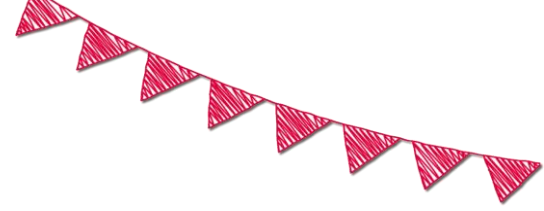


L E A R N



WEST HOVE
INFANT SCHOOL
.....
A family of friends



Hove Learning Federation

English as an Additional Language Policy

Amended: Spring 2025

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

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1. Policy statement

At Hove Learning Federation, we are committed to ensuring that all pupils feel welcome, valued and part of our school community. We embrace the diversity of our school community and celebrate the fact that many of our pupils and staff speak more than one language.

We ensure that children with English as an Additional Language are able to

- celebrate and share their first language, culture and identity
- are encouraged to continue to use their home language
- learn to use English confidently and competently
- use English as a means of learning across the curriculum
- achieve their full potential

2. Terminology

The following is a list of terms commonly used:

EAL – the widely used term to describe the process of learning English at school for pupils who speak a language other than English at home.

Bilingual Learners – this term is also used to describe pupils with EAL. The term ‘bilingual’ here refers to potential bilingualism rather than the actual fluency of the child in two or more languages.

Ethnic Minority – this term is widely used in general society.

Minority Ethnic – this is the preferred term used by educational professionals. It emphasizes the fact that we all have ‘an ethnicity’.

Black - sometimes used as a general term for people of African, Caribbean, South Asian and other Asian origin. It is also used in a political sense for anyone who is not white.

Black African, African Caribbean, Bangladeshi, Chinese, Sudanese etc. – these terms describe people’s origins more accurately.

Mixed / Dual heritage – describing having parents from different ethnic backgrounds.

Multicultural Education – recognizing the value and importance of diverse cultures, through curriculum development. However, it can be tokenistic if there is little else done to address racism in school and in wider society. (It has been called the ‘saris, samosas and steel bands’ syndrome).

Anti-Racist Teaching - encouraging pupils’ awareness of racism, prejudice and discrimination through the curriculum. There is an emphasis on promoting equal opportunities for all.

Race – ‘only one Race- the Human Race’ - biologically; people from different ethnic backgrounds are genetically very similar. The concept of race is a sociological rather than biological one, used to describe people by skin colour and physical characteristics.

3. Principles behind good practice

Strong Leadership - The Head teacher and Senior Leadership team are committed to celebrating diversity. It is the responsibility of all teachers to cater for the needs of EAL pupils, and not just the job of the specialist teachers. Provision for EAL pupils is reviewed and evaluated annually.

Effective Teaching and Learning – Lessons are planned and delivered as effectively as possible, with support provided for EAL/bilingual pupils. The cultures and identities of the communities represented in our school are reflected in the school environment, the curriculum and the resources used in lessons.

High Expectations - There is a culture of high expectations, underpinned by the use of data and monitoring. All groups of children are monitored to ensure that the school is being fully inclusive. Strategies will be put into place if any group of children is identified as underachieving.

Ethos of Respect -There is an ethos of respect with a clear approach to racism and poor behaviour, with a focus on prevention (see the Positive Relationships Policy, Race Equality Policy and Equality Policy).

Parental Involvement - Parents and the wider community are positively encouraged to play a full part in the life and development of the school.

4. Knowing the pupils and collecting data

All parents are now requested to state their ethnic background for school purposes. This is voluntary. Minority ethnic pupils may or may not have EAL.

National Census categories have been extended at local level, to highlight local communities and needs. For example, under the national category ‘Black African’, there is an extended category of ‘Sudanese of Egyptian origin’. This describes many of the Sudanese community in Brighton.

The collection of this data aids us in two ways – first, to help us recognise and value diversity. Secondly, performance data can be better analysed to ensure no particular ethnic group is at risk of under-achievement. This analysis is made at the end of each Key Stage by our Senior Leadership team and EMAS staff.

Each year our school collects information, from the admission forms, of the cultural/ethnic/religious background of pupils as well as a list of pupils with English

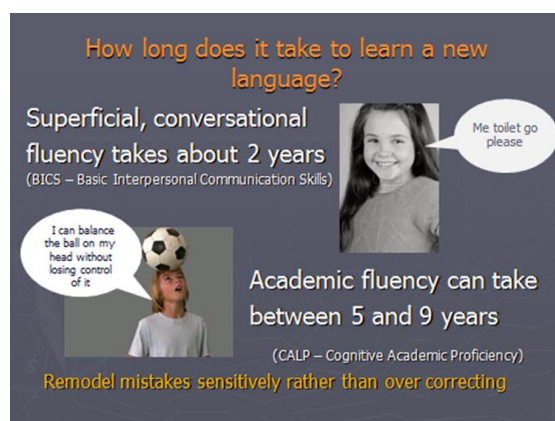
as an additional language. Information regarding pupils from asylum seeking/refugee families is collected where parents offer this information.

Our EMAS teachers also collect information on the children they support – preferred name and correct pronunciation, language background and experiences, previous educational experiences, religious and cultural information. This helps them to plan and deliver support appropriately, and the information they acquire is shared with the class teacher to enable him/her to meet the child's needs appropriately.

5. EAL acquisition

By using learning and teaching strategies which allow access to the curriculum, pupils learn English. In this respect, what is good for the EAL learner is good for many other pupils.

Research shows that it takes 5 to 7 years for a pupil new to English to have a Cognitive Academic Language Proficiency (CALPS) allowing them to fully access learning in English. Basic Interpersonal Communication (BICS) is much faster to acquire but this can mask underlying gaps and proficiency.



The table below matches facts with implications for the classroom.

Fact	Implication for practice
Bilingual learners learn most English through interaction with other children rather than adults!	Group the EAL learner with supportive children who are good language models e.g. Through 'talk partner' discussions. Change groups to support social cohesion.
English is best learnt through normal classroom activities; where there is a real need to communicate with native speakers.	Involve the learner in collaborative group activities, where they can listen to English being used by other pupils and adults, and build up their confidence to use it.
Learning a second language is different to learning the first language because the learner has already learnt at least one language, and will use that knowledge in learning another language.	Know about the language background of the pupils you teach, so you have some idea of what the EAL learner is bringing to the learning of English (information is available from the Office records/Emas teacher/EMAS link teacher).
Many beginners go through a 'silent period' where they are listening, but not yet confident enough to speak - this is a normal part of the process.	Involve the learner in non-verbal activities, e.g. taking the register to the office with a partner, giving out books etc. Keep talking, and encouraging.

