



Alexandra Park Junior School



INA

Ciao!

مرحبا

Hallo!

Salut!

Olá



# Intent

- Statement of Commitment

At Alexandra Park Junior School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

- Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through High Quality Teaching, based on experiences and talk, we aim to meet the language needs of our learners.

- Making sure all children are included in the curriculum and their learning needs have been met.



Ciao!

مرحبا

Hallo!

Salut!

On

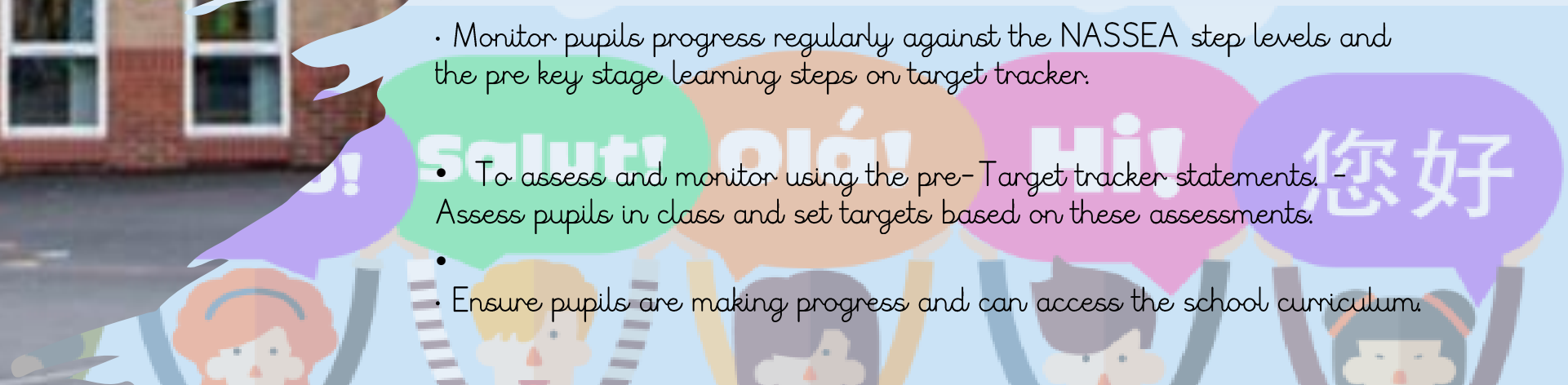
您好

# Implementation

- Our aims

As a school we aim to:

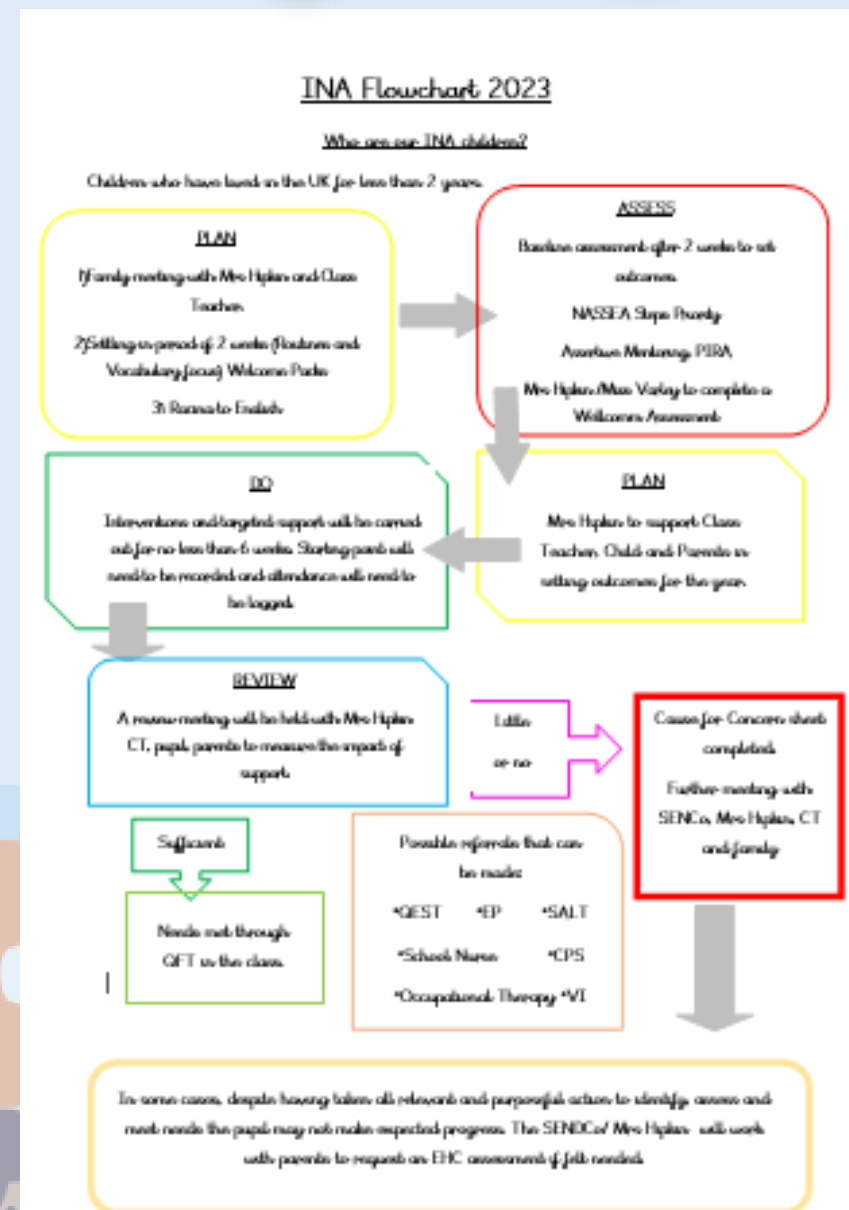
- Provide a welcoming environment in which pupils will learn most effectively.
- 
- Provide support to pupils with EAL needs.
- 
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- 
- Provide an inclusive curriculum.
- 
- Promote home languages in the school and classrooms and use these to aid pupils learning.
- 
- Monitor pupils progress regularly against the NASSEA step levels and the pre key stage learning steps on target tracker.
- To assess and monitor using the pre-Target tracker statements. - Assess pupils in class and set targets based on these assessments.
- 
- Ensure pupils are making progress and can access the school curriculum.



# Implementation

There is a plan in place to support a newly arrived child from the beginning.

- Making sure they are introduced to the school and the surroundings first before bringing them into the classroom. This will help the families and help us understand the family more so we can support them in any way we can.
- Support is given to teachers to make sure everything is in place to support the newly arrived child.
- Also, support is given to the child and teachers to help them progress quickly and what to do if the child is not making progress.



# Impact

There is a clear expectation that all classes are making progress towards achieving age related expectations. All targets must be used and taken from Target Tracker and the Nassea steps to support accurate assessment and help them progress.

Impact will be measured through 'spotlights'

- book scrutinises
- planning scrutinises
- learning walks
- lesson observations and pop-ins
- staff and pupil voice
- data analysis




# Phonics

- We use retrieval activities that will be completed at the start of every Reading lesson. These activities focus on phonics, sounds and reading words. They are specifically designed to target gaps in phonics and address common misconceptions in sounds to help with fluency.
- We deliver phonics interventions either as a group or 1:1 making sure the progress is quick and any children who don't have English as their first language, it will help them make progress. We make sure they are reading and understanding words and sounds quicker.



