to “move pupils on”.

The breakdown of each Step Level will help teachers to assign a level to each pupil and to set specific language targets related to pupils’ needs.

ASSESSING MID-PHASE NEW ARRIVALS

- At the initial assessment, the descriptors can be used to identify the pupil’s current competences. Information should be recorded on the pupil’s individual profile and then entered on the school’s data system.
- Pupils, who are below NC Level 2, are expected to make rapid progress. It is suggested that for these pupils termly assessments are carried out.
- In many cases the Head, Deputy or Assistant Head will carry out the initial assessment on new arrivals. The EAL coordinator will follow up assessments carried out and information recorded by classroom teachers as part of the normal assessment procedure for all pupils.



PUPIL PROFILES

“The profile should be integral to pupils’ school records and not duplicate information unnecessarily.” Guidance on the assessment of pupils learning English as an Additional Language (2005)

It is important to gather as much information as possible on each pupil as this can have an impact upon a pupil’s progress and will help to determine supportive strategies.

QCA emphasises that responsibility for assessing EAL pupils lies with the class teacher.

Records of EAL progress should be incorporated into existing school systems. It is recommended that the EMA, Literacy and Assessment Coordinators review existing systems and agree any changes to enable an effective system for tracking and monitoring the progress of EAL pupils.



ASSESSMENT OF BILINGUAL LEARNERS - EXTENDED SCALE

Listening: Pre Step 1 → Level 2

QCA Level	QCA/EAL Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
Pre Step 1		<ul style="list-style-type: none"> Understands a little May join in activities Understands and responds in L1 Uses visual clues for meaning Can respond non-verbally to everyday expressions eg greetings May use gestures to indicate active listening 	<ul style="list-style-type: none"> <i>Be welcoming</i> <i>Make eye contact</i> <i>Include pupils in a group</i> <i>Provide visual clues</i> <i>Have supportive buddy with same L1, if possible</i> <i>Speak normally to pupil but don't force her/him to speak</i>
Step 1	Pupils listen attentively for a short time. They use non-verbal gestures to respond to greetings and questions about themselves and they follow simple instructions based on the routines of the classroom.	<ul style="list-style-type: none"> Relies on visual cues for meaning; with L1 support may join in classroom activities Will respond positively to friendly approaches from peers Participates as a listener in group activities Can name familiar class objects / equipment Can listen attentively for a short time Can understand and follow familiar instructions 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> <i>Provide range of listening activities eg responding to taped materials</i> <i>Keep teacher talk concise</i> <i>Keep to familiar classroom routines</i> <i>Try to anticipate and explain any changes</i> <i>Structure lessons to include suitable activities eg matching, labelling, translating key words</i> <i>Provide opportunities for listening to good English role models in small groups</i> <i>Use other L1 speakers for support including staff and siblings if appropriate</i>
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 clues, including illustrations.	<ul style="list-style-type: none"> Understands familiar conversational phrases Can follow narrative expressed through spoken and visual material Understands simple ideas or explanations with help of mime gesture or pictures Listens and responds to paired/group discussion 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> <i>Use and refer to visuals to support teacher talk</i> <i>Allow time for pupil to listen to and talk with a friend who speaks the same language</i> <i>Refer to key visual while explaining</i> <i>Use pictorial labels for resources</i> <i>Use familiar examples where possible eg during starter activities</i>
Level 1 Threshold (L1T)	With support pupils understand and respond appropriately to straightforward comment or instruction addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.	<ul style="list-style-type: none"> Listens well but needs to discuss new ideas to help understanding Can listen attentively to the class teacher or to other pupils Responds to straightforward instructions May appear to listen attentively but does not necessarily understand 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> <i>Use visuals to support key words</i> <i>List key words before lesson for support staff or use a bilingual dictionary where appropriate</i> <i>Pre-teach key words through a range of starter activities, visuals, L1 and using support staff</i> <i>Active listening tasks eg word bingo, true or false, odd one out</i>
Level 1 Secure (L1S)	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 conversation.	<ul style="list-style-type: none"> Can understand most classroom interactions and explanations with visual or other support Will follow familiar instructions and respond appropriately but may not understand unfamiliar words or idioms. 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> <i>Be aware that the pupil may not be familiar with many words that the other pupils know</i> <i>Continue to support key words using visuals</i> <i>Approach abstract ideas through concrete examples or L1</i> <i>Provide opportunities for pupils to repeat instructions in order to show understanding</i>

- Remember where possible to promote the use of pupil's home language for learning in class.
- Advise parents on the importance of maintaining their home language and how this will benefit their child's acquisition of English.



ASSESSMENT OF BILINGUAL LEARNERS - EXTENDED SCALE

Speaking: Pre Step 1 → Level 2

QCA Level	QCA/EAL Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
Pre Step 1		<ul style="list-style-type: none"> • May use single words • Will gesture or use L1 to convey meaning • Likely to be in the 'silent period' (will be acquiring English though not speaking yet) 	<ul style="list-style-type: none"> • <i>Be welcoming</i> • <i>Make eye contact and smile</i> • <i>Speak to pupil but don't force him/her to speak</i> • <i>Include pupil in a group</i> • <i>Provide visual clues</i>
Step 1	Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.	<ul style="list-style-type: none"> • Understands a little, but could still be in 'silent period' • Can respond to familiar questions and instructions using single words, short phrases, gestures or L1 • Can ask for help by using single words • Can name familiar classroom objects and equipment • Can communicate likes, dislikes, dietary needs by using single words, short phrases 	<i>As above and:</i> <ul style="list-style-type: none"> • <i>Include pupil in all activities, but do not try to force the pupil to speak</i> • <i>Use natural English in short, simple phrases and sentences</i> • <i>Use closed questions with contextual support</i> • <i>Give thinking time for answers</i> • <i>Allow other pupils who speak the same language to support responses</i> • <i>Use prior knowledge about pupil's interests</i>
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.	<ul style="list-style-type: none"> • Can use a small range of familiar phrases to communicate needs and ideas/meaning • Beginning to use English in small group setting in classroom activities • Shows some control of English word order and pronunciation in short utterances • Repeats phrases heard from others 	<i>As above and:</i> <ul style="list-style-type: none"> • <i>Model key words and phrases and encourage other pupils to do the same</i> • <i>Show how key words are used in sentences</i> • <i>Create opportunities to speak in carefully structured situations eg interview with questions provided, teacher modelling responses, role play, phone conversation, starter word games and repetitive games in circle time</i>
Level 1 Threshold (L1T)	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.	<ul style="list-style-type: none"> • Can convey meaning and express needs using 2-3 word phrases • With support, will make contributions to group/class discussion • Can speak more fluently with friends in everyday situations • Is exploring grammatical structures to generate meaningful sentences, but although the meaning is clear, the grammar will sometimes not be appropriate 	<i>As above and:</i> <ul style="list-style-type: none"> • <i>Respond positively to contributions</i> • <i>Model language by 'echoing' the pupil's utterances, using the appropriate grammar</i> • <i>Be aware that conversational fluency comes a long time before fluency in academic English</i> • <i>Encourage pupil to talk about what they are doing</i>
Level 1 Secure (L1S)	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 listeners' interest	<ul style="list-style-type: none"> • Is beginning to be able to express the logical relationships between ideas using features of language such as connectives, simple past and future tenses • Can sustain meaning and keep the listener's interest, often by using voice and gesture 	<i>As above and:</i> <ul style="list-style-type: none"> • <i>Opportunities for group and pair discussion</i> • <i>Encourage pupil to develop spoken ideas by- asking questions, giving thinking time, suggesting vocabulary, providing speaking frames</i> • <i>Encourage writing to organise ideas before discussion eg flow charts, grids, mind maps</i> • <i>Give opportunities for group presentations where pupil can be supported by others</i>