Continuing support in the home language supports language learning and conceptual understanding - good Home language skills can accelerate English skills.	Make use of the learner's home language in the classroom, and encourage parents to continue with their child's first language development. Plan key tasks for EMAS Bilingual Assistants to undertake with EAL pupils. Use dual-language resources.
Younger EAL Learners usually learn in this order: Listening, Understanding, Speaking, Reading and Writing. However, some older pupils will move into English through literacy rather than oracy.	Ensure young learners base their literacy skills on underlying oracy skills. Early reading should be based on meaningful words and sentences rather than phonics, which should kick in later.
It takes about two years to develop 'social fluency', but between 5-9 years to develop full 'academic language proficiency' which is needed for exam success.	Don't overlook the continuing needs of more advanced learners of English – particularly with higher order literacy skills and culturally based materials.
Pictures speak louder than words – EAL learners benefit from visual aids (e.g dual coded vocabulary).	Illustrate your teaching points by using a variety of charts, maps, diagrams, visual timetables, pictures, graphs, real objects etc.
EAL learners need lots of opportunities to listen to and practice new language. Repetition of words, phrases, language structures helps the learner.	Plan for 'talk' as part of the lesson, giving opportunities for oral re-drafting. Set up a cassette player to listen to taped materials. Be consistent in your use of English, and repeat stock words and phrases.
EAL learners may find language-based jokes, metaphors, puns, irony and idioms difficult to understand.	Be prepared to explain, find ways to express the meaning in other words.
EAL learners need praise and encouragement.	Show empathy, smile!
EAL learners need time to respond to your questions – especially if they are mentally translating.	Find ways for practicing response, e.g., in talk partners before to sharing with the whole class.
The emphasis is on communication, not grammatical correctness.	Never explicitly correct, just model the correct structure back.

Across the Federation, staff take action to provide access to learning for pupils who have English as an additional language. This would include:

- Providing opportunities for children to learn through visual and kinesthetic, as well as audio learning styles in most lessons through use of our School Learning Model
- Supporting lessons with visual cues wherever possible
- Using visual timetables
- Using talk partners
- Making learning intentions clear and ensuring that they are understood by pupils

- Setting realistic and individualised targets for children
- Making continuous assessments to identify any 'gaps' in learning as well as monitoring each pupil's rate of attainment (e.g. phonics tracking, Pupil Progress and Achievement Team meetings). This can address the needs of pupils who have the basics of English but who are at risk of 'plateauing.'
- Introducing the teaching of French as a curriculum subject from Y3; to encourage an interest and enjoyment and appreciation of languages other than English
- Learning to say 'Good morning' in a variety of languages and generally celebrating the range of languages that are spoken throughout our school
- Encouraging oral rehearsal of a sentence before writing
- Explicitly teaching new vocabulary and key words
- Planning specific speaking and listening activities

In addition to this, some strategies are employed specifically for EAL pupils:

- Class teachers specifically adapt/differentiate tasks for EAL pupils when necessary
- Planning specific lessons for bilingual assistants to undertake to support the curriculum
- Liaising with EMAS teachers to inform planning for particular pupils
- Informing Teaching Assistants of the needs of particular pupils
- Provide training/support from EMAS if necessary

6. The role of Home language

The use of the pupil's Home language in the early days of learning English helps pupils' language and conceptual development. Where possible, EMAS Bilingual Classroom Assistants are deployed to work with children who are new to English.

Our EMAS Bilingual Teaching Assistants work in the classroom, using Home language to ensure that the child understands tasks, and can complete them to the best of his/her ability. Sometimes the Bilingual Teaching Assistant will use some English to do this, but their value lies in being able to communicate with the child in their own

language. They will undertake activities such as telling stories, making books and taking dictation from the child, all in his/her home language.

Staff at Hove Learning Federation encourage the use of Home language through the following:

- Learning 1-10 in pupil's language, and teach it to the other pupils
- Learning some simple words and phrases
- Doing the register in pupil's language
- Allowing pupil to write in their own language where appropriate
- Allowing pupils who share a language to use it in the classroom to consolidate learning
- Finding words for things, either classroom objects or subject specific (asking parents if necessary)
- Ensuring parents know about the value of keeping up the first language
- Ensuring pupil has and can use a bilingual dictionary (for young children, the teacher should have the dictionary)
- Providing a bilingual glossary of subject specific vocabulary (ask Bilingual Teaching Assistants or parents for support)
- Finding out if the pupil attends community language classes at the weekend
- Ensuring the print environment in the classroom reflects the languages of the pupils via labels, posters, word lists, dual language books

7. Effective Partnership between EMAS and our School

Close liaison between EMAS specialist staff and our staff is essential for effective support. The role of the EAL co-ordinator is to be the key liaison person for EMAS staff. S/He handles EMAS referrals and receives information on current issues / INSET etc. At Hove Learning Federation, *day-to-day liaison for the EMAS teacher at each site is the responsibility of the Inclusion Managers with Heads of School maintaining a strategic overview.*

For strategic school development, we work together to identify needs and strategies to address them. EMAS staff and the Headteacher are involved in the end of year reviews to ensure continued effectiveness of support.

An EMAS Action Plan for Hove Learning Federation is written every September and reviewed with the EAL co-ordinators and SLT during the school year. The relevant EMAS Teacher for each site will review with that site's staff. An EMAS End of year review is completed yearly and sent to schools (one will be completed for each site: Holland Road by Anna Michica, and School and Portland Road by Fiona Gibson).

For planning effective classroom support, EMAS staff, including bilingual teaching assistants, liaises regularly with teachers. The EMAS teacher has regular planning and review meetings as needed with our Inclusion Manager.

Direct pupil teaching is one model of support. Another very effective and rewarding model is 'Partnership teaching'. This involves a member of the EMAS staff and classroom teacher planning and/or delivering lessons together.

Support can also be negotiated to be directed in areas of particular need e.g., science, literacy.

In cases of pupils with additional educational needs, our EMAS teacher may meet with the site Inclusion Manager as well as meeting parents alongside the class teacher and a bi-lingual assistant.

8. Induction for newly arrived pupils with EAL

The following illustrates how we can cater for newly arrived pupils with EAL:

1. Arranging an interpreter via EMAS, where possible, to ensure sharing of information at initial admission and/or during initial parent-teacher consultation in YR, where possible. This includes information on ethnicity, languages, previous educational achievement, health issues, interests, likes and dislikes.
2. Showing the parents around the school, letting them observe a class so that they have a better understanding of what their child will be doing at school. Parents may not have direct experience of UK systems.
3. Ensuring the new pupil is allocated a labelled drawer, name card, books etc. before they come into the classroom.
4. Preparing the other pupils e.g. give information about new pupil's place of origin, language spoken, discussing needs and what help pupils can offer.
5. Avoiding over-generalisations and stereotyping of pupils and their families- emphasise our similarities and the things we hold in common.
6. Ensuring other pupils know how they could help sensitively, e.g. joining in playground games, helping with work in the classroom, but not over-crowding or swamping the new pupil.
7. Grouping with able and supportive peers, so that social interaction can start to take place from the start, and the pupil has a good language and behaviour model.
8. Being explicit about classroom expectations and tasks and not assuming that the newly arrived EAL learner can read body language, gestures and facial signals.
9. Setting up a 'buddy for a day' system. The buddy will help the new pupil to learn the layout of the school, and stay with them during playtimes and lunchtime. The 'buddy' should be rewarded for performing this role conscientiously. Buddies can be changed.