# Phonics




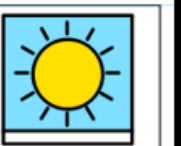
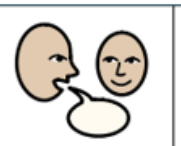
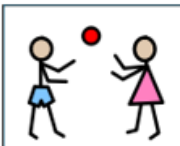


ay

Speed Sounds Set 1															
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e
l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	

play    day    may

way    say    spray




TN-Look at sounds recap green words. Use sound buttons and then know what the words are. (match with the pictures.


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l:l or group phonics


**Phonics Read and Write**


I can see a box 


I can see a cat 

I can see a dog 

I can see a fox 

I can see a tree 










I can see a boat 

I can see a frog 

10 sort the pictures by their initial sound

**s, a, t, p, i, n Matching Activity**

Can you sort the pictures by their initial sound?

s	a	t
 	 	 
 		

Tuesday


1 Tuesday 3 Tuesday 5 Tuesday

2 Tuesday 4 Tuesday 6 Tuesday

**Practise blending**

Read in Fred Talk, then read the word

in	on	it
in	on	it
an	and	pin
an	and	pin
got	dog	sit
got	dog	sit
tip	pan	gap
tip	pan	gap
dig	top	
dig	top	



21.01.2023

in in in in in in in in

an an an an an an an an

got got got got got got got got

tip tip tip tip tip tip tip tip

dig dig dig dig dig dig dig dig

top top top top top top top top

pan pan pan pan pan pan pan pan

sit sit sit sit sit sit sit sit

pin pin pin pin pin pin pin pin

dog dog dog dog dog dog dog dog

pan pan pan pan pan pan pan pan

n i p t a h o s m

Green words

mat on sit hat pin

★

sit on a mat

sit on a hat

sit on a pin

aaaah

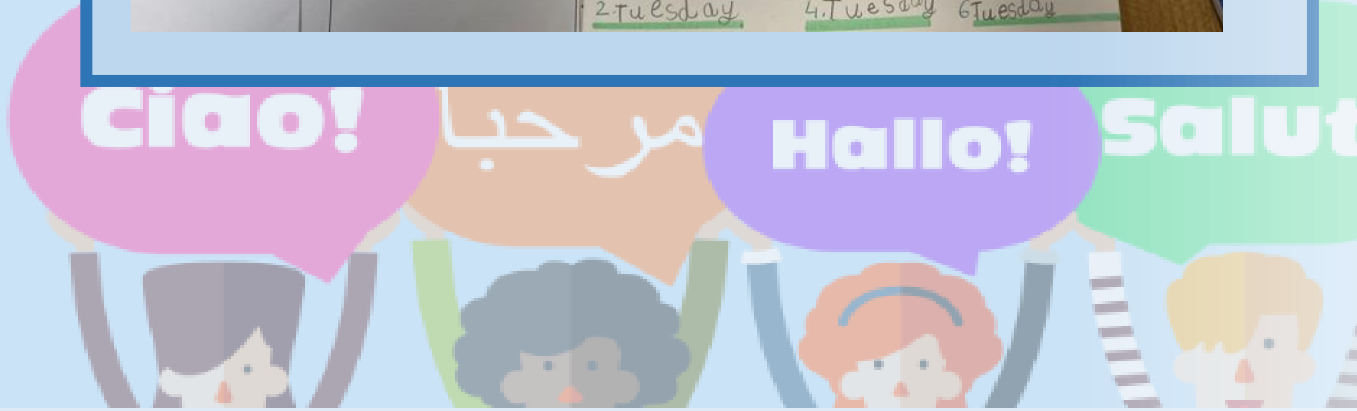
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n i p t a h o s m

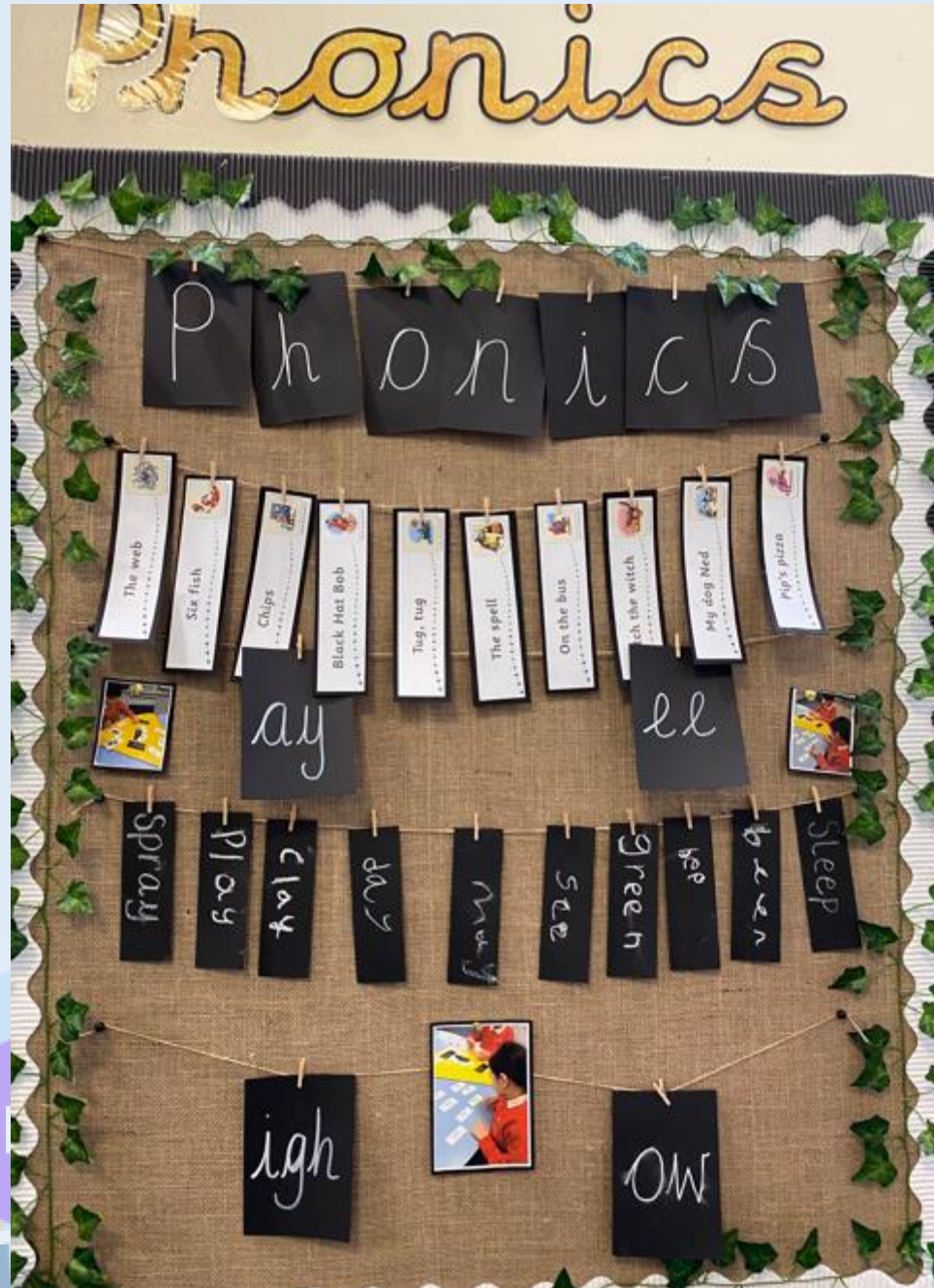
mat on sit hat pin

★

mat on sit hat pin



# Display



Ciao!