- Remember where possible to promote the use of pupil's home language for learning in class.
- Advise parents on the importance of maintaining their home language and how this will benefit their child's acquisition of English.



ASSESSMENT OF BILINGUAL LEARNERS – EXTENDED SCALE

Reading: Pre Step 1 → Level 2

QCA Level	QCA/EAL Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
Pre Step1		<ul style="list-style-type: none"> May not be securely literate in the home language and will take more time to learn to read in English because s/he needs knowledge of English to use reading for meaning strategies 	<ul style="list-style-type: none"> Provide opportunities to look at and share books Model reading behaviour, eg locating title, reading from left to right, using picture clues to predict Be aware that pupil may be unfamiliar with letters of the alphabet and may need opportunities to practice Ensure texts used are culturally appropriate
Step 1	Pupils participate in reading activities. They know that in English print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	<ul style="list-style-type: none"> May use L1 in accessing English text Will recognise their names and some other familiar words eg from advertising i.e. Coca Cola Is starting to become familiar with the shape and sound of letters of the alphabet Can follow gist of English text when supported with visuals 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> Encourage use of L1, especially for exploring ideas Encourage use of contextual and visual clues eg show pictures, photo sets to set context. Use CDs, tapes with text and ICT e.g. Education City Make up own tapes to support text Use group/shared/paired reading Keep texts short and accessible Introduce and explain text using words and pictures, labelling, simple sequencing with visuals Highlight key words in a text Use games to reinforce key vocabulary
Step 2	Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support they can follow a text read aloud.	<ul style="list-style-type: none"> Make connections between English sounds and letters Beginning to read some simple words/signs/labels around classroom/school Can read simple texts with repeating language and structure Predict story/events of a text using visual cues/discussion Can read back own writing scribed by an adult May be able to read more than s/he can understand 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> Support the reading of even very short texts using other pupils, support staff, discussion or L1 Make a personal book and use pupil's own writing as familiar text to read
Level 1 Threshold (L1T)	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 ideas in poems, stories and non-fiction.	<ul style="list-style-type: none"> Recognises and knows the sound of most letters of the alphabet Has a sight vocabulary of some common words and those used in the curriculum Reads aloud known and predictable texts Gains an understanding of new words using contextual and pictorial cues Can demonstrate an understanding of what is read Can read and understand simple text with support 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> Introduce and explain active reading strategies – underlining, colour-coding, transferring words into a grid, annotating pictures etc. Activate prior knowledge and thinking as a way into a text Avoid silent reading and use talk to support understanding, e.g. as part of guided reading using support staff Be aware that decoding skills may be in advance of understanding
Level 1 Secure (L1S)	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.	<ul style="list-style-type: none"> Has Increased sight vocabulary of commonly used words in different contexts Can read aloud using knowledge of sounds and letters (but may not fully understand) Can read complex known English texts but needs support with unfamiliar text, idiom and grammar Responds to text expressing personal views, answering factual questions With support can infer meaning 	<ul style="list-style-type: none"> Use tapes, CDs with corresponding texts Always discuss topic before reading Highlight key words through an activity eg bingo Active interaction with the text (see * above) Choose text with visual clues (use DVDs, TV programmes, films) Teach and show pupil how to extract relevant information from the non-fiction texts eg highlighting; underlining words, phrases. Explain and show how to read diagrams, graphs, grids etc.

- Remember where possible to promote the use of pupil's home language for learning in class.
- Advise parents to read and discuss in home language.



ASSESSMENT OF BILINGUAL LEARNERS - EXTENDED SCALE

Writing: Pre Step 1 → Level 2

QCA Level	QCA/EAL Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
Pre Step 1		<ul style="list-style-type: none"> • May not be securely literate in the home language and will take more time to learn to write in English • Can use pictures to convey meaning • Can understand that written scripts convey meaning • Can hold and use a pencil appropriately • Can copy recognisable English symbols 	<ul style="list-style-type: none"> • Plan speaking and listening opportunities before any writing to give meaning to the task • Model writing behaviour, eg writing from left to right, keeping to the line, shaping letters and support correct use of pen and pencil • Encourage use of pictures to convey meaning • Use picture annotation
Step 1	Pupils use English letter and letter like forms to convey meaning. They copy or write their names and familiar words and write from left to right.	<ul style="list-style-type: none"> • Can form some letters from memory • Can write own name and some other familiar words • Can write some initial sounds • Can relate some English sounds to the written form 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> • Support writing of short simple phrases by providing key words and topic words, modelling sentences and repetition • Encourage speaking and writing in L1 prior to writing in English
Step 2	Pupils attempt to express meaning through 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	<ul style="list-style-type: none"> • Can write simple sentences with support • Writing stems from oral rehearsal and pictorial support (may also want to practice in L1) • Writing is legible to themselves and familiar readers • Will attempt to read back own writing • In discussing own written text, will be able to explain more than s/he can write 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> • Use grids, labelling, captioning, etc • Use shared writing with peer and/ or adult support • Encourage pupil to dictate text to scribe and then to re-read text with scribe e.g. Teaching Assistant
Level 1 Threshold (L1T)	Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.	<ul style="list-style-type: none"> • Writes letters and words increasingly legibly and independently • Can write independently and convey meaning through recognisable words, phrases and sentences but spelling and sentence structure are irregular 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> • Model writing examples first • Respond to the meaning of the pupil's writing, not the form • Encourage pupil to read own writing aloud and help them self-correct orally • Do not over-correct • Encourage peer marking • Use sentence starters and simple writing frames to support • Ensure writing is purposeful • Set specific and achievable targets for pupils to aim for when writing
Level 1 Secure (L1S)	Pupils use phrases and longer statements to convey ideas to the reader, making 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.	<ul style="list-style-type: none"> • Begins to use simple punctuation e.g. full stops, capital letters • Can write increasingly legibly with letters clearly shaped and correctly orientated, appropriate spacing between words • Can spell familiar and consonant vowel consonant words correctly eg cat • Writing demonstrates more complex ideas in sequences of events 	<ul style="list-style-type: none"> • Scaffold writing with group activities and oral rehearsal • Use grids, flow charts etc to help structure writing • Let pupil read back own writing and discuss the ideas with supporting adult in English or L1 if preferred • Model correct grammatical expression in responses to work whilst still focusing on content before form (this is important at all levels)