10. Teaching some key English words and phrases, e.g. “can I have a.../ where is the ...I need a”

* Appendix 1, ‘Handy Hints and Tips for EAL children’.

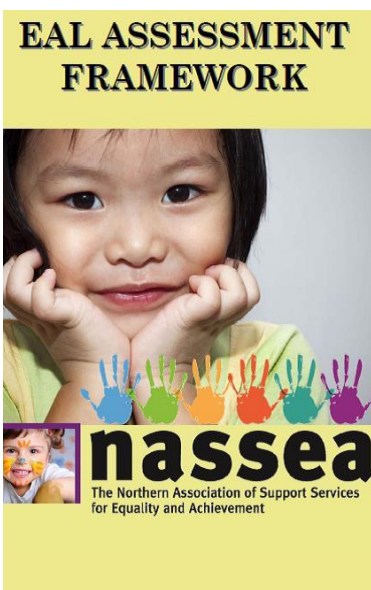
9. Liaison with parents and wider community

Parental support plays a major part in ensuring pupil achievement. We actively encourage the participation of parents from minority ethnic backgrounds, who may or may not speak English. Parents/visiting speakers are invited to share their knowledge and experience of cultural events with the children.

Translators and EMAS Home School Liaison support is available in some community languages. This will be utilised for parent-teacher consultations, information- sharing e.g. to explain school trips or to trouble-shoot.

Our staff who work in the Reception Office are always very welcoming and supportive, and have a good knowledge of the services available to parents.

10. EMAS EAL Assessment

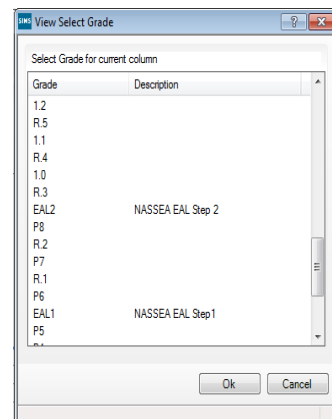


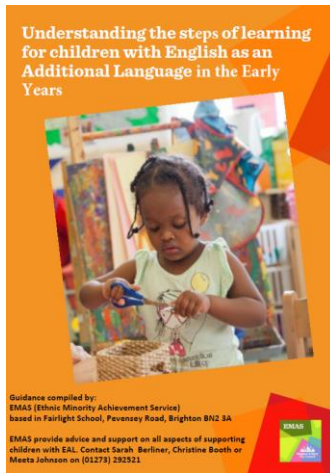
EMAS use the **NASSEA EAL Assessment Framework** (Northern Association of Support Services for Equality and Achievement-www.nassea.org.uk. 2015). The framework is age –related and stresses: *‘it is primarily a formative assessment tool. It is designed to be used to create a best fit picture of the language proficiency of a pupil’* (p12)

EMAS uses the Framework to assess Listening and Speaking and record pupil attainment on the EMAS Pupil Support Plan.

For **New Arrivals** our team use the **Reading and Writing descriptors for Step 1 and Step 2** from the Framework and record these on the EMAS Pupil Support Plan.

There are no NASSEA EAL Steps for **Maths**; schools should use their current Maths assessment framework to record a pupil’s attainment. Please note that it is not the pupil’s language ability that is being assessed. If a New Arrival is being supported by a Bilingual Language Assistant (BLA) she/he can help assess Maths using the pupil’s Mother Tongue. Often New Arrivals in KS2 will make accelerated progress through the relevant Maths Programmes of Study.





EYFS use the **Understanding the steps of learning for children with English as an Additional Language** compiled by EMAS for EAL assessment. This includes the NASSEA guidance and there are three Steps.

10. EAL and Special Educational Needs and Disability (SEND)

EAL is not a 'Special Need'. It is a temporary barrier to learning due to reasons external to the child. However, a percentage of EAL children do have special needs, and then the Special Education Needs Coordinator (SENCo), class teacher, EMAS staff and Educational psychologist will work together to identify need.



Assessments will be done over time. Where possible and appropriate, this will include a Home language assessment. It is important we do not prematurely assess a bilingual learner with EAL as having SEND, and similarly, that possible cases are not left too long.

11. Resources

The school has a considerable wealth of multi-cultural and dual language resources which have been rapidly expanded over recent years as our cohort have become increasingly diverse. Where possible all newly purchased resources are multi-cultural and all displays reflect and celebrate our diversity.

Over and above this, our EMAS staff have access to many language and curriculum based resources, all of which are designed to help access learning. Many resources are applicable to wider groups of pupils. The EMAS teacher is very happy to bring these in, but need to have advance planning sheets from teachers for this, as teachers often only get to the EMAS base once a week.

Resources are based on the following:

- Positive images of different ethnic groups
- Challenging of stereotypes

- Repetitive stories and texts for practising key vocabulary and structures
- Games and activities based on favourites stories and well used texts
- Curriculum based resources on most subjects
- Dual language materials - both fiction and non-fiction

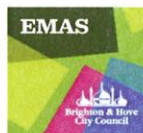
(See also Environment and Display policy and Environment Audit tool)