مرحبا

Hi!

您好

# Vocabulary and word aware

We use Word aware in all subjects to make sure the children are being introduced to new vocabulary every day. This will increase the Language that they are encountering and are able to use it in the right context. Our children need experiences with words as they may not be exposed to this in their home life. Therefore, we make sure we give them that advantage.

Words are displayed on working walls and we have a specific word aware display, so there are constant reminders of the words they have learnt/ learning.

Words and vocabulary are also put on the newsletter.

**Ciao!**

مرحبا

**Hallo!**

**Salut!**

**Olá!**

**Hi!**

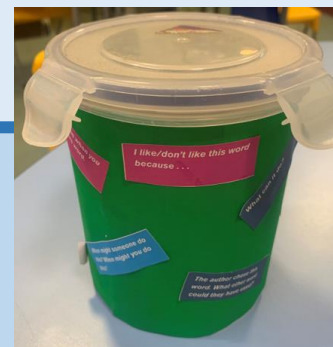

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**MOTIONLESS**

Meaning  
It means when something doesn't move.

Synonym  
Still, inert, stable, fixed, unmoving

Example  
The car was motionless in the parking until somebody start driving it.




**MONSTROUS**

Meaning  
Monstrous describes something shocking or gross, something that I would wish that I never see it again.

Synonym  
ugly, horrible, evil, terrible, shocking, huge, disgusting

Example  
Yesterday I saw a evil monstrous person who took my best friend away but the police catch him and my best friend come back safe.

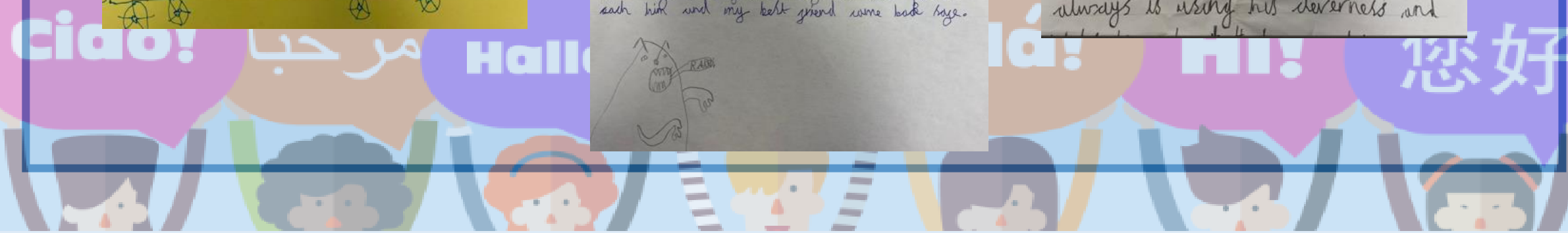



**CUNNING**

**SIMILAR**  
Crazy, witty, tricky, sly, sassy, artsy, creative.

**MEANING**  
Very good or very clever at using special knowledge or skills at getting something done

**EXAMPLE**  
In the most stories the fox is the most cunning animal because he always is using his cleverness and



## Reading

### Challenge 1

Vocabulary match. Can you match the word with the picture and definition?

Struck



To burn unsteadily

Flickering

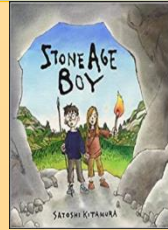


The opening or entrance of a cave

Mouth of a cave



To hit with the hand or a weapon



### Challenge 1

Vocabulary match. Can you match the word with the picture and definition?

Lord



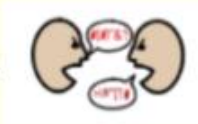
A man who owned land or property and who had power and authority over people.

feud



An extremely sad event or situation.

tragedy



A quarrel in which two people or groups remain angry with each other for a long time

Ciao!

مرحبا

Hallo!





Salut!

Ciao!

Hi!

您好

# Geography

 British Isles	 Eire	 England
 Northern Ireland	 Republic of Ireland	 Scotland

# History

Word Aware

This is a word we will be using this lesson,  
can you complete the wizard word sheet in  
your book to help you remember this word?

time period

New Words:

ABC

It starts with...

It rhymes with ...

It has ... Syllables

Say the word to your partner.

Symbol/picture

Meaning

Use the word in a sentence

\_\_\_\_\_

\_\_\_\_\_

Action

Song or Rap

Word Wall

Word Pot

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# Maths

## Lesson 1



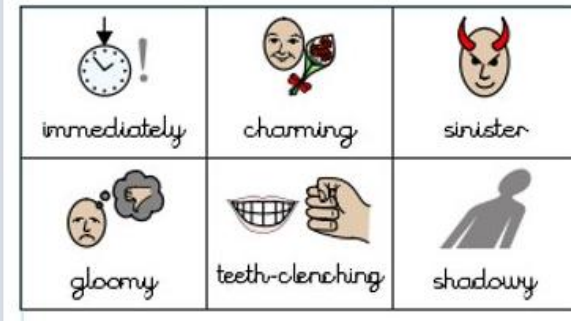
### • PRACTICAL



WWYP: Think of an action to go with one of these words.

# English

## Word aware activity \*



TN: print and \*  
children can have  
a go at matching  
the words with the  
pictures.



# Display



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# Inprint

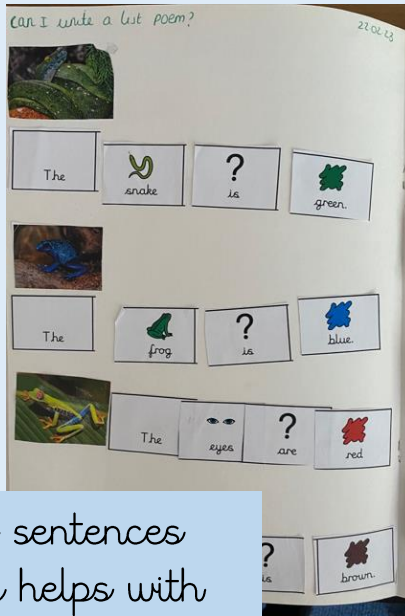
To make sure the curriculum is inclusive. Helping building on listening and speaking skills. Learning the vocabulary taught through the Topics/ English.

If a picture is there it helps support the understanding of the word and the spelling of the word also.



## Impact examples.

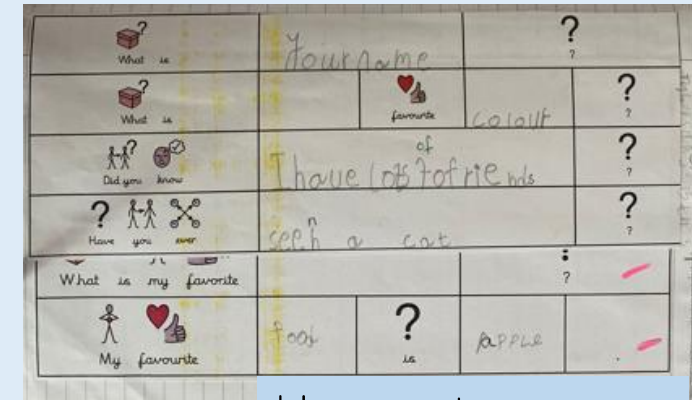
We use inprint in many ways.