- Remember where possible to promote the use of pupil's home language for learning in class.
- Encourage the retention of L1 writing skills.



ASSESSMENT OF BILINGUAL LEARNERS - ADDITIONAL DESCRIPTORS FOR NC LEVELS

Speaking and Listening: L2-4

NC Level	NC English Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
Level 2	<p>Pupils begin to show confidence in talking and listening, particularly where the topic interests them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.</p>	<ul style="list-style-type: none"> • Show confidence in speaking to convey meaning. This could be by using familiar language in new contexts • Take part as speaker and listener in most classroom exchanges although may misunderstand more complex questions and speech • Join in group discussions • Speak and listen to range of audiences in different contexts e.g. assembly, class • Can work in role in drama activities • Use subject specific vocabulary which is taught • Include some relevant details • Use appropriate expression and intonation • Ask relevant questions • Use a wider range of vocabulary, including subject-specific vocabulary 	<ul style="list-style-type: none"> • <i>Continue to respond positively and constructively</i> • <i>Avoid seeming to correct even when grammar and/or vocabulary is not entirely appropriate – remodel responses. Responses should include:</i> <ul style="list-style-type: none"> - <i>acknowledging and understanding pupil talk</i> - <i>continuing dialogue</i> - <i>modelling appropriate language in context</i> • <i>Provide opportunities for small group and 1:1 interaction</i> • <i>Appropriate register should be made explicit and discussed</i> • <i>Pre-teach key words and language structures</i> • <i>Make explicit the language structures in order to support the knowledge and use of different oral responses e.g. speaking frames</i> • <i>After paired talk pupil feeds back on their partner's talk</i>
Level 3	<p>Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of Standard English and when it is used.</p>	<ul style="list-style-type: none"> • Can understand and respond to main points from discussion • Able to recount the content of a presentation or discussion • Use vocabulary appropriate to subject although it may not be very wide • May try to be adventurous but may misjudge vocabulary choice at times • Can ask relevant questions and make comments • Beginning to know the difference between Standard English and other dialects 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> • <i>Continue to respond positively and constructively</i> • <i>Set specific tasks or questions in activities to help maintain a focus for listening e.g. look out for formal language, descriptive language.</i> • <i>Support new or unfamiliar concepts and vocabulary e.g. with use of L1, key visuals, concrete referents, pre-teaching key vocabulary</i> • <i>Be explicit about the contexts in which Standard English and other dialects are used e.g. use relevant texts i.e. Benjamin Zephaniah</i> • <i>Discuss synonyms and other vocabulary choices looking at differences in use and meaning e.g. word games as starter activities.</i> • <i>Use talking frames to help formulate appropriate comments.</i>
Level 4	<p>Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of Standard English vocabulary and grammar.</p>	<ul style="list-style-type: none"> • Can choose from a range of vocabulary and structures for different purposes and for emphasis e.g. storytelling • Can vary expression and speed of delivery for effect • Can follow an extended discussion or presentation but may have difficulty with idiom and cultural nuances • Responds to others' ideas and views by expressing alternative and personal opinions 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> • <i>Allow time for small group/pair talk before responding within any activity</i> • <i>Make aim of group/pair discussion very clear, i.e. are pupils being asked to persuade, collaborate, debate or advise?</i> • <i>Make explicit the forms of language they are being expected to use e.g. the genre and vocabulary, structures and connectives that are associated with each one</i> • <i>Use role-play and discuss the forms of language used by particular people (e.g. parent, teacher, child when discussing change to the school day)</i> • <i>Then assign specific roles for each group member</i> • <i>Use formal debate – provide and model language structures</i>



ASSESSMENT OF BILINGUAL LEARNERS - ADDITIONAL DESCRIPTORS FOR NC LEVELS

Reading: L2-4

NC Level	NC English Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
Level 2	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.	<ul style="list-style-type: none"> Beginning to read a variety of fiction and non-fiction without support Can sustain accurate, independent reading over short passages of text In discussion, gives views on some main points of the text When subject matter is familiar, can use a variety of strategies to make sense of the text and self-correct e.g. phonic, visual cues 	<ul style="list-style-type: none"> Discuss strategies with pupil to further understanding e.g. 'How did you work out what it meant?' Continue to support reading by activating prior knowledge and thinking Continue to support understanding with visuals Use Directed Activities Related to Text (DART) to understand e.g. highlight/underline key words Use range of inclusive resources Encourage use of dual language dictionaries
Level 3	Pupils read a range of texts fluently and accurately. They read independently using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.	<ul style="list-style-type: none"> Can read a range of age-appropriate text and understand most of what they read Can make simple inferences from the text Can choose leisure reading they enjoy and say why Can use a range of reading strategies to read for understanding e.g. phonics, visual prompts Can use the alphabet to access reference materials e.g. indexes and encyclopaedias Able to read sentences with complex Subject Verb Object patterns although fluency will be slower 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> Encourage pupils to identify vocabulary, phrases, expressions or idiom which they do not understand Draw attention to key words in the text Recognise that pupils might wish to read younger repetitive text for pleasure. This is a useful way of developing fluency and understanding Support all use of reference materials by: <ul style="list-style-type: none"> modelling note-taking e.g. provide headings and match to paragraphs providing a focused range of questions (for research) and encouraging pupil generated questions using DART strategies to support reading of reference texts selecting texts visually appealing
Level 4	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. They begin to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.	<ul style="list-style-type: none"> Can read a range of age appropriate texts and understand the important ideas, themes, events and characters Beginning to express opinions related to the text Can justify opinions and use evidence from the text Can show clear reasoning Can make links with other texts they have read Can understand the effects of different types of language 	<ul style="list-style-type: none"> Use grids and other graphic organisers to help develop ideas from text Teach and model explicitly how to use quotations from text as evidence for an argument Teach and model explicitly how to summarise particular points from a text Support pupils in understanding unfamiliar social and cultural contexts when they are asked to make inferences Provide a wide range of culturally relevant texts

Encourage parents to discuss texts in home language and help provide resources to facilitate this.