Handy Hints and Tips for your EAL Learners

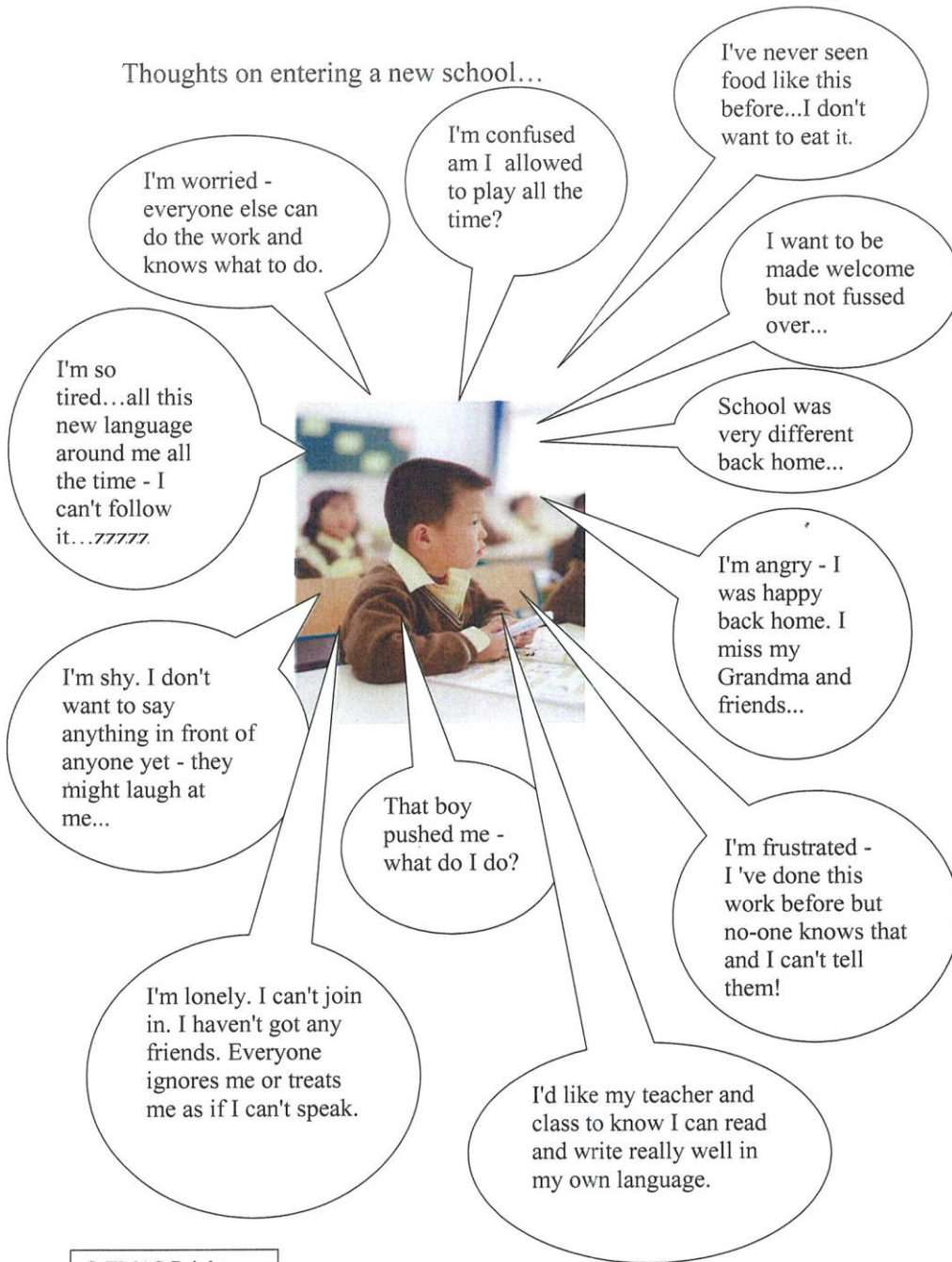


EMAS

Brighton & Hove Ethnic Minority Achievement Service



Thoughts on entering a new school...



I'm worried - everyone else can do the work and knows what to do.

I'm confused am I allowed to play all the time?

I've never seen food like this before...I don't want to eat it.

I want to be made welcome but not fussed over...

I'm so tired...all this new language around me all the time - I can't follow it...?????

School was very different back home...

I'm shy. I don't want to say anything in front of anyone yet - they might laugh at me...

I'm angry - I was happy back home. I miss my Grandma and friends...

That boy pushed me - what do I do?

I'm frustrated - I've done this work before but no-one knows that and I can't tell them!

I'm lonely. I can't join in. I haven't got any friends. Everyone ignores me or treats me as if I can't speak.

I'd like my teacher and class to know I can read and write really well in my own language.

Pair / group EAL learners with able learning partners who are good language and behaviour models. Children are the best teachers!

Beginners have the right to be silent - but understanding and learning is going on!

Identify key vocabulary and structures needed to engage with content of lesson.

Identify any culturally unfamiliar contexts by building on what is already known, and providing visuals, artefacts, role modelling etc

Give key concepts, ideas and information in diagrammatic forms, e.g. Venn diagrams, arrows, flow charts, tick charts, tables, grids, mind maps - these are called 'graphic organisers' or 'key visuals'

Provide scaffolding for written activities, e.g. True/False sentences, sentence starters and endings, substitution tables, and labelling

Repeat key vocabulary with visual support. Give EAL pupils repeated opportunities to use new vocabulary in context.

Model and repeat instructions, key phrases and questions to increase familiarity

TALK before writing -talk partners or talk trios consolidate

Use gesture and real objects to support meaning. Makaton signs will support EAL pupils and benefit all visual learners in the class.

Use Mother Tongue to support learning - bilingual assistants, dual language reading books, dual language dictionaries. Pair pupils with the same mother tongue as 'talk partners'.

Target the key vocabulary and concepts you want EAL learner to focus on in lesson e.g. 'arm' 'muscle' 'bent' 'long' 'short'. Then give them opportunity to listen to and use these words in context.



8 key things to remember to work effectively with EAL learners....

1. Bilingualism is an asset and a tool for learning – 80% world is bilingual/multilingual. Being bilingual is good for your brain; bilingual people outperform monolingual people in IQ tests. 1 in 8 children in UK schools is bilingual, and growing. The teacher's attitude towards the diversity of languages spoken in the class, will impact on the attitude of the other students in the class.

2. Skills in oracy and literacy in first language are transferable. Good first language skills mean good English skills. Parents should be reassured that they should help their child to develop their first language as much as possible, and never speak English to them at home unless they feel very comfortable with that.

2. Background information needs to inform planning and intervention- previous educational experience, literacy in first language, strengths, likes, interests, social and emotional experiences which may impact. If the pupil has limited school experience, some focussed intervention, e.g. literacy input may be appropriate.

3. Positive images - beware of outdated and stereotypical images and actively seek resources and materials which reflect positive images and experiences of different ethnic and cultural groups within the UK.

4. The silent period – beginners – New arrivals need time to settle, listen and tune in to English. It is important to keep communicating and pupils should not be pressurised into speaking before they feel ready. Watch and wait. Pupils may be able to understand far more than they can say. Make sure they have peers to work / spent time with. Observe behaviour in different contexts, e.g., playground

5. Superficial and more advanced language skills - superficial English skills develop in about 2 years, but it takes 5-9 years to acquire more advanced language skills. More advanced learners may still need support with more complex higher order language, idioms, and genre.

6. Build in time for listening, understanding and practising vocabulary in your lesson. Allow EAL learners extra time for responding to questions.

7. Provide visual and contextual support to support understanding - photos, artefacts, grids, diagrams, charts etc. Provide support for things which may be culturally unfamiliar, e.g. 'car boot sales' (no, you do not sell bar boots here!)

8. Talk for learning – oral work will greatly improve the quality of written work and reading comprehension. Use talk partners, group presentations and oral rehearsals before literacy activities.