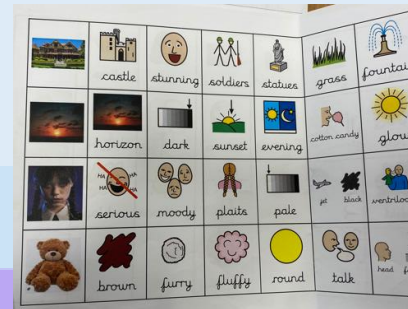
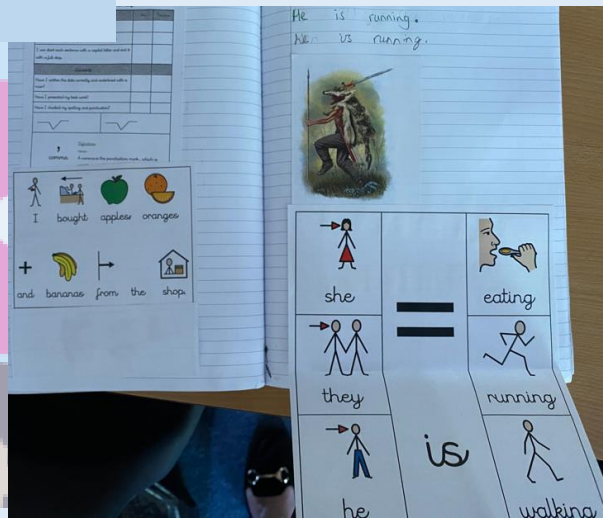
Building sentences  
this way helps with  
reading the sentence  
and checking it  
makes sense.



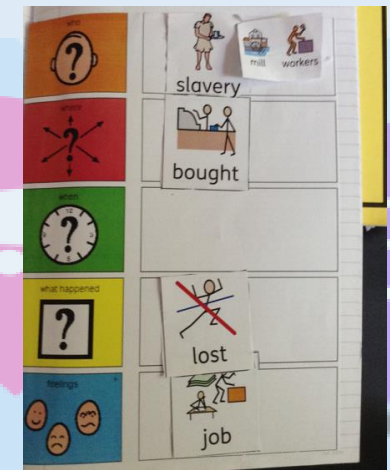
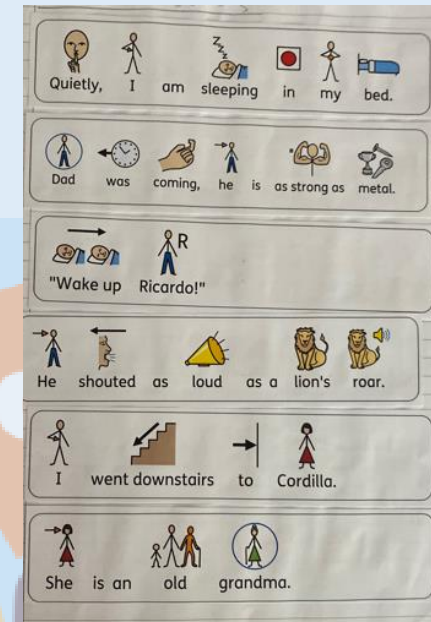
Using the pictures helps in understanding the words. Also having the word there helps with reading and spelling of words.



Using sentence structures helps promote speech and language.



Using word mats helps children to make sure they are using the words in their sentences.

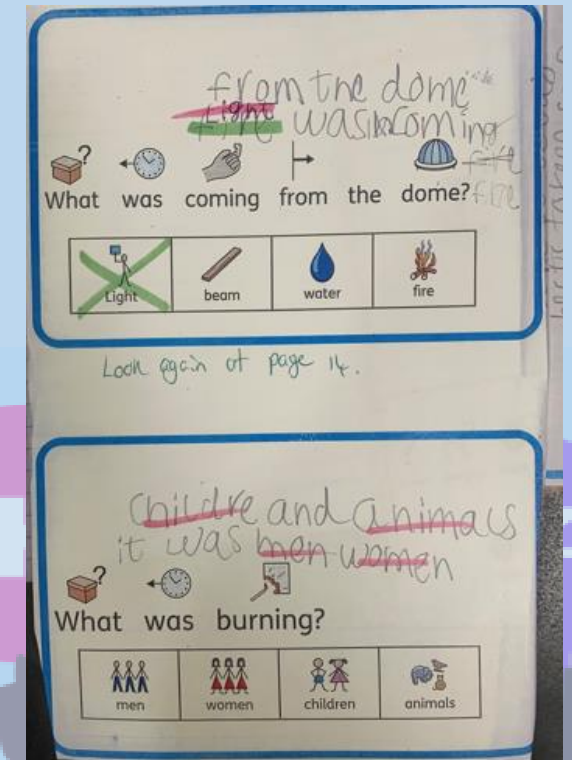
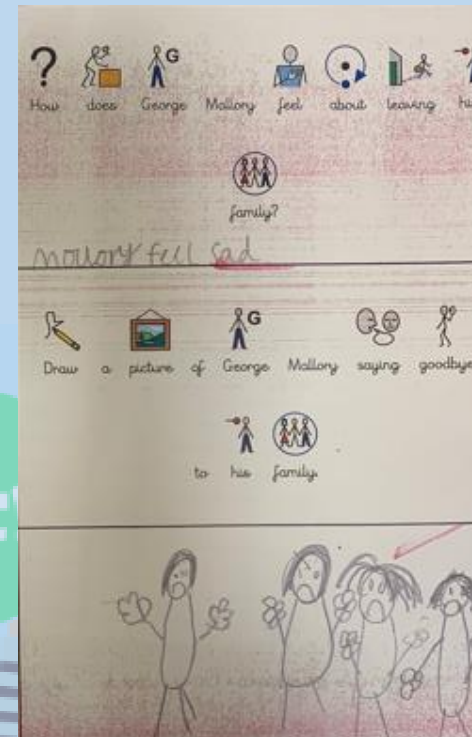
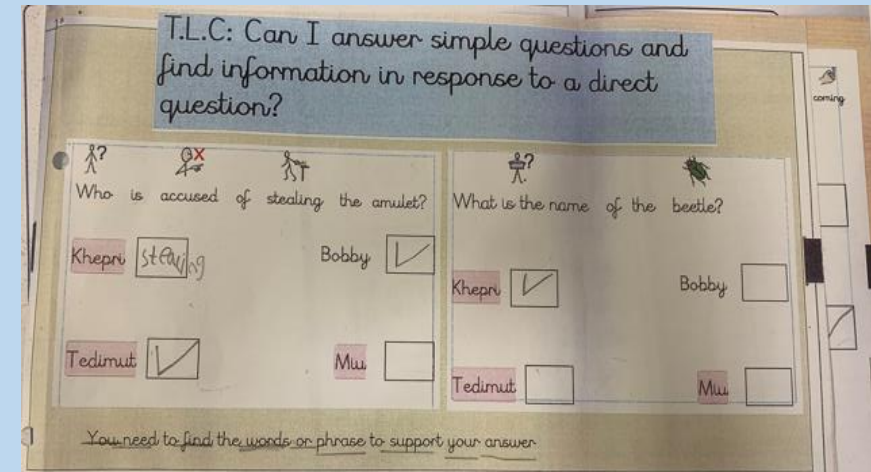


## Reading

This helps the child to access the question if they cannot read or write the answer down.