ASSESSMENT OF BILINGUAL LEARNERS - ADDITIONAL DESCRIPTORS FOR NC LEVELS

Writing: L2-4

NC Level	NC English Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
Level 2	<p>Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible.</p>	<ul style="list-style-type: none"> • Can write with some accuracy so another reader can understand • Can write for different purposes although may produce writing more based on speech rather than written models • Can link ideas together within a text by using a range of connectives • Usually spells simple words correctly and uses phonetically plausible spelling for others • Can use capital letters and full stops • Can use more complex or lengthy sentences although grammatical construction may show evidence of EAL e.g. omission of definite article • Can use a wider vocabulary • Will be able to structure a chronologically-organised text more easily than other types of text 	<ul style="list-style-type: none"> • <i>Teach how to use a simple illustrated dictionary</i> • <i>Encourage pupil to use or compile a subject-specific glossary in English and L1</i> • <i>Support pupil in structuring non-narrative text through discussion and use of simple writing frames</i> • <i>Make explicit and discuss different forms of writing e.g. story, report, explanation, instructions, etc.</i> • <i>Make explicit the structures of writing associated with different genres of writing</i> • <i>Make explicit the vocabulary and connectives related to writing forms in scaffolding activities</i> • <i>Encourage pupil to re-read what he/she has written</i>
Level 3	<p>Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used correctly. Handwriting is joined and legible.</p>	<ul style="list-style-type: none"> • Able to write at length using a range of writing forms • Can produce writing which shows structure and a logical progression of ideas • Makes good use of scaffolding • Tends to use one tense e.g. simple past and simple present with signs of other tenses emerging • May try to be adventurous with vocabulary • Use key words taught in class • Show cohesion in writing through use of various devices, i.e. use of pronouns, determiners e.g. finally • May have minor grammatical errors e.g. in tense, use of pronouns, subject/ verb agreements 	<p><i>As above and:</i></p> <ul style="list-style-type: none"> • <i>Teach how to use illustrated thesaurus</i> • <i>Use scaffolding activities</i> • <i>Explicitly help pupil to structure writing by comparing texts, highlighting grammar, language structures, vocabulary and sentence types</i> • <i>Provide opportunities for shared writing, peer marking, redrafting</i> • <i>Discuss word roots and families</i> • <i>When marking/discussing written work, respond to content prior to comments upon presentation</i> • <i>Provide opportunities for pupil to share and publish his/her writing</i> • <i>Remind pupil of own writing targets when doing own writing</i> • <i>Use pupil targets and objectives for marking criteria</i>
Level 4	<p>Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Hand writing style is fluent, joined and legible.</p>	<ul style="list-style-type: none"> • Can use a variety of description, dialogue, action and paragraphing to tell a story • Can use a variety of complex sentences e.g. use of noun phrases, usually correctly • Can use a growing number of tenses appropriately and usually correctly. This includes present and past simple, present and past continuous and conditional • Spelling of longer words is becoming accurate • Basic punctuation is accurate • Writing displays clear reasoning and interpretation of information • Can use range of structures to suit genre and purpose of writing • Beginning to use formal language effectively 	<ul style="list-style-type: none"> • <i>Gradually introduce a range of different connectives e.g. so that, although, despite, to help pupil write in complex sentences</i> • <i>Model and develop complex sentences in shared writing</i> • <i>Discuss purpose of writing before starting shared writing or supporting independent writing</i> • <i>Ask pupil to read back writing using appropriate intonation</i> • <i>Continue to use a thesaurus and discuss the effect of vocabulary choices</i> • <i>Model more complicated tense forms in discussion before writing</i> • <i>In marking or discussing written work, continue to focus on content before forms of expression or grammar</i> • <i>Take opportunities to explore culturally-based interpretations and implications in their writing</i> • <i>Use peer marking to redraft work</i> • <i>Provide examples of a range of writing genres, and explicitly highlight key language features/structures</i> • <i>Provide writing frames to support development of ideas within a particular genre of writing</i> • <i>Provide opportunities to highlight/model formal language prior to writing e.g. through speaking and listening opportunities e.g. role play, hot seating</i>



