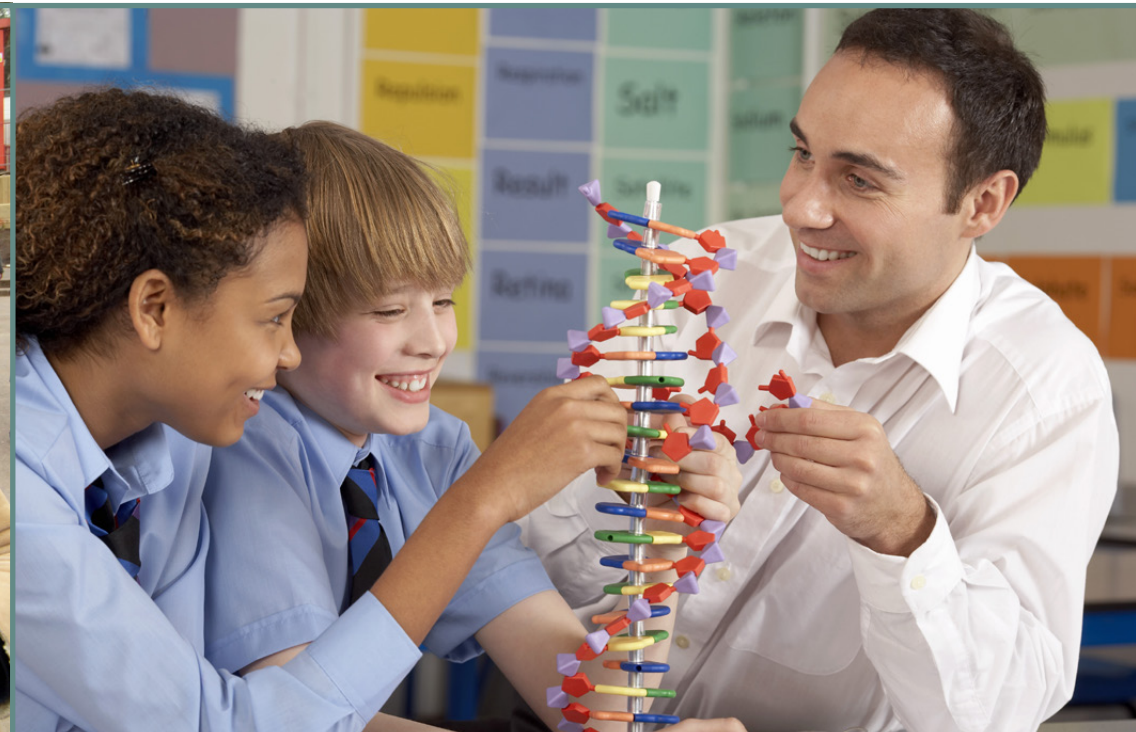


# Handbook for

*Sample*

# English as an Additional Language (EAL)





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## Classroom strategies for newly arrived learners of EAL

Features of newly arrived pupils	Classroom strategies
<p><b>Pupils who have had limited previous education</b>                      Their literacy and numeracy skills may be less developed.</p> <p>Those transferring to secondary school from primary school may have good oral fluency in English but be behind age-related expectations across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for talk and active learning in all lessons for the first few years.</li> <li>• Place next to supportive pupils who speak the same language if possible.</li> <li>• Provide clear instructions and visual support for all tasks.</li> <li>• Focus on pupil hearing, using and recording key vocabulary for things. For example, labelling diagrams and pictures, matching words and definitions.</li> <li>• Focus on writing simple sentences using substitution tables.</li> </ul>
<p><b>Pupils who have had some previous education</b>                      These pupils may have developed literacy and skills in their first language. Their numeracy skills in areas such as geometry, measurement or data handling may be less secure.</p> <p>Some pupils may not have studied science subjects separately before, nor art and design.</p>	<p>Use all of the strategies mentioned above plus:</p> <ul style="list-style-type: none"> <li>• Plan some structured oral activities for all lessons.</li> <li>• Ask prediction questions about texts before reading.</li> <li>• Use talk partners for oral rehearsal before writing.</li> <li>• Provide dictionaries and online translation tools.</li> <li>• Encourage paired reading with a focus on extracting information from texts. e.g. DARTs (Directed Activities Related to Texts).</li> </ul> <p>See page 38</p>

## Classroom strategies for newly arrived learners of EAL

Features of newly arrived pupils	Classroom strategies
<p>Pupils who demonstrate age-appropriate literacy and numeracy skills Some of these pupils may make rapid progress within their first year and may catch up with their peers in less than 5 years.</p> <p>Some pupils may show ability in maths that is above their ability in English or science.</p>	<p>Use all of the strategies mentioned above plus:</p> <ul style="list-style-type: none"><li>• Use lesson starters that activate prior learning supported by visuals.</li><li>• Place pupils in middle sets and be prepared to move them up as soon as there is evidence of good progress.</li><li>• Model target language orally especially in preparation for writing.</li><li>• Focus on using grammar in context. For example, past tenses in history, comparative phrases in maths and science.</li><li>• Use substitution tables to help with written structures.</li></ul>

## Preparing an EAL friendly environment: a checklist for teachers, teaching assistants and support staff

All pupils are introduced to their new teacher and class, ideally before their first day. In Early Years and Primary settings, pupils are given an opportunity to spend a short time, such as story time, or free flow play, in their new classroom.	<input type="checkbox"/>
We have prepared learning groups and equipment to ensure welcome, support and inclusion in learning activities.	<input type="checkbox"/>
We have involved teaching assistants and other support staff in the planning for the new pupil's inclusion.	<input type="checkbox"/>
We have informed pupils and identified 'welcome friends' or buddies.	<input type="checkbox"/>
We have shared information gained at admission meeting day, and made plans to adapt and modify the curriculum to meet the pupil's needs.	<input type="checkbox"/>
We know how to pronounce the child's name, we know the child's first language and cultural background and we have identified other pupils in the class (or school) who share this.	<input type="checkbox"/>
We have gathered resources to support access and welcome.	<input type="checkbox"/>
We provide explicit and consistent routines.	<input type="checkbox"/>
We make sure each new arrival has access to different social groupings, feels safe, and that there are clear and enforced procedures against bullying and racism.	<input type="checkbox"/>
We establish a role as listener, with early opportunities for autobiographical talk, drawing and writing.	<input type="checkbox"/>
We carefully track and monitor the early progress of each new pupil.	<input type="checkbox"/>
We check on the pupil's well-being regularly, such as after break and lunch times.	<input type="checkbox"/>
We monitor attendance and promptly refer any concerns.	<input type="checkbox"/>
We review progress with the pupil, key staff and parents/carers after the first few weeks.	<input type="checkbox"/>

## ACKNOWLEDGEMENTS

The EAL Academy would like to thank all the pupils, teachers, parents, academics, friends and other professionals whose combined work, knowledge and commitment have contributed to this handbook.

The EAL Academy has no control over, or responsibility for, any third party organisations or websites referred to in this handbook. All information is correct at the time of going to press. The EAL Academy regrets any inconvenience caused if addresses have changed or sites have ceased to exist, but cannot accept any responsibility for such changes.

Design, layout and production by John Lane Education Media Services.

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ISBN 978-1-9998194-2-2