They are having experience of questions like everyone else, so they are included in the curriculum.

Also, you can see straight away the misconceptions and can give feedback accordingly.



Ciao!

مرحبا

Hallo!

Salut!

## Impact examples.

Coming to England, Wk1.3

What does the word suggest about how the table was set with food?

The verb laden suggests...

The verb laden suggests...

What does the phrase suggest about shopping in the market?

Can you describe the market?

Can you draw the market?

Task: Can I discuss how an author builds a character through dialogue, action and description?

Steps To Success	Points	Points
1. I can use pictures to explain what I have read.		
2. I can summarise key points in the text.		
3. I can discuss a character's personality using lines that the author gives through dialogue, action and description.		
4. I have written a review using...		
Have I presented my book well?		
Have all my capital letters and full stops correct?		

Questions that have been adapted to suit the child's individual learning.

After the Discovery

Howard continued to work and, on the 16th February 1923, he opened the sealed door within the antechamber. Through this door, Howard found the magnificent burial chamber of Tutankhamun which was filled with golden objects that Tutankhamun would need in the afterlife. One of the most notable objects in this room was

Tutankhamun's golden sarcophagus. For the next nine years, Howard worked hard to document every one of the thousands of objects buried with Tutankhamun. He drew each object, as well as diagrams showing their position within the tomb. When he had finished, most of the objects were moved to a museum in Cairo where many of them remain today.

Books/ stories being put in to imprint to support children with reading.

Key words out the story to help and support understanding.

After	working	archaeologist	several
years	Howard Carter	employed	lord Carnarvon
wealthy	man	interested	valley of the kings
find	something	significant	or
there	no	money	Howard Carters
water	boy	stumbled	stone
		belonged	

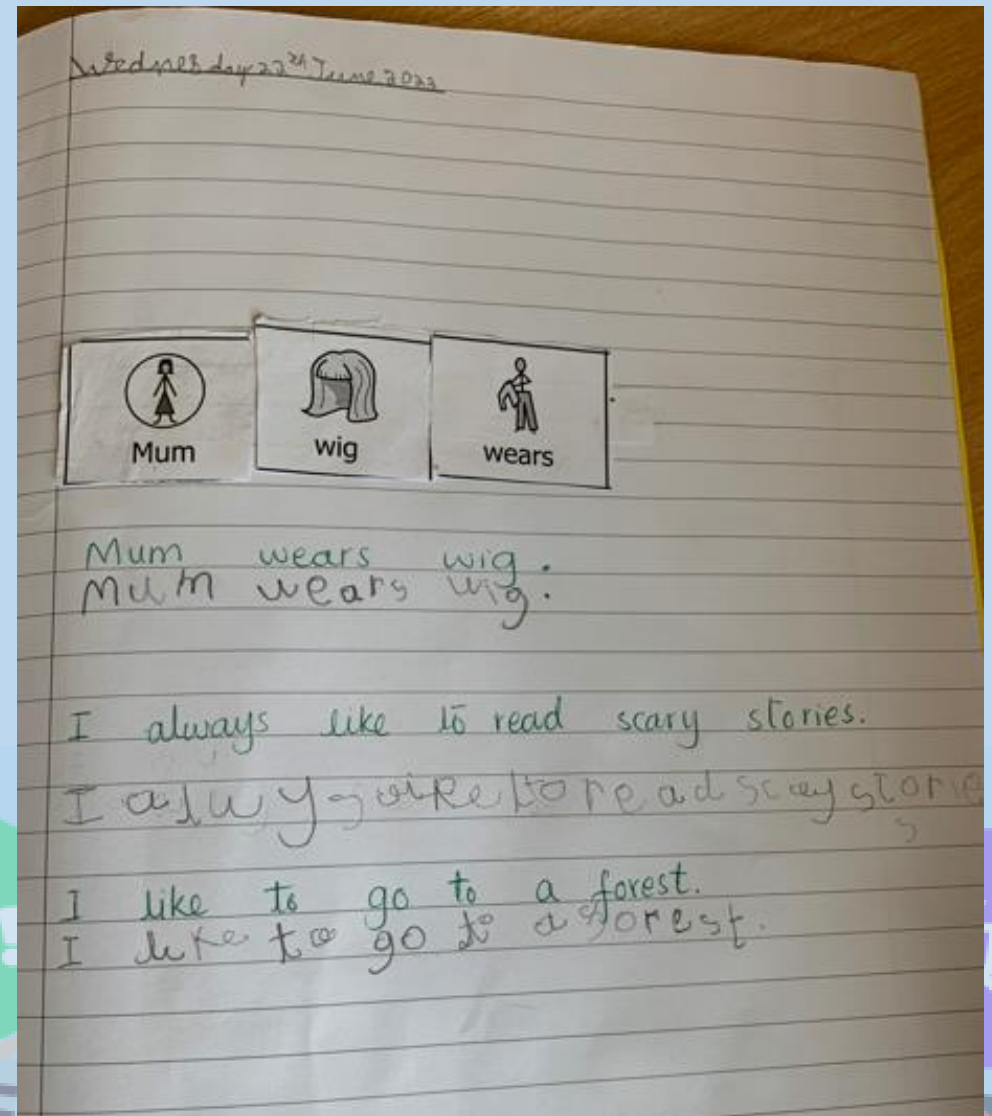
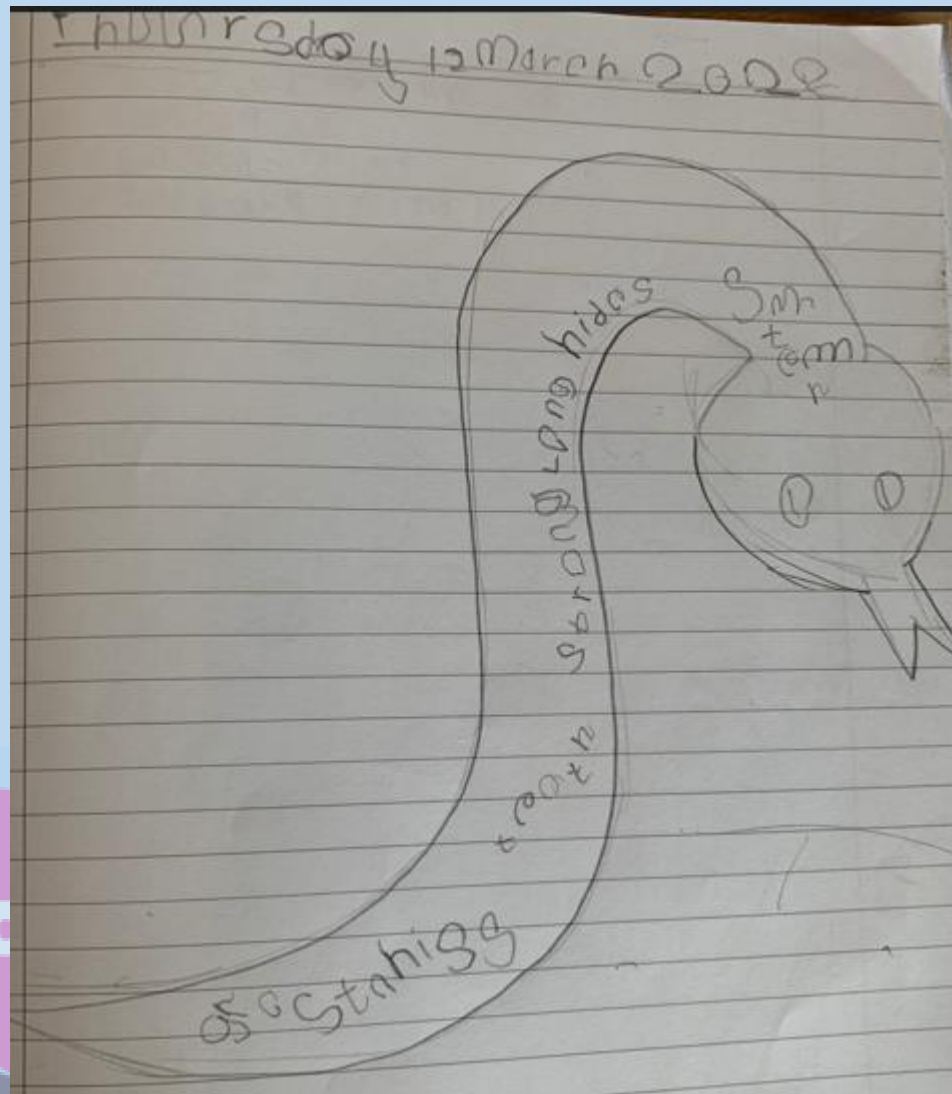
during	first	few	years
Howard Carter	discovered	very	little
Howard Carter	had	1	year
stairs	undiscovered	tomb	Howard Carter
chisel	small	hole	wall
Howard Carter	looked	hole	gold objects