ASSESSMENT OF BILINGUAL LEARNERS – ADDITIONAL DESCRIPTORS FOR NC LEVELS – LEVEL 5

	NC English Statement	What the pupil can do at this level	Teacher strategies to help the pupil move on
LISTENING	Pupils listen confidently in a wide range of contexts. In discussion they pay close attention to what others say.	<ul style="list-style-type: none"> • Can follow a more formal discussion • Listen carefully asking questions and making comments that show that they have understood other peoples' ideas and views 	<ul style="list-style-type: none"> • <i>Display a range of language relevant to the task. Include idioms where possible</i> • <i>Ask the students to listen for particular words, phrases, points. These could be recorded on a tick/check list</i> • <i>Asking and answering comprehension questions</i> • <i>Use a variety of listening tools e.g. tapes, CDs</i> • <i>Check understanding using peer 'Assessment for Learning' strategies e.g. another student observes and notes questions asked and comments made. This can be discussed with the group</i>
SPEAKING	Talk engages the interest of the reader through beginning to use a variety of vocabulary and expression. Beginning to use standard English in formal situations.	<ul style="list-style-type: none"> • Speaks confidently in a formal or an informal situation • Able to use colloquial vocabulary and idiom appropriately • Has a growing repertoire of vocabulary and idiom appropriate to formal situations 	<ul style="list-style-type: none"> • <i>Introduce formal debate with prepared speeches</i> • <i>Use role play including video: peer assessment</i> • <i>Discuss newspapers and reports using reported speech making explicit language features.</i>
READING	Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.	<ul style="list-style-type: none"> • Show understanding of literal and implied meaning in a range of texts • Skim and scan texts effectively in order to identify key information • Make conclusions about plot or character and justify opinions using evidence from the text • Demonstrate an ability to identify and describe the author's style • Beginning to comment upon the writer's style using appropriate sentences /phrases to justify opinion • Able to find, use, organise and summarise information from a wide range of texts 	<ul style="list-style-type: none"> • <i>Use range of reading activities prior to engaging with text</i> • <i>Pair and small group reading</i> • <i>Small group talk before whole class discussion</i> • <i>Use a range of Directed Activities Related to Text; jigsaw reading activities; hot seating/role play</i> • <i>Teacher modelling of key strategies to develop reading e.g. note taking, skimming, scanning</i> • <i>Provide frames, charts, diagrams to collate information</i> • <i>Provide pupils with opportunities to work with a range of texts, fiction and non-fiction</i> • <i>Highlight key words/language features in a text</i>
WRITING	Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.	<ul style="list-style-type: none"> • Beginning to display a wider range of descriptive vocabulary which includes less common/more complex words • Beginning to write consistently in a range of genres. • Chooses words with precision • Spells complex/uncommon words correctly • Is beginning to use more complex punctuation e.g. commas, apostrophes, inverted commas • Uses paragraphs consistently • Writing is both legible and fluent: handwriting is consistently joined • Handwriting makes use of different fonts for appropriate purposes e.g. when creating posters or writing poetry 	<ul style="list-style-type: none"> • <i>Small groups brainstorm for the most imaginative choice of words before beginning to write; preparation for writing tasks by class discussions on interesting words</i> • <i>Guided writing to fully master genre e.g. write a thriller/police report/eye witness statement</i> • <i>Pupils create word banks in connection with genre writing</i> • <i>Peer marking; practising of spelling patterns e.g. as a 'lesson starter' activity</i> • <i>Encourage pupils to notice punctuation when reading text aloud, and to use correct inflection in response to this</i> • <i>Discuss the use of paragraphs in curricular texts – both fiction and non-fiction</i> • <i>Include developmental comments on handwriting when marking</i> • <i>Discuss examples of different fonts; analyse how font can match, or enhance, genre</i> • <i>Use writing frames which include prompts e.g. beginnings of sentences in impersonal style</i> • <i>Use ICT opportunities</i>

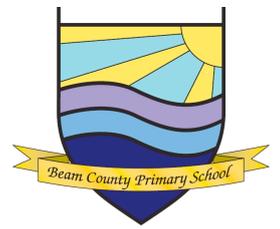


Chart to show assessment procedures for new pupils

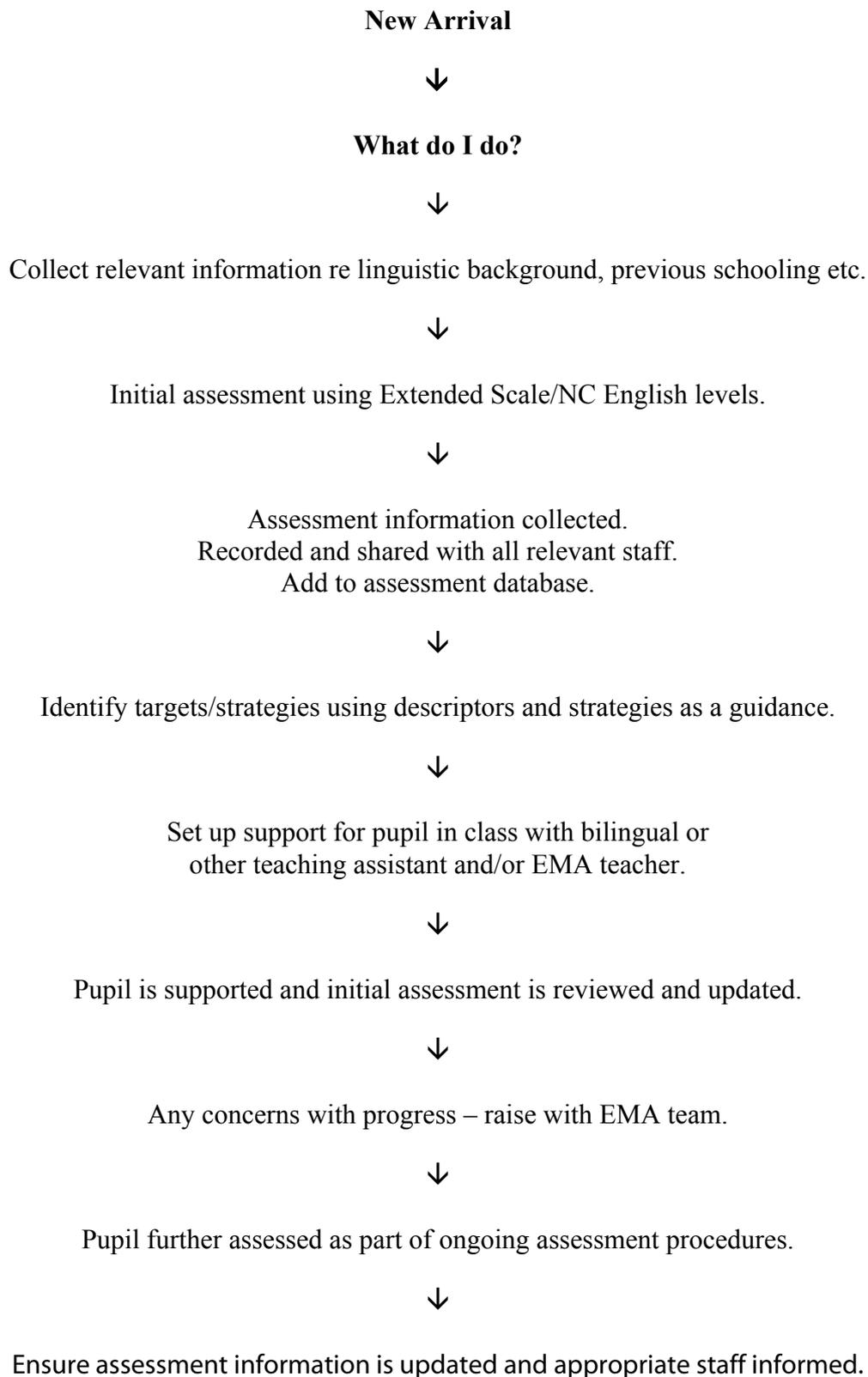




Chart to show procedures for pupils not making expected progress

Examine all relevant school data about pupil.