Creating a supportive learning environment



- 1. Create a friendly, stress-free environment**
 - welcome new arrivals into your class
 - ask them to sit near the front of the class
- 2. Be prepared for pupils to be reluctant to talk at first** – allow them plenty of time to listen and tune in to English
- 3. Formalise support from class 'friends' or 'buddies'**
 - make sure buddies are clear about their role
 - decide how to acknowledge and reward their support
- 4. Help pupils understand the lesson focus**
 - use visual and other contextual support
 - communicate objectives simply and clearly
- 5. Support pupils' understanding of instructions**
 - speak clearly and use language consistently
 - encourage other pupils or adults to interpret and allow time for this to occur
- 6. Structure lessons** to avoid lengthy, unbroken periods of teacher talk and ensure opportunities for pair or small group work
- 7. Find out about pupils' strengths and build on them**
 - make use of initial assessment information from EMA staff
- 8. Make books or other resources available to take home**
- 9. Where possible, talk to parents about the work pupils are doing**
 - suggest ways in which they can provide support
- 10. When EMA specialists are available to support pupils, work in partnership**
 - plan together regularly and agree effective roles for both teachers in class
 - focus on opportunities for curriculum access and language learning
 - agree preparation of additional resources

Supporting curriculum access and language learning



- 1. Use drawings, photographs, objects and picture dictionaries to communicate key vocabulary**
- 2. Present information in the form of key visuals such as diagrams and charts**
- 3. Communicate meaning through activity** - for example practical demonstrations, video, role play, drama
- 4. Encourage use of pupils' home languages by bilingual staff and other pupils**
- 5. Give examples appropriate to pupils' experience to illustrate ideas**
- 6. Plan activities that enable pupils to hear English in contexts that support understanding**
 - practical activities that encourage talk during the activity
 - games and role-play activities
 - other focused collaborative tasks
- 7. When pupils are ready, plan simple communicative activities which encourage them to talk**, using language they have previously heard
- 8. Be a good model of spoken and written English**
 - use language clearly, consistently and precisely
 - be aware that not only technical vocabulary, but also many everyday words and expressions can be very confusing
- 9. Draw pupils into whole class discussion**
 - address them by name and be prepared to repeat questions
 - allow time for pupils to answer



Developing reading and writing

1. Build in discussion before reading, and oral practice before written work
2. Include plenty of visual support in texts
3. Involve pupils in supportive shared reading experiences eg
 - whole-class work with visually rich enlarged texts
 - reading and discussion in small groups
 - using texts with rhyme, rhythm and repetition
4. Plan active reading tasks for pairs or small groups of pupils eg text sequencing, gap filling
5. Encourage bilingual staff and other pupils to translate and summarise texts in pupils' home languages
6. Avoid asking pupils to 'complete' the same tasks that are carried out by other pupils, without understanding. Consider adapting worksheets, matching level of difficulty to pupils' needs
 - include tasks such as labelling and matching sentence halves
 - use simple writing frames eg sentence completion
7. Encourage collaborative writing with other pupils who share the same home language
8. Be explicit about the key features of different types of writing
9. Encourage pupils who are literate to write in their community languages
10. Agree support for homework with EMA staff, for example at homework clubs or through work with parents
11. Encourage pupils to make use of other provision after school, for example City Learning Centre, community clubs
12. Make books available to take home

Practical activities to enable pupils to read and write successfully

1. **Labelling pictures** eg maps or diagrams with words, phrases or sentences provided elsewhere on the worksheet
2. **Matching text and visuals** – where pupils match sentences or paragraphs to a sequence or set of pictures
3. **Cloze procedure – filling in gaps in sentences or paragraphs:**
 - where the words are provided but mixed up
 - where a picture of each word is given
 - where the first letter of each word is given, but pupils supply the words
4. **Text highlighting or underlining** – where pupils identify key words or parts of the text that relate to a particular question
5. **Sequencing sentences to form a short, continuous piece of writing, which can then be written out**
6. **Writing sentences following a model sentence structure** eg from a choice table which enables a range of sentences to be generated
7. **Using writing frames which provide structure for a text**
8. **Compiling a glossary of subject specific vocabulary provided by the teacher**, including pictures and/or translations
9. **Using ICT that supports understanding**



Useful resources for new to English pupils

1. **Key visuals** eg tables, maps, diagrams, grids
2. **Pictures and photographs**
3. **Artefacts and props** eg puppets
4. **Bilingual dictionaries**
5. **Simplified texts and text summaries**
6. **Adapted worksheets** to enable pupils to read and write small chunks of information
7. **Texts in pupils' home languages** eg translations or summaries of texts used by other pupils
8. **Audio-visual resources** eg story tapes in pupils' home languages
9. **Games** eg barrier games
10. **ICT** eg programmes in English that are well-supported by graphics, word processing in pupils' home languages, multi-media software, websites designed for language learners.
11. **Resources that reflect pupils' previous experiences and national backgrounds** eg The Imran story books from Education Bradford or the Leicester pack for Bangladeshi pupils

Colour copies of this leaflet can be obtained by e-mailing: courses@educationbradford.com

Education Bradford, Future House, Boting Road, Bradford, West Yorkshire BD4 7EB



Helping pupils use their home languages for learning

1. **Encourage pupils to talk together in home languages** – maintaining a positive ethos to promote this is essential
2. **Praise and reward pupils who act as interpreters**
3. **Make sure other pupils see that you respect and value pupils' bilingual competence**
4. **Welcome and encourage home language support from bilingual staff**
5. **Encourage other pupils to teach you simple phrases in the languages spoken by new arrivals** eg well done, please, thank you
6. **Learn key technical vocabulary in advance of lessons** – use bilingual dictionaries
7. **Prepare resources which includes some of this key vocabulary** eg picture cards, worksheets
8. **Where possible make pupils' home languages central to the work of the whole class** eg in drama, role-play
9. **Encourage literate pupils to use and make bilingual dictionaries and word lists**
10. **Encourage pupils who are literate to read and write in their home or community languages**

Colour copies of this leaflet can be obtained by e-mailing: courses@educationbradford.com

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What are the language demands and language learning opportunities of the task?

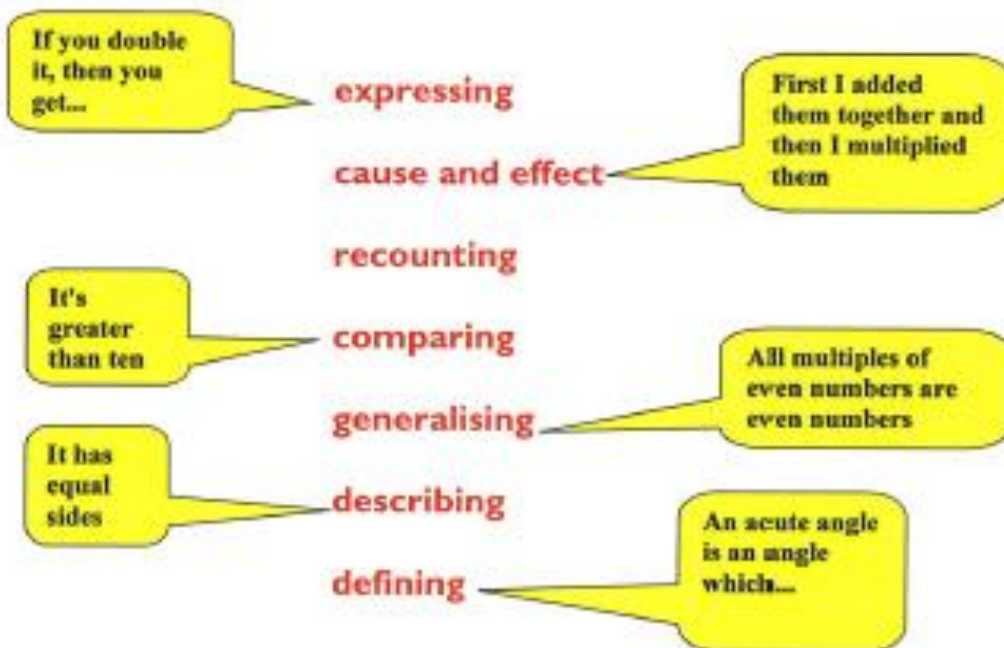
(**Language Functions** and Language Structures)

Language Functions:

The meanings and concepts we want to communicate

Language Structures:

The words and word order we use to express the language functions



- Identify the **language functions** of your task e.g. estimating, comparing, sequencing etc.
- Decide which language structures you will be using. Plan to model these consistently, with opportunities for EAL learners to practise.