Ciao!

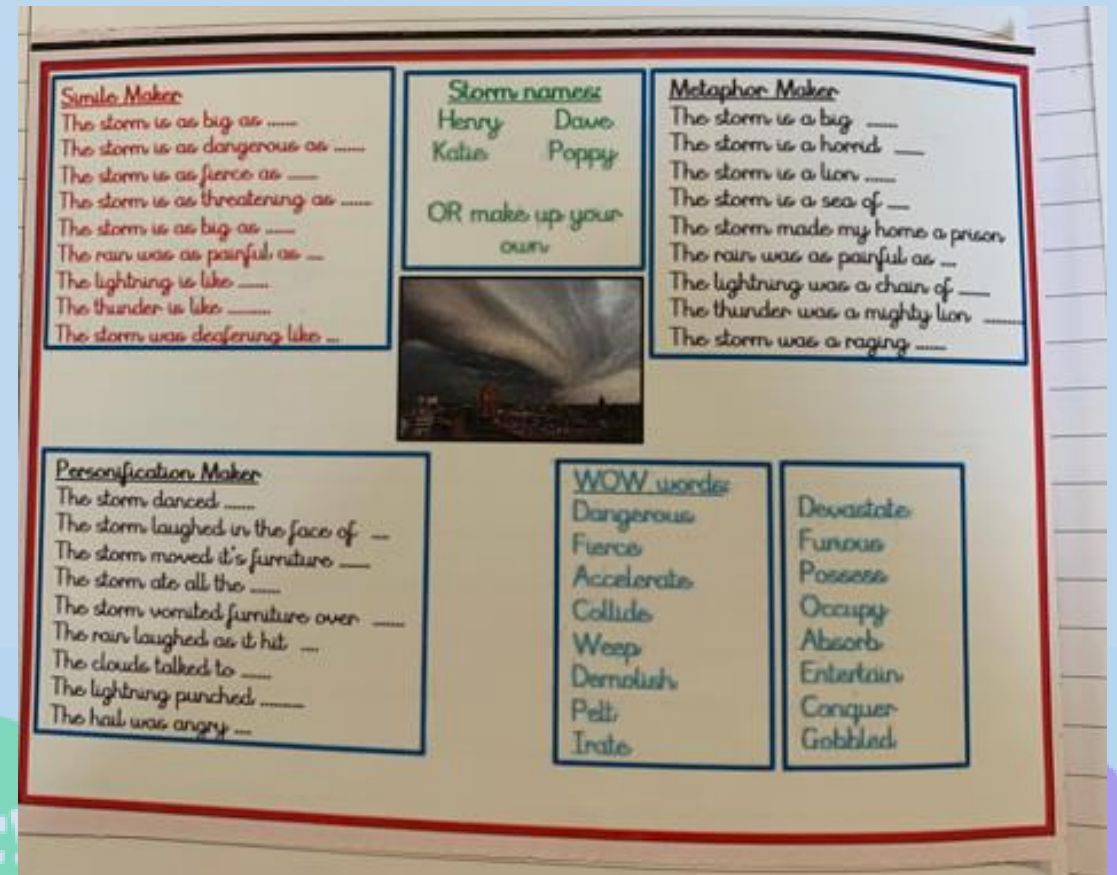
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## Impact examples.



## Impact examples.



# ciao!

您好

Review day 1 December 20 2020

I

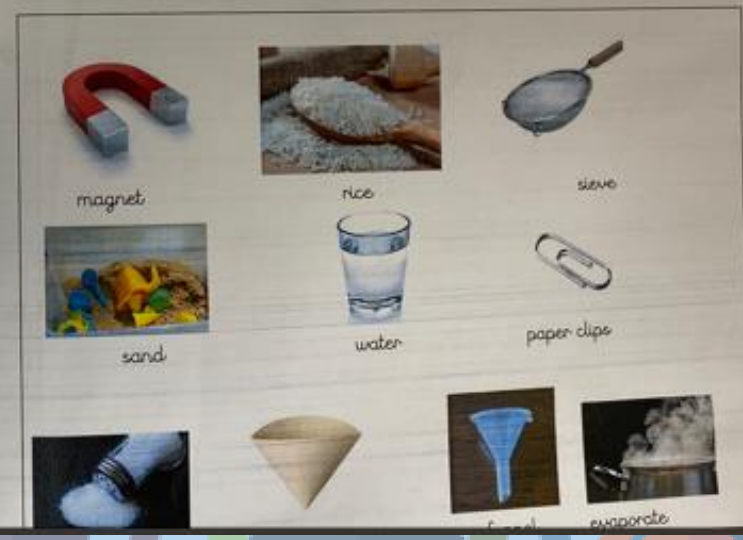
First we used a Magnet to remove the Paper clips.

Then we used a Sieve to remove the Rice.

After that we added water to the salt and sand and mixed it together.

Next we used Funnel and a filter paper to remove the Sand.

Finally, we are going to let the water evaporate to leave behind the Salt.









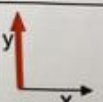
The biggest animal on the graph is elephant.





The smallest animal on the graph is Rat.







The animal with the longest gestation period is elephant.

The animal with the shortest gestation period is Rat.