Consult with all support staff to gather further background information to identify gaps in learning.



Seek advice from the SENCO and EMA teacher.
Examine teaching and learning strategies.



If appropriate strategies in place, arrange First Language Assessment.



No obvious SEN identified.

Gaps identified in pupil's comprehension and overall learning.



Plan EAL support programme with relevant staff to focus on specific areas for English Language Development.

Consult with SENCO to plan a programme of support.

If the pupil is identified as having a special educational need, only one form of assessment should be used i.e. the P. Scales.



‘THE SILENT PERIOD’

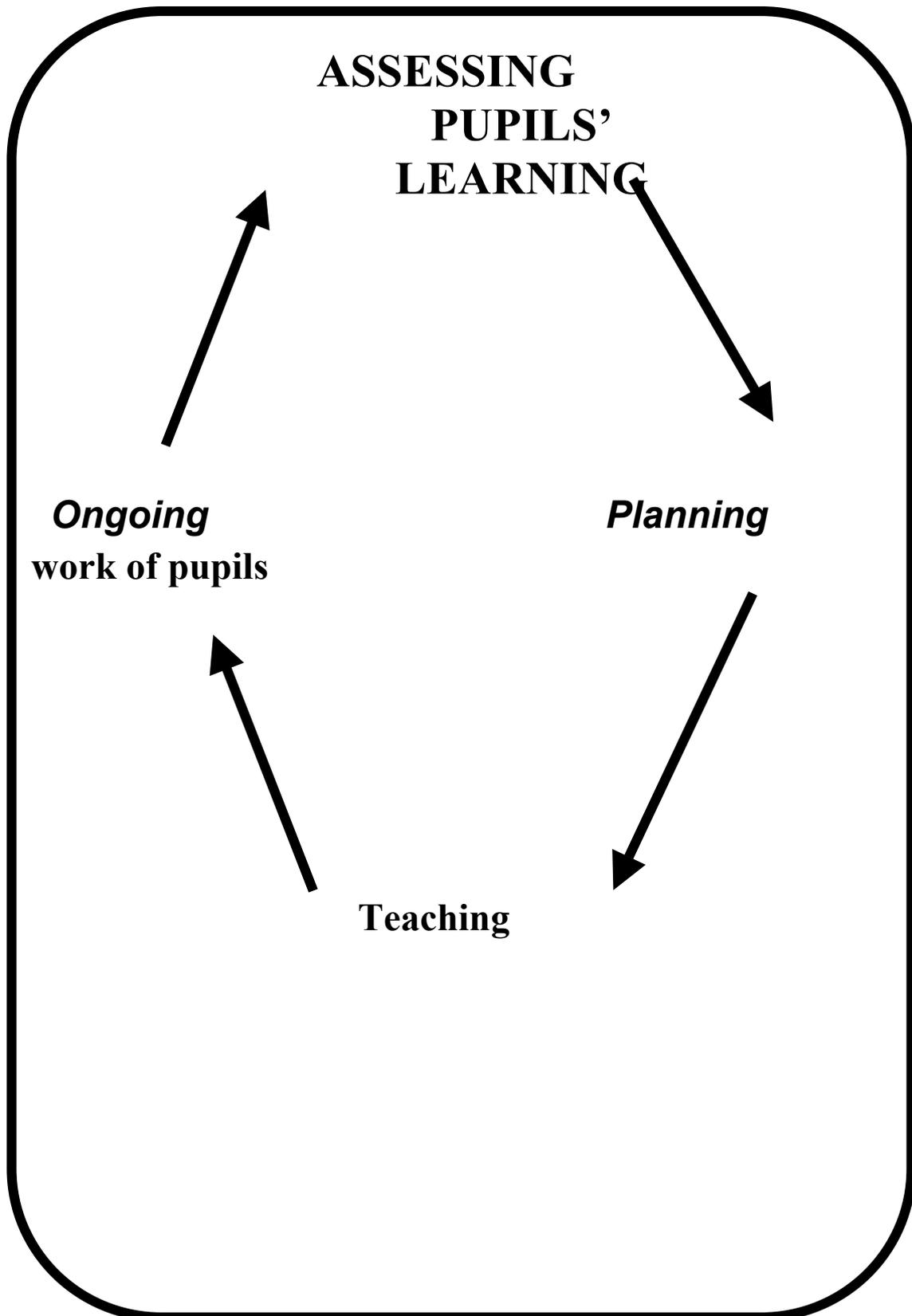
Many bilingual pupils who are at an early stage in their learning of English go through a ‘silent period’ when they first enter an unfamiliar setting. This can last for up to six months or longer. This is not a ‘passive’ stage. During this time, pupils will be watching, actively listening, and exploring their environment to understand new experiences and to develop new meanings. They will be trying to relate previous knowledge to new contexts. It is important that pupils should not feel pressurised to speak until they feel confident enough to do so. However, it is essential that adults continue to talk to the pupils, to pick up their non-verbal responses, to support the pupil’s understanding of meaning, and to involve them in activities; these strategies will help pupils to internalise the language they hear and to develop a sense of the patterns, meanings and range of language functions in their new, unfamiliar environment.

On the following page is an example of how teachers can assess and monitor progress during this period.

All teachers and support staff need to be aware of ‘The Silent Period’ so that an EAL pupil is not erroneously diagnosed as SEN.



THE ASSESSMENT CYCLE





Step 1

This programme provides pupils at the earliest stages of learning English with opportunities to develop basic communicative English. Some sample materials are Word documents, others link to online activities or lesson plans on the internet which open in new windows. This programme is intended as a starting point for teachers who are working with beginner pupils.