EMAS

Language Functions and Language Structures for EAL teaching

FUNCTION	QUESTIONS	STRUCTURES NEEDED
NAMING What someone or something is called	What is this? What does it look like? What is this called? What is the name of this? What is she doing?	This is a.... It is a ... This is a... This is called a... She is walking / running / eating
IDENTIFYING ABILITY	Can you...? Are you able to...? Is it possible for ...?	I can swim / type fast Dogs can't /cannot fly Birds are able to fly Fish have the ability to swim
CLASSIFYING Saying why things go together	Which of these go together? Why? How are these alike/similar? How could you compare X and Y? Can you find another way to...?	These go together because... These objects are similar/ different because... The common feature of this set is... The criteria used for this group is... We classified these by... The characteristics of this group are...
COMPARING Saying how something compares to something else	Is X longer/shorter/more less than Y? Which is the longest/shortest/most/least? How much longer is it?er than / the ...est X is longer/shorter/more/less than Z is the longest/shortest/most/least X is 5m longer/shorter than Y Much longer/a little longer Better than/worse than/ the best/ the worst
GIVING AND FOLLOWING INSTRUCTIONS	What do you do first? What do you do now? Which do you do first? How do you do this? Do you have to turn left or right at the junction? Where do you put this?	First, put.... Then, cut... After that, glue... At the first junction turn left. Fold the paper horizontally then vertically When you hear the bell, stand up. Place your counter on the square marked GO
DESCRIBING Saying what something is like	What is X like? What can you see? What did you notice about? How would you describe?	It's red / big / It smells nice / it looks scary This is a difficult sum He looks like my dad She's got black hair She is tall / short / younger than me

<p>QUESTIONING Inquiring about something</p>	<p>How can..? Would it be better if..? What do you think about...? What is your view of..? What would happen if..? Can../May...?</p>	<p>Please can I have a...? May I...? Is it possible if...? Would it be possible for me to..? Am I permitted /allowed to...? Do you mind if I...?</p>
<p>EVALUATING Reflecting on what you have done</p>	<p>Do you think this is a good thing? How do you feel about this? Is there anything you would have done differently? Do you think this is appropriate? How could you improve this? What were the reasons for this? Is this the best way to..?</p>	<p>This worked well/was effective because... I did this well because... It would have been better if.... This could be improved by.... This succeeds because... The successful features of this are... It would work better if... I really liked the part where I... It was good when I....</p>
<p>EXPRESSING POSITION Stating your views</p>	<p>What is your opinion on this? What do you think? What do you believe /know about this?</p>	<p>My opinion/view/position on this is... I believe that ...</p>
<p>LOCATING Saying where something is or where it is going</p>	<p>Where is the bird? Where is the cat going?</p>	<p>In/on/near the trees It is running towardsdisappearing behindheading to ...moving towards</p>
<p>EXPLAINING Saying why things happen or happened</p>	<p>Why does...? How do you...? Why did this happen? Why do you think that..? What might be the result of...? Can you think of another reason/explanation? Can you explain why..?</p>	<p>This happens because... This can be explained by... When X happens, then Y happens / occurs The (high)er the temperature, the (quick)er the ice melts The results show that... It is evident that... The reason for this is... This causes X to happen which results in Y. This works by ...</p>

<p>HYPOTHESISING, PREDICTING AND REASONING Saying what might happen / could happen Suggesting reasons why X happened</p>	<p>What are we going to see at..? What would/might happen if...? If..., what do think the result will be? What would it be like if...?</p>	<p>It might/could/would (modal verbs) We will probably see...because.... I predict... Because of this, I would expect.... I would expect ... It is likely/probable/possible/ impossible that.... It will ...</p>
<p>REPORTING Saying what happened</p>	<p>What happened? Why did you do that? What was the next thing you did?</p>	<p>I went/saw/gave....because/so that I could /in order to...</p>
<p>RECALLING Bringing things to mind</p>	<p>How many..? Where is...? What did we do last lesson? Why did..? Do you remember when we...?</p>	<p>It was in... When I was younger, I ... I remember when.... I have a vivid /clear/faint memory of ... In Bangladesh, we..... We learnt how....last lesson ...</p>
<p>SEQUENCING Saying what happened in chronological order</p>	<p>What would you do first?</p>	<p>First of all/next/after that/then we /meanwhile/after a while/afterwards/ finally/at last</p>
<p>GENERALISING Saying what repeating patterns you can see</p>	<p>What is true about all these? What can you tell me about...? What conclusions can you draw from this..? What does this tell you about...?</p>	<p>Usually/mostly/in most cases/normally/ generally/as a rule/by and large/on average There is a pattern which suggests that... Looking at all of these, it seems that...</p>
<p>INFERRING Saying what you think to be the case</p>	<p>Can you explain from this how/why..? What do you think might be happening here? How do you imagine they are feeling?</p>	<p>While nobody actually saidit is clear that... The words say one thing but the pictures tell us another. It's clear from X's body language that... Nobody said anything but we all understood from.... that ... Because of...</p>
<p>OBSERVING</p>	<p>What can you tell me from the picture? Tell what you can see Did you notice his expression?</p>	<p>I noticed that... I observed that... It was evident that... I perceived that... I became aware that... I discerned that....</p>

COMMANDING Ordering people	Is that an order? Do I have to do this? Are you telling me to do this? Is it imperative that I...?	I insist that... Do this! I command you to... I order /decree/demand At once! Immediately!
DENYING	Did you do this? Was it you who did this? What is the evidence for this?	It wasn't me! It is not possible because... There must be a misunderstanding... I deny/don't admit to this. I reject/ deny/refute the accusation! I wasn't involved in this
EXPRESSING PREFERENCE	Which one would you prefer/like best?	I prefer this one because... This is better because... This is not as good as... My favourite is... This one is more enjoyable / useful
EXPRESSING DESIRES	Which one would you choose?	I am hopeful that... Wouldn't it be wonderful if ... I want/wish/dream of / hope for ... It is my greatest wish to..... When I am older, I hope to...
EXPRESSING OBLIGATION	Which should/would/ought you to...? Why must you? What are you committed to?	I ought to... I should ...so that... I have to /must I have no choice/option It is my duty to... I am required to... It is my responsibility to...
APOLOGISING	Would you like to apologise? Can you say sorry? Are you going to apologise / make friends?	Sorry / I'm sorry for / I apologise for. Please forgive me. Pardon me. Excuse me. I beg your pardon. I regret. I wish I had never....
SEEKING ASSISTANCE	What's the matter? What's your problem? Are you alright? Is anything wrong? Do you need a hand? Can I help?	Can I have some help with....? Would you help me to...? Please lend a hand with.... I need assistance
REFUSING	Could I ask you to..? Is it possible for you to...? Can I ask a favour?	I can't /won't / shan't because... Unfortunately I am unable to... I would if I could but I can't. I am sorry but this is not possible because...
WARNING OF CONSEQUENCE	Do you know what this means for you?	If this...then... The consequence of this will be ... If you continue,...then...will The penalty for this is... The outcome/result of this will be... You will pay for this!