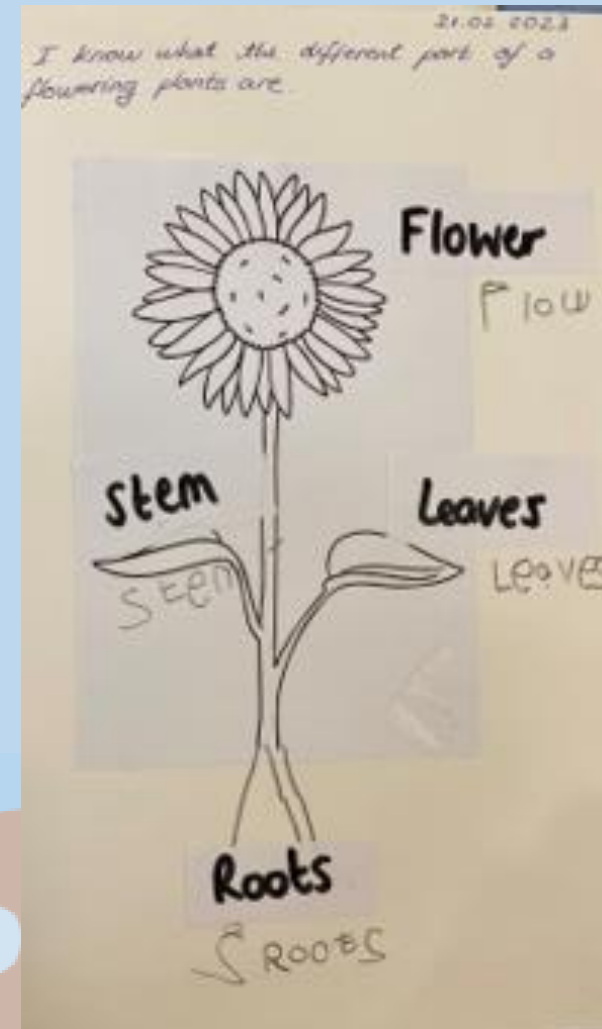
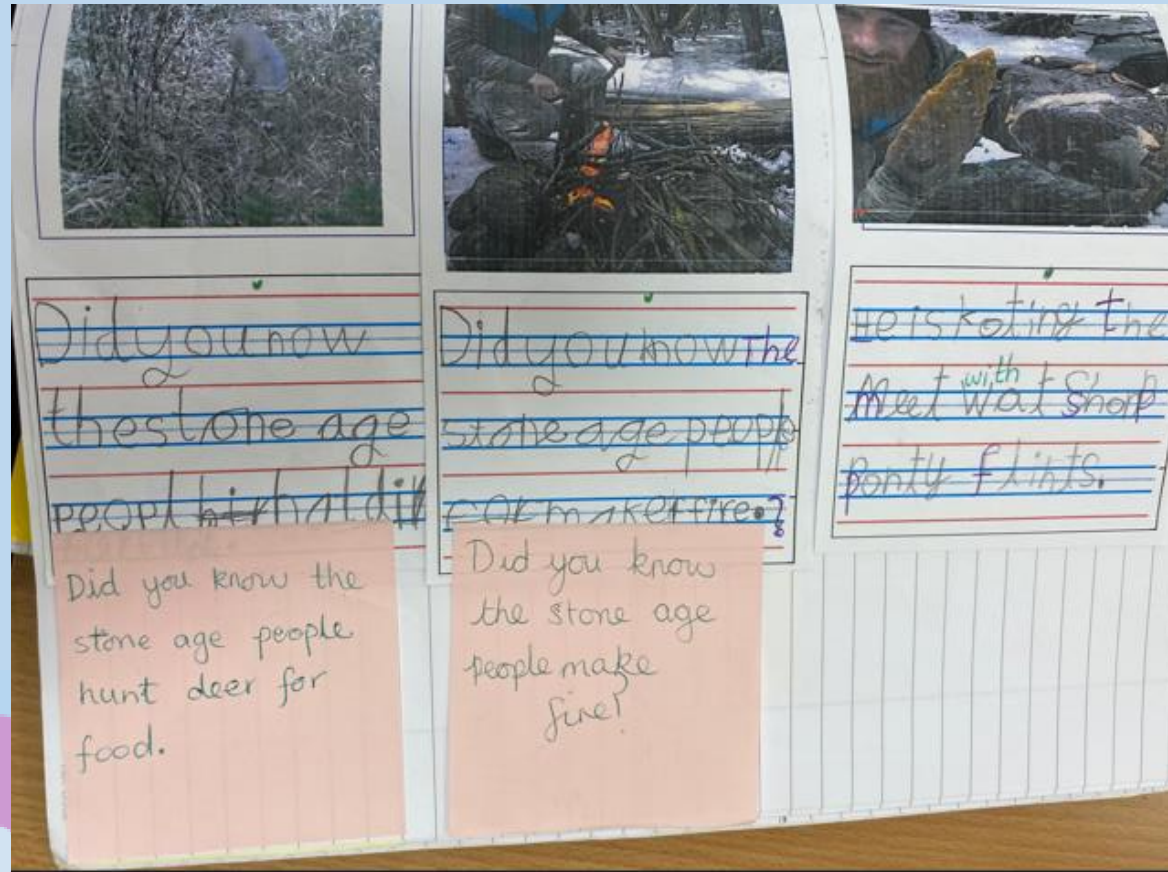
The bigger/smaller the animal, the longer/shorter the

			
mammal	gestation	days	months
			
pattern	bar graph	axis	

	First, we went to Crosby Beach. We looked at Statues. <sup>It</sup> Was <sup>really</sup> hot day.
	Next, Lifeguards <del>talked</del> about safety rules.
	Then, we <del>looked</del> at a mall and <del>walked</del> <sup>ed</sup> along Beach Sandunes.
	After that, it was Lunch time. we ate a Sandwich. <del>It</del> was yummy.

Title How to Plant a Seed <sup>Janant</sup>		First, You need Soil, a Plant Pot and Seeds.
		
	Next, Put the Soil in the Plant Pot.	
		
	Then, Put the Seed in to the Soil.	

## Impact examples.

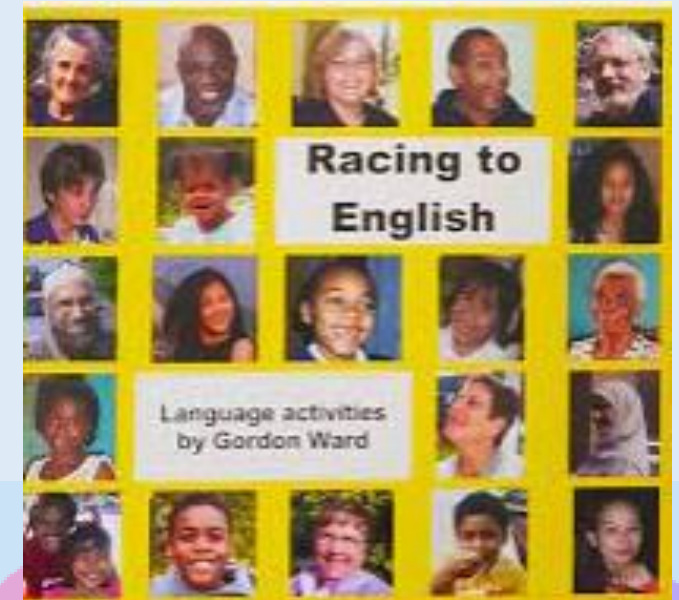


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# Racing to English

A small group of children who don't have much language have been going into a small group intervention. They have been looking at Racing to English or any targets they need to hit off using the Nassea steps.



**Ciao!**

مرحبا

**Hallo!**

**Salut!**

**Olá!**

**Hi!**

您好

**Page 10 English**

**Activity 1a**

**Hello**

Hello!

Hello, My name is Aya

Hello, My name is Rebecca

What's your name?

