



**EAL at Chetwynd Primary Academy**

***A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.***

# EAL

A number of factors will have an impact on the development of pupils' language skills and their ability to apply these skills to their learning across the curriculum:

- the age at which pupils enter the educational system
- their previous experience of schooling and literacy in their first language;
- their knowledge, skills and understanding of languages and the school curriculum;
- home and community expectations and understanding of the education system;
- support structures for learning and language development at home and at school

Pupils with English as an additional language are not a homogeneous group. Teachers and educational policy makers need to be aware of the range of variables in relation to both individual learners and groups. These variables will also be significant when interpreting the overall task which learning EAL entails.

- Some pupils are born in the UK but enter school speaking little or no English and have limited or no experience of literacy in their first language.
- Some pupils are born in the UK but enter school speaking little or no English. However, they have some experience of literacy in their first languages.
- Some pupils arrive between the ages of 5 and 16 without literacy or oracy skills in English but with age equivalent skills in literacy and oracy in their first languages, and sometimes in other languages as well.
- Some pupils enter the school system between the ages of 5 and 16 without literacy or oracy skills in English and with limited or no literacy skills in their first language due to disrupted schooling.
- In addition, some pupils have suffered emotional and psychological stress as a result of family loss or social and economic disruption to their lives in their countries of origin.

# What can we say about pupils learning EAL in our school?

## Learners may:

- have varied cultural, social and economic backgrounds;
- have varying levels and kinds of school experience;
- have different expectations of schooling and education;
- have had disrupted or little formal education;
- have had varying previous exposure to English;
- be born in the UK, arrive before formal schooling begins or arrive later;
- come from established or new communities;
- be isolated, refugees or be with other members of the same language/cultural/ethnic group;
- experience or have experienced racism, emotional or psychological stress, mental or physical ill health.

## Learners may:

- speak and read and/or write different languages for different purposes;
- have knowledge of more than one language system;
- be literate in one or more languages;
- have little or no knowledge of the Roman script;
- feel positive, negative, confident, or sensitive about their other languages;
- make links between prior learning and new learning.

## Learners may:

- be at different stages in terms of English language proficiency;
- have acquired other languages before beginning to acquire English;
- have begun to acquire another language prior to acquiring English;
- be learning another language at the same time as learning English.

## Learners will be using English:

- to communicate socially;
- to construct relationships;
- to understand systems and procedures (including the cultural rules of the classroom and school life);
- to develop conceptual knowledge;
- to construct and explore ideas;
- to make links with prior learning;
- to access other learning across the curriculum;
- to negotiate meaning.

## Learners differ in terms of:

- motivation;
- home support and facilities;
- perceptions of themselves as learners;

- learning styles.

Pupil learning will be influenced by:

- the school's knowledge and understanding of their previous experience and learning;
- the school's policy and practice for race equality;
- teachers' knowledge and understanding of second / additional language development;
- teachers' ability to assess individual needs and plan for individual language learning;
- teachers' ability to integrate the teaching of language and curriculum content;
- teachers' ability to motivate pupils and support the lengthy process of second/additional language learning.

Both within and across communities there will be different understandings of:

- the purposes of education;
- what constitutes literacy;
- the role of parents in relation to education;
- the role of the school;
- home / school relationships.

Teachers and educational policy makers need to be aware of the range of variables outlined here in relation to both individual learners and groups. These variables will also be significant when interpreting the overall task which learning EAL entails.

## What can we do to help?

- providing specialist teaching support for newer arrivals
- providing continuing support for more advanced learners
- monitoring EAL attainment and progress, not necessarily through QCA step descriptors from A Language in Common
- assessing learners' proficiency and literacy in their first language and establishing what prior subject knowledge and experience they have in other subjects
- providing regular training for all staff on the needs of EAL learners
- What spoken language demands there will be
- What pupils will need to listen to
- What texts pupils will be reading
- What genres will be introduced
- What aspect of grammar the tasks will entail
- What specific vocabulary will be required

## Planning Frameworks which take account of pupils learning EAL

The diagram below outlines the stages of planning and delivery which take place over a lesson or series of lessons. The left side shows the core teaching and learning decisions; on the right is the added dimension of expanded planning for the EAL learners. The distinctiveness comes not only from the type of learning strategies, but also from the breadth of strategies that the teacher needs to draw on.

ALL PUPILS	FOCUS FOR TEACHERS	PUPILS WITH EAL
<p>previous curriculum or skills knowledge</p> <p>level of literacy, numeracy etc.</p> <p>optimum teaching style and organisation for class and age group</p>	<p><b>PLANNING KNOWLEDGE</b></p>	<p>Variables such as:</p> <p>level of spoken and written English and language development aims;</p> <p>previous educational experience;</p> <p>other languages used.</p>
<p>Curriculum content and teaching/learning objectives for lesson/ week/ unit/ term.</p>	<p><b>CURRICULUM KNOWLEDGE, CONCEPTS, SKILLS, LANGUAGE</b></p>	<p>Learning needs related to EAL proficiency. Language required for content understanding: concepts, vocabulary, language structures, functions.</p>
<p>Teaching strategy e.g. talk and whiteboard work, textbook, worksheet, video, demonstration, practical, explanation of activity etc.</p>	<p><b>DELIVERING THE CONTENT - TEACHING</b></p>	<p>Modifications to make teaching accessible to EAL learners, e.g. brainstorming previous knowledge, use of visuals to present content, teacher modelling, interactive talk, the use of L1 to assist comprehension.</p>
<p>Learning activities/ reinforcement – writing tasks, practical activities, collaborative activities, DARTS, worksheets, etc.</p>	<p><b>ACTIVITIES FOR LEARNING</b></p>	<p>Modifications to activities to support language development such as working in pairs or groups using content language, completing diagrams or tables, or engaging in practical activities.</p>
<p>Outcome - written, spoken, diagram, model, drawing, game played, etc.</p>	<p><b>OUTCOMES, ASSESSMENT, FORWARD PLANNING</b></p>	<p>Outcome: pupil has used content language, has been supported in reporting to class, etc.</p> <p>Planning: reinforce and extend newly learned language to enable it to be internalised, building on existing knowledge to identify development through new content, preparing to scaffold new material etc.</p>

	<b>What does the learner bring to the task?</b>	<b>What does the task demand of the learner?</b>	<b>What support needs to be planned for?</b>
<b>Social</b>			
<b>Linguistic</b>			
<b>Cognitive</b>			

## Places to go for support

<http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance>

<http://www.eal-teaching-strategies.com/eal-resources.html>

<https://eal.britishcouncil.org/teachers>

<https://www.tes.com/teaching-resource/eal>