Examples

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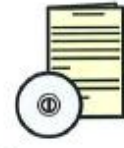
EAL



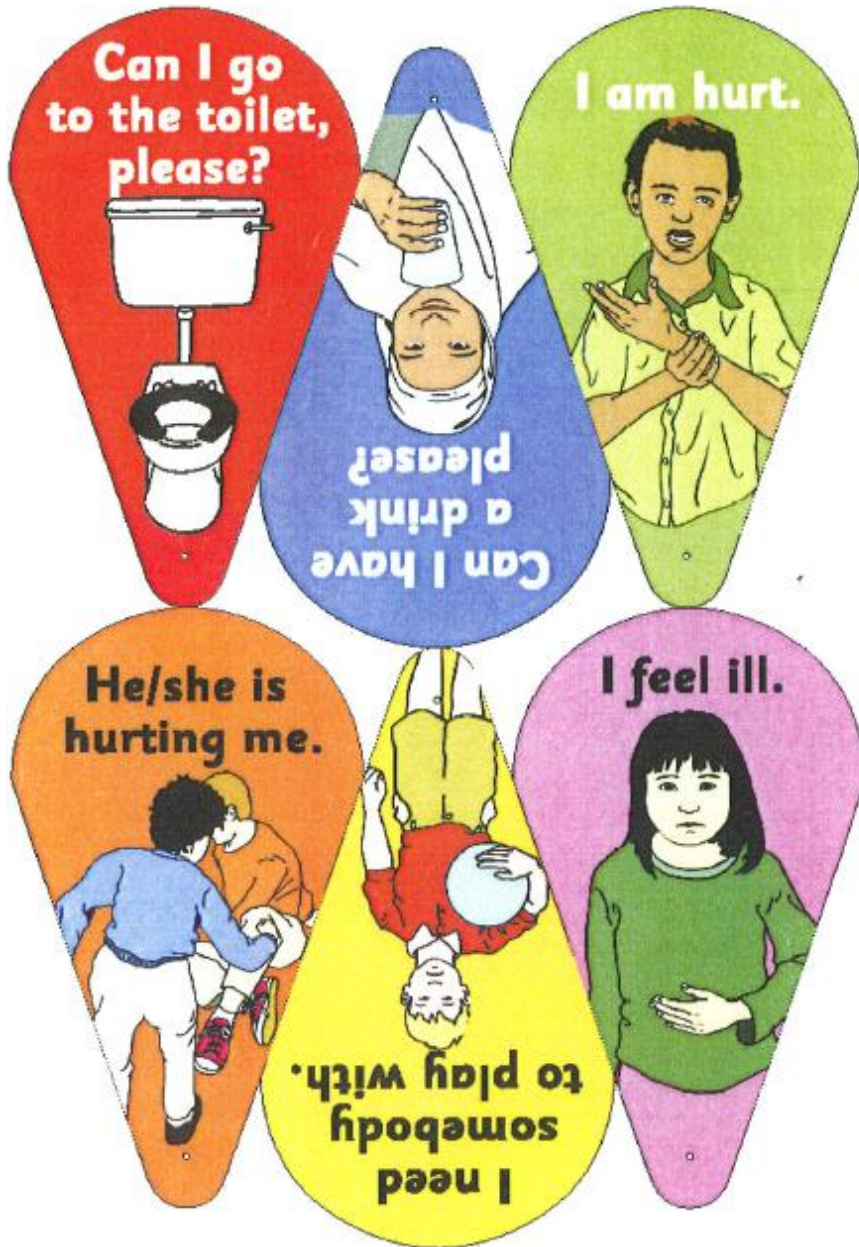
Strategies

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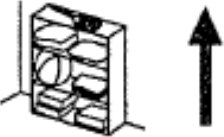


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Resources



a playground fan
laminated, cut up,
then pin together)
from - www.emasforsuccess.org

 home	 messy play 	 paint	 play
 snack	 tidy up	 garden	 wash hands

 toilet	 nappy	 group	 carpet
 lunch	 coat	 stop	 story

Key ring cards



happy



frightened



worried



unhappy



kind



unkind



angry



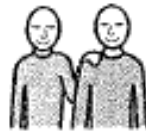
upset



homesick



tired



friendly



brave



mean



pleased



embarrassed













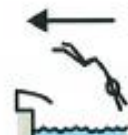













shy










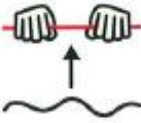




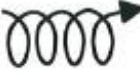











lonely



amazed

 went	 ran	 walked	 flew
 climbed	 jumped	 swam	 crept
 hunted	 crawled	 dived	 rode
 thought	 saw	 looked	 heard
 wrote	 read	 painted	 drew
 sat	 stood	 ate	 drank

 fold	 stick	 pull	 twist
 scrunch	 punch hole	 hold	 wrap
 bend	 tighten	 draw	 rub
 colour	 cut	 roll	 attach
 label	 pin	 split/tear	 knot/fasten
 string	 cardboard	 sellotape	 split pin

George



lived

in a castle



in a hole



The dragon



loved

in the mountains



was

flowers



The princess



cheese



African Animals from Handa's Surprise



tall and spotted
large-tusked
bright and flighty
black and white striped
cheeky and orange
long necked
curly-horned
clumsy

elephant	monkey	lion	zebra	parrot	goat	ostrich	impala
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The impala is curly horned.

The..... is.....













Use this chart to make sentences about new foods introduced during the Tudor times.
e.g. A fruit which was discovered was a pineapple.