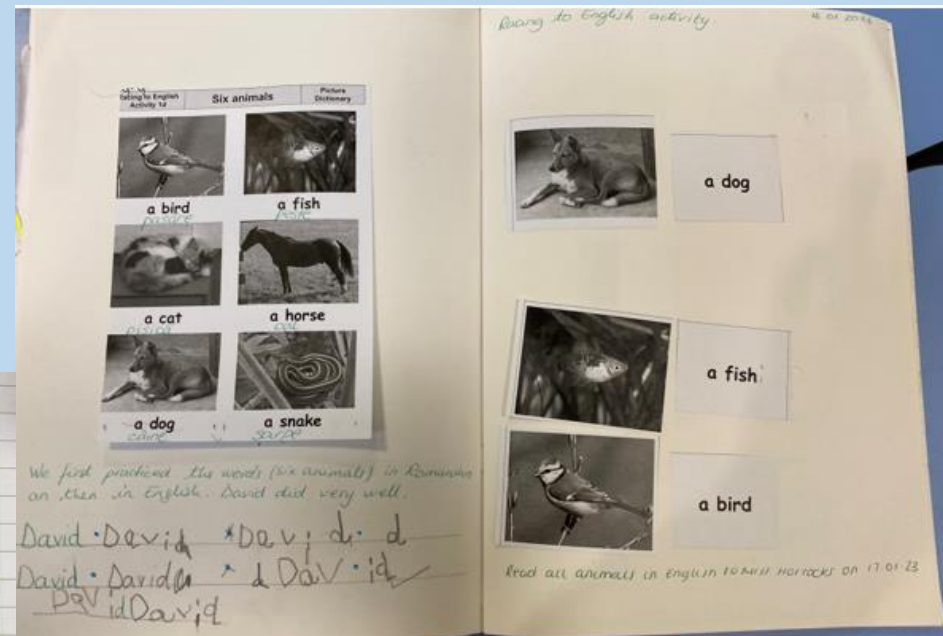
Achiha

What school do you go to?

**Page 11 English**

**Classroom objects**

b	book	book
p	pen	pen
p	pencil	pencil
p	paper	paper
r	ruler	ruler
r	rubber	rubber
	glue stick	glue stick
	calculator	calculator
	stapler	stapler



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# Nassea steps



Improving teaching and learning  
for EAL, Black and minority ethnic pupils

**ciao!**

مرحبا

**Hallo!**

**Salut!**

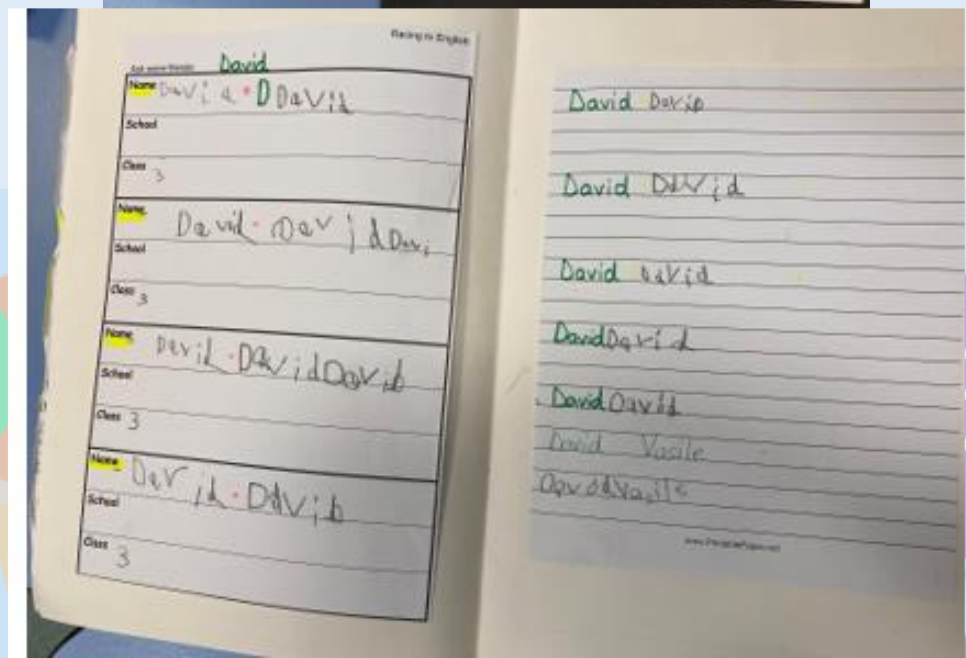
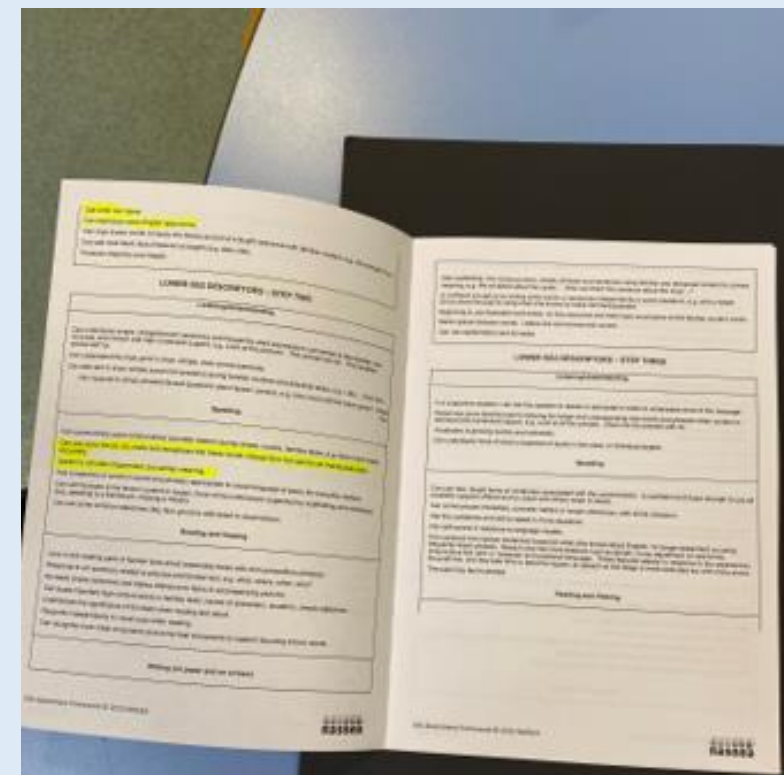
**Olá!**

**Hi!**

您好

# Targets and Nassea Steps reading, writing, Speaking and listening

Using the Nassea steps helps see the  
smaller steps of progress being made.  
This helps develop Language and  
speaking and seeing the progress that  
is being made.

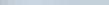


ciao!

مرحبا

Hallo!

Salut!



Alexandra Park Junior School

Assessment using the Nassea steps. More progress will be made quicker to get them on Target tracker and working at age related as quickly as we can.

# ciao!

مرحبا

# Hallo!

Salut!

olá!



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## Next steps

\*INSET for staff Autumn term to revisit and update on inprint assessment

Set up racing to English intervention during French lessons Autumn term.

\*Display board outside class 4. Map of where children are from.

- Assessment on Nassesha steps to be updated and then inset on this.
  - To make sure the admissions of new arrivals is followed.
  - Excel form to be made and updated to help track INA child
    - Personalised targets to be set and being met.

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