Topic	Language Structures	Vocabulary	Sample Activities
1. Giving and responding to greetings and introductions. Meeting immediate needs	Hello Goodbye My name is _____ I am _____ years old	Survival phrases for the new learner of EAL	<u>The Survival Guide (multilingual)</u> <u>All about you</u> 
2. Describing myself and my family	I have _____ This is my _____ Who's this? I speak _____	Mum, Dad, mother, father, sister, brother, grandmother, father, uncle, aunt	<u>Drawing family members</u>  <u>Families sentence building</u> <u>Family languages</u>  <u>Face to face</u>  <u>Family word search</u> 
3. Identifying classroom objects	It is/It's a _____ They are _____s Give me a _____ What's this? What's this in English?	pencil, pen, ruler, rubber, pencil sharpener, table, desk, chair, carpet	<u>What do you take to school</u>  <u>Naming and labelling</u>  Roleplay - requesting objects. <u>School wall game</u>  <u>My new school</u> (Clicker grid)
4. Identifying parts of the body	It's my _____ It's his/her _____ What's this/that?	head, face, eyes, ears, nose, mouth, neck, arms, legs, foot/feet, hands, fingers, toes, knee, elbow, wrist	<u>Body parts (Multilingual)</u> <u>Identifying body parts from pictures</u> <u>Parts of the body</u>  <u>Parts of the face</u>  <u>Make a monster</u>

Minority Ethnic and EAL Policy



<p>5. Describing feelings</p>	<p>I am _____</p> <p>You are _____</p> <p>She/He is _____</p> <p>I feel _____</p> <p>How are you?</p>	<p>happy, sad, angry, scared, ill, tired, sick</p>	<p><u>Illustrating and completing sentences</u> </p> <p><u>Feelings</u> </p> <p><u>The Survival Guide (multilingual)</u></p>
<p>6. Describing colour</p>	<p>It's _____</p> <p>The ball is _____</p> <p>Give me the red ____</p> <p>What colour is ____?</p>	<p>red, yellow, blue, green, purple, pink, orange, black, white, grey, brown</p>	<p><u>Paint it!</u></p> <p><u>Naming colours</u></p>
<p>7. Counting and numbers</p>	<p>There are ____</p> <p>How many ____ are there?</p>	<p>Numbers 1-100</p> <p>Plurals</p>	<p><u>Multilingual Number Lines</u></p> <p><u>Digitwise</u> (Multilingual)</p> <p><u>Counting Fruits</u></p>
<p>8. Talking about activities</p>	<p>I am _____</p> <p>You/we/they are _____</p> <p>he/she/it is _____</p> <p>I like _____</p> <p>What are you doing?</p>	<p>walking, sitting, eating, drinking, talking, standing, running, etc.</p>	<p>Miming actions for others to guess.</p> <p><u>Verbs Quiz</u></p> <p>Describing pictures.</p> <p><u>Things I like to do</u> </p> <p>Make your own activities with clip art</p>
<p>9. Describing myself and my clothes</p>	<p>I'm wearing _____</p> <p>I'm wearing a red ____</p> <p>What are you wearing?</p>	<p>T/shirt, shirt, trousers, skirt, dress, shoes, socks, tights, jumper, coat, hat</p>	<p><u>Clothes and things we wear</u></p> <p><u>Teddy Dresser (FS/KS1)</u></p> <p><u>Job Mixer</u></p> <p><u>Labelling clothes</u> </p> <p><u>Clothes</u> </p> <p>Cut and sort pictures from magazines into clothes for hot/cold weather, clothes for school, etc.</p>



<p>10. Identifying food likes and dislikes</p>	<p>I like _____</p> <p>I don't like _____</p> <p>Do you like _____?</p> <p>I eat _____ for breakfast</p>	<p>A variety of foods, including those children are likely to be familiar and unfamiliar with.</p> <p>Breakfast, lunch, dinner</p>	<p><u>Foods I like</u> </p> <p>Classifying into food groups.</p> <p><u>What's your favourite food?</u></p> <p><u>Fruits</u></p> <p><u>Food stories</u></p>
<p>11. Talking about a home</p>	<p>It's the _____</p> <p>We cook in the kitchen</p> <p>There's a _____</p> <p>Where do you _____?</p>	<p>Kitchen, bathroom, bedroom, sitting room, dining room, chair, table, bed, lamp, cooker, fridge, tv, toilet, etc.</p>	<p><u>Virtual House</u></p> <p><u>Things around the home.</u></p> <p><u>Paint the room</u></p> <p>Cut furniture from magazines and group/stick into appropriate rooms.</p> <p><u>Match the verb to the room</u> </p> <p><u>Things in the home</u> </p>





Step 2

This programme provides pupils at the earliest stages of learning English with opportunities to develop basic communicative English. Some sample materials are Word documents, others link to online activities or lesson plans on the internet which open in new windows. This programme is intended as a starting point for teachers who are working with beginner pupils.

Topic	Language Structures	Vocabulary	Sample Activities
1. Describing shape Giving and following instructions	It's _____. Colour the square _____. _____	Triangle, square, circle, rectangle, pentagon, hexagon, heptagon, octagon, sides, corners	<u>2D shapes</u> (Clicker grid) <u>Paint the shapes</u> <u>2D and 3D shapes</u> Classifying and sorting shapes Barrier game e.g. 'Colour the square red.'
2. Days of the week Describing routines	Today's _____ I have PE on _____s What do you do on _____? _____?	Days of the week, weekend, morning, afternoon, evening, night	<u>Days of the week (English/Swahili)</u> <u>Days wordsearch</u>  <u>School activities</u>  Sequencing pictures of events in a school day taken with a digital camera .
3. Describing where things are	It's _____ the table.	In, on, under, behind, in front of, next to, between	Barrier game: drawing objects in correct position in a room from description What's different? (cards or realia)
4. Describing people and things	I am _____ You are _____ She/He is _____ It's _____. She's _____	young/old, curly/straight, large/small, tall/short, big/little happy/sad, full/empty, heavy/light, fat/thin, thick/thin, long/short,	<u>Body parts (Multilingual)</u> <u>Job Mixer</u> Sorting and classifying objects or pictures of people. Guess the person/object game



		fast/slow	
5. Identifying and describing animals	<p>It's a _____</p> <p>It's red</p> <p>It has 4 legs</p> <p>It's the same/different.</p>	<p>Dog, cat, horse, sheep, cow, bird, lion, elephant, tiger, bear, butterfly, bee, worm, snail</p>	<p><u>Sorting and classifying animals</u> and explaining choice.</p> <p><u>Animals of the Chinese zodiac</u></p> <p><u>Animals vocabulary</u></p> <p><u>Animal Homes (FS/KS1)</u></p> <p><u>Food stories</u></p>
6. Describing and comparing weather	<p>It's _____</p> <p>It's hot in Summer</p>	<p>Months and Seasons rainy, sunny, windy, cloudy, snowy, foggy, cold, hot, warm.</p>	<p><u>Weather</u></p> <p><u>Whats the weather like?</u></p> <p><u>Months of the Year (Clicker Grid)</u></p> <p>Read thermometer and match temperature to weather.</p>
7. Describing routines	<p>I get up/have breakfast/go to school/etc at _____</p> <p>What time do you _?</p>	<p>o'clock, half past, numbers to 12</p>	<p>Modelling simple sentences about own day.</p> <p><u>My Favourite Day</u></p>
8. Comparing things (vehicles)	<p>It's bigger than ____</p> <p>It's the biggest</p>	<p>Car, bus, lorry, train, bicycle, motorbike, aeroplane, ship.</p>	<p><u>Colour the transport</u></p> <p>Sorting</p>
9. Buying and selling	<p>It's ____p</p> <p>It costs _____</p> <p>How much is ____?</p> <p>Can I have _____?</p>	<p>Coins, pence, pounds</p> <p>pay, change expensive, cheap</p>	<p>Role play paying for items and giving change.</p> <p>Adding coins.</p> <p>Making totals.</p>
10. Talking about places		<p>Shops, Post Office, houses, mosque,</p>	<p><u>Virtual House</u></p>