A fruit	were traded from countries in the East (e.g. India, Sri Lanka)	including	<i>list</i> tea coffee chocolate
Lots of vegetables	were brought back from South America (the New World)	were	a pineapple.
Some meat	which was discovered in the New World (North and South America)	was	<i>list</i> cloves nutmeg cinnamon ginger
Many spices	were introduced during Tudor times		turkey.
Some drinks			<i>list</i> tomatoes red peppers corn cauliflower





Match the beginning and ends of these sentences

 <p>The river flows</p>	 <p>is up the mountain.</p>
 <p>A mountain</p>	 <p>between two mountains.</p>
 <p>A tributary flows</p>	 <p>like a snake.</p>
 <p>A river meanders</p>	 <p>into a river.</p>
 <p>A valley is</p>	 <p>is very high up.</p>
 <p>The source of a river</p>	 <p>to the sea.</p>

River and mountains sentence matching

EAL resources and reading list

Resources

- Communicate in Print 2 – invaluable desktop publishing programme to create/print symbol resources - contact LSS (Language Support Service) who are a Widgit Centre for a cheaper deal and training on it if necessary
- Mantra Lingua www.mantralingua.com have range of dual language books and EAL resources to purchase
- Switch On – a teacher book programme of lessons/printable resources to teach children Learning English as an Additional Language (LDA)
- Racing to English by Gordon Ward - Comprehensive EAL beginner CD-ROM resource for teachers. More than 300 flexible language activities for teachers to print out; use with pupils. Presented as Word documents on a CD-ROM costing £50.
- Clicker 5 – Clicker New to English is an innovative language learning series for new arrivals. Each CD builds vocabulary knowledge and develops listening, speaking, reading and writing skills.
- Start Writing series of books by Belitha Press (Adventure stories, Amazing stories, About things I do)
- Get Writing! Bookmaking books (ages 4-7 and 7-12) by Paul Johnson (A&C Black)
- Picture dictionaries e.g. Oxford Picture Dictionary (workbooks available); Longman photo dictionary
- The Book of Languages by Mick Webb (Franklin Watts publishers)
- Hampshire Young Interpreters Scheme

Reading list

- Washbourne, A. (2011) *EAL Pocketbook: Tools and techniques to create inclusive learning and environments and lessons for students with EAL*
- Conteh, J. (2012) *Teaching Bilingual and EAL learners in Primary Schools* (Transforming Primary QTS series)
- Pim, C (2012) *100 ideas for supporting learners with EAL* (Bloomsbury)
- Gibbons, P. (2002) *Scaffolding Language, Scaffolding Learning: Teaching Second Language learners in the Mainstream Classroom* (Heinemann)
- Gibbons, P. (1998) *Learning to Learn in a Second Language* (PETA)
- Bolloten, B. (ed.) (2004) *Home from home: a guidance and resource pack for the welcome and inclusion of refugee children and families in school* (Save the Children)
- Baker, C. and Prys Jones, S. (1998) *Encyclopaedia of Bilingualism and Bilingual Education* (Clevedon: Multilingual Matters)
- *Meeting the needs of Muslim pupils in state schools* -booklet with advice from The Muslim Council of Britain- www.muslimparents.org.uk
- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years* (2006) (DCSF Publications)
- *Excellence and Enjoyment: learning and teaching for black children in the primary years* (2008) (DCSF)
- *New Arrivals Excellence Programme* (2007) (DCSF)
- *Aiming High: Understanding the educational needs of Minority Ethnic Pupils in Mainly White Schools* (2004) (DCSF)

EAL websites for teachers

EMAS Brighton and Hove Facebook- <https://www.facebook.com/BrightonHoveEMAS>

Twitter - https://mobile.twitter.com/BHCC_EMAS

www.naldic.org.uk (National Association for the Development of Language in the Curriculum)
Information on all aspects of the teaching of English as an Additional Language

www.collaborativelearning.org Great range of collaborative activities/resources to print out

<http://www.tes.co.uk/resourcehub.aspx> Search for 'EAL' in the resources section.

www.emaonline.org.uk EMAOnline is a collection of over 540 resources and web links.

www.newburypark.redbridge.sch.uk/langofmonth Language of the Month - video clips of children speaking in mother tongue (over 60 languages to choose from!) e.g. greetings, simple word/phrases to learn with your whole class. Site also includes activities and resources.

<http://learnenglishkids.britishcouncil.org/en/> - Learn English Kids has lots of free online games, songs, stories and activities for children to have fun and learn English too. Scroll down to bottom of page to parents section for comprehensive list of educational but fun websites for both teachers/parents to use at school/home with EAL children.

<http://mes-english.com/> - This site hosts flashcards, worksheets and handouts to match, phonics worksheets, EAL games, certificate templates, and other activities all ready for printing. There are matching/cloze/handwriting sheets on different topics.

<http://a4esl.org/> - Useful for EAL plateauing pupils with online quiz activities on spelling, vocabulary and grammar e.g. prepositions, verbs and noun agreements etc.

www.agendaweb.org – Online activities for grammar, comprehension, plus interactive books at all levels (scroll down) and listening exercises.

<http://www.bfinclusion.org.uk/default.htm> This guidance is aimed at teachers, EAL co-ordinators, subject leaders and teaching assistants. Good section on printable phrase books - Click on forms/resources section for Chinese; Czech; Hungarian; Polish; Portuguese; Russian; Slovakian; Spanish & Thai.

www.irespect.net race equality and diversity resources from Gloucester City Council

www.schoolslinks.co.uk signs in different languages

www.fairfields.hants.sch.uk school website packed with resources (see Network and EAL section)

www.fun2think.com has sections for EAL learners with worksheets, activities etc.

www.mantralingua.com Mantra Lingua have range of dual language books; EAL resources to purchase.

<http://resources.woodlands-junior.kent.sch.uk/> - Not specifically EAL website but the resources for most subjects are accessible for more advanced/plateauing EAL pupils. Good for researching information or note taking e.g. Greek gods

<http://www.communication4all.co.uk/HomePage.htm> Resources for Reception and KS1 pupils across the curriculum e.g. word mats/narrative resources

<http://www.emas4success.org> EMTAS - guidance, strategies and EAL resources for all Key Stages

http://myweb.tiscali.co.uk/beginners/step_1.htm guidance, strategies and resources for all Key Stages. Includes basic outline of language structures for beginners with associated activities to print out.

<http://www.blss.portsmouth.sch.uk/> - resources, different languages information for teachers and an interactive game for pupils about refugees. Some resources are at a cost.

<http://www.irespect.net/QRACLE/EMAS/index.htm> primary and secondary resources and guidance for schools and parents.

www.racingtoenglish.co.uk Comprehensive EAL beginner CD-ROM resource for teachers. The 2013 version of Racing to English is now available, it has more than 300 flexible language activities for teachers to print out; use with pupils. They are presented as Word documents on a CD-ROM costing £50.

TRANSLATION

<http://www.elite.net/~runner/jennifers> 'Welcome' in 325 languages and 'Hello' in 800, among other basic phrases/words

<http://www.primaryresources.co.uk/letters/> Standard letters to parents translated into different languages.

<https://www.mantralingua.com/uk/product.php?productid=74&cat=0&page=1> Talking Pen – good for both communicating with parents and pupils who are new to English

<http://www.emaths.co.uk/index.php/teacher-resources/other-resources/english-as-an-additional-language-eal> Maths Vocabulary translated into 26 languages