Minority Ethnic and EAL Policy



		<p>supermarket, etc. Traffic lights, road, street, pavement</p>	<p><u>Buildings</u></p> <p><u>Looking at pictures and naming features.</u></p> <p><u>Human geography 2</u></p> <p>Look at maps and draw plan of route to school, with key.</p>
<p>11. Talking about the past</p>		<p>Regular and irregular forms of known verbs</p> <p>Yesterday, last _____, etc.</p>	<p>Sequencing and retelling story based on pictures</p> <p>Matching and sorting present and past forms of verb.</p> <p><u>Make a story</u></p> <p><u>Haunted House</u></p> <p><u>Lucky Seed</u></p>

Minority Ethnic and EAL Policy



Step 1

Topic	Language Structures	Vocabulary
1. Giving and responding to greetings and introductions. Meeting immediate needs	Hello Goodbye My name is _____ I am _____ years old	Survival phrases for the new learner of EAL
2. Describing myself and my family	I have _____ This is my _____ Who's this? I speak _____	Mum, Dad, mother, father, sister, brother, grandmother, father, uncle, aunt
3. Identifying classroom objects	It is/It's a _____ They are _____s Give me a _____ What's this? What's this in English?	pencil, pen, ruler, rubber, pencil sharpener, table, desk, chair, carpet
4. Identifying parts of the body	It's my _____ It's his/her _____ What's this/that?	head, face, eyes, ears, nose, mouth, neck, arms, legs, foot/feet, hands, fingers, toes, knee, elbow, wrist
5. Describing feelings	I am _____ You are _____ She/He is _____ I feel _____ How are you?	happy, sad, angry, scared, ill, tired, sick

Minority Ethnic and EAL Policy



<p>6.Describing colour</p>	<p>It's _____</p> <p>The ball is _____</p> <p>Give me the red _____</p> <p>What colour is _____?</p>	<p>red, yellow, blue, green, purple, pink, orange, black, white, grey, brown</p>
<p>7.Counting and numbers</p>	<p>There are _____</p> <p>How many _____ are there?</p>	<p>Numbers 1-100</p> <p>Plurals</p>
<p>8.Talking about activities</p>	<p>I am _____</p> <p>You/we/they are _____</p> <p>he/she/it is _____</p> <p>I like _____</p> <p>What are you doing?</p>	<p>walking, sitting, eating, drinking, talking, standing, running, etc.</p>
<p>9.Describing myself and my clothes</p>	<p>I'm wearing _____</p> <p>I'm wearing a red _____</p> <p>What are you wearing?</p>	<p>T/shirt, shirt, trousers, skirt, dress, shoes, socks, tights, jumper, coat, hat</p>
<p>10.Identifying food likes and dislikes</p>	<p>I like _____</p> <p>I don't like _____</p> <p>Do you like _____?</p> <p>I eat _____ for breakfast</p>	<p>A variety of foods, including those children are likely to be familiar and unfamiliar with.</p> <p>Breakfast, lunch, dinner</p>
<p>11.Talking about a home</p>	<p>It's the _____</p> <p>We cook in the kitchen</p> <p>There's a _____</p> <p>Where do you _____?</p>	<p>Kitchen, bathroom, bedroom, sitting room, dining room, chair, table, bed, lamp, cooker, fridge, tv, toilet, etc.</p>



Step 2

Topic	Language Structures	Vocabulary
<p>1. Describing shape</p> <p>Giving and following instructions</p>	<p>It's _____.</p> <p>Colour the square _____.</p>	<p>Triangle, square, circle, rectangle, pentagon, hexagon, heptagon, octagon, sides, corners</p>
<p>2. Days of the week</p> <p>Describing routines</p>	<p>Today's _____</p> <p>I have PE on _____s</p> <p>What do you do on _____?</p>	<p>Days of the week, weekend, morning, afternoon, evening, night</p>
<p>3. Describing where things are</p>	<p>It's _____ the table.</p>	<p>In, on, under, behind, in front of, next to, between</p>
<p>4. Describing people and things</p>	<p>I am _____</p> <p>You are _____</p> <p>She/He is _____</p> <p>It's _____.</p> <p>She's _____.</p>	<p>young/old, curly/straight, large/small, tall/short, big/little happy/sad, full/empty, heavy/light, fat/thin, thick/thin, long/short, fast/slow</p>
<p>5. Identifying and describing animals</p>	<p>It's a _____</p> <p>It's red</p> <p>It has 4 legs</p> <p>It's the same/different.</p>	<p>Dog, cat, horse, sheep, cow, bird, lion, elephant, tiger, bear, butterfly, bee, worm, snail</p>
<p>6. Describing and comparing weather</p>	<p>It's _____</p>	<p>Months and Seasons rainy, sunny, windy, cloudy, snowy, foggy, cold, hot, warm.</p>

Minority Ethnic and EAL Policy



	It's hot in Summer	
7. Describing routines	I get up/have breakfast/go to school/etc at ____ What time do you _?	o'clock, half past, numbers to 12
8. Comparing things (vehicles)	It's bigger than ____ It's the biggest	Car, bus, lorry, train, bicycle, motorbike, aeroplane, ship.
9. Buying and selling	It's ____p It costs ____ How much is ____? Can I have ____?	Coins, pence, pounds pay, change expensive, cheap
10. Talking about places		Shops, Post Office, houses, mosque, supermarket, etc. Traffic lights, road, street, pavement
11. Talking about the past		Regular and irregular forms of known verbs Yesterday, last ____, etc.

Please note that the Step 1 and 2 activities above, are in the ICT Staff Shared area - 'Teaching and Learning EAL Beginner'