



EAL- Guidance

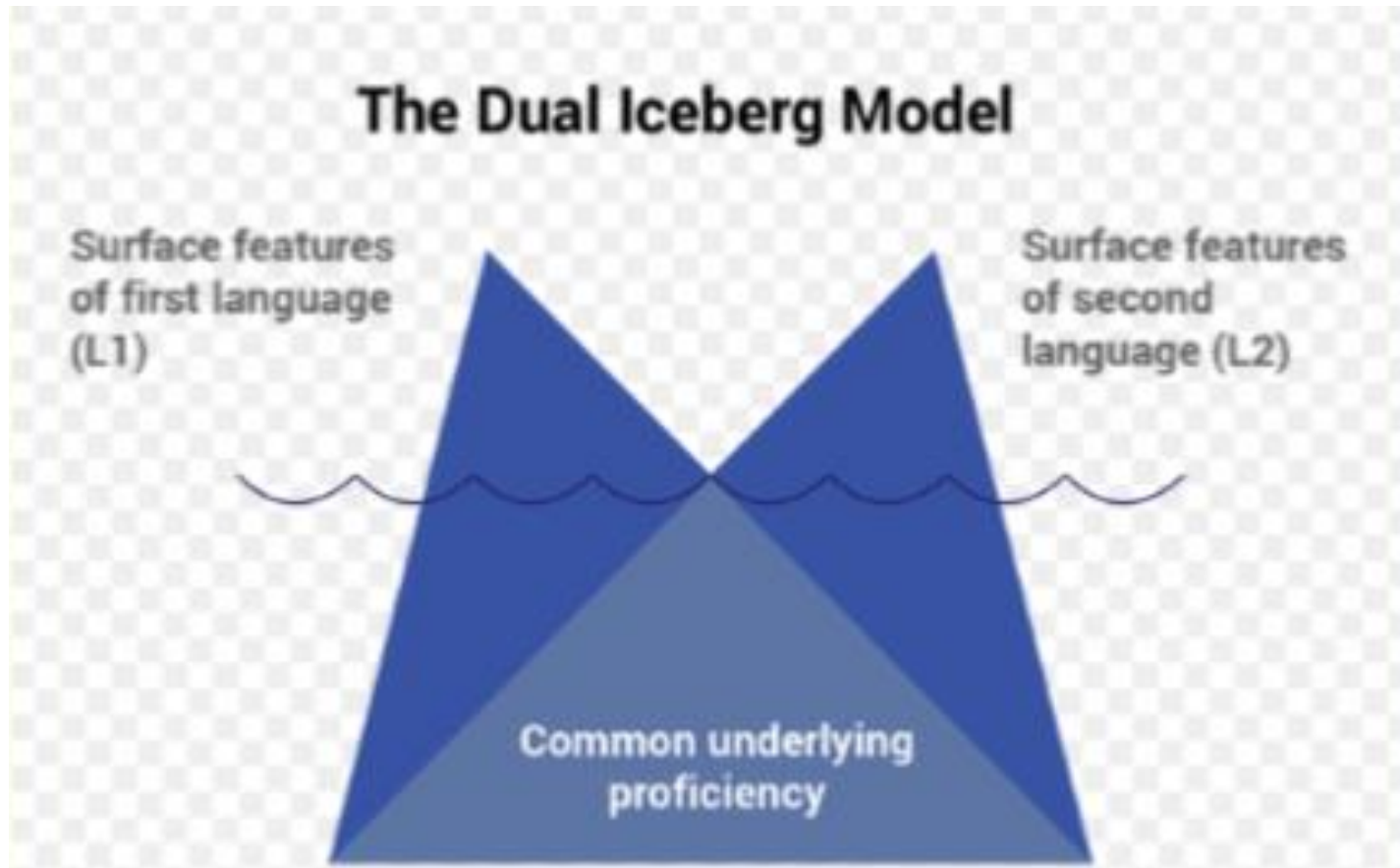
Elspeth

EAL learner



- ▶ - A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or community.
- ▶ - Where a child was exposed to more than one language (which may include English) During early development, the language other than English, is recorded, irrespective of the child's proficiency in English.

Cummins Dual Ice burg model



Developing Two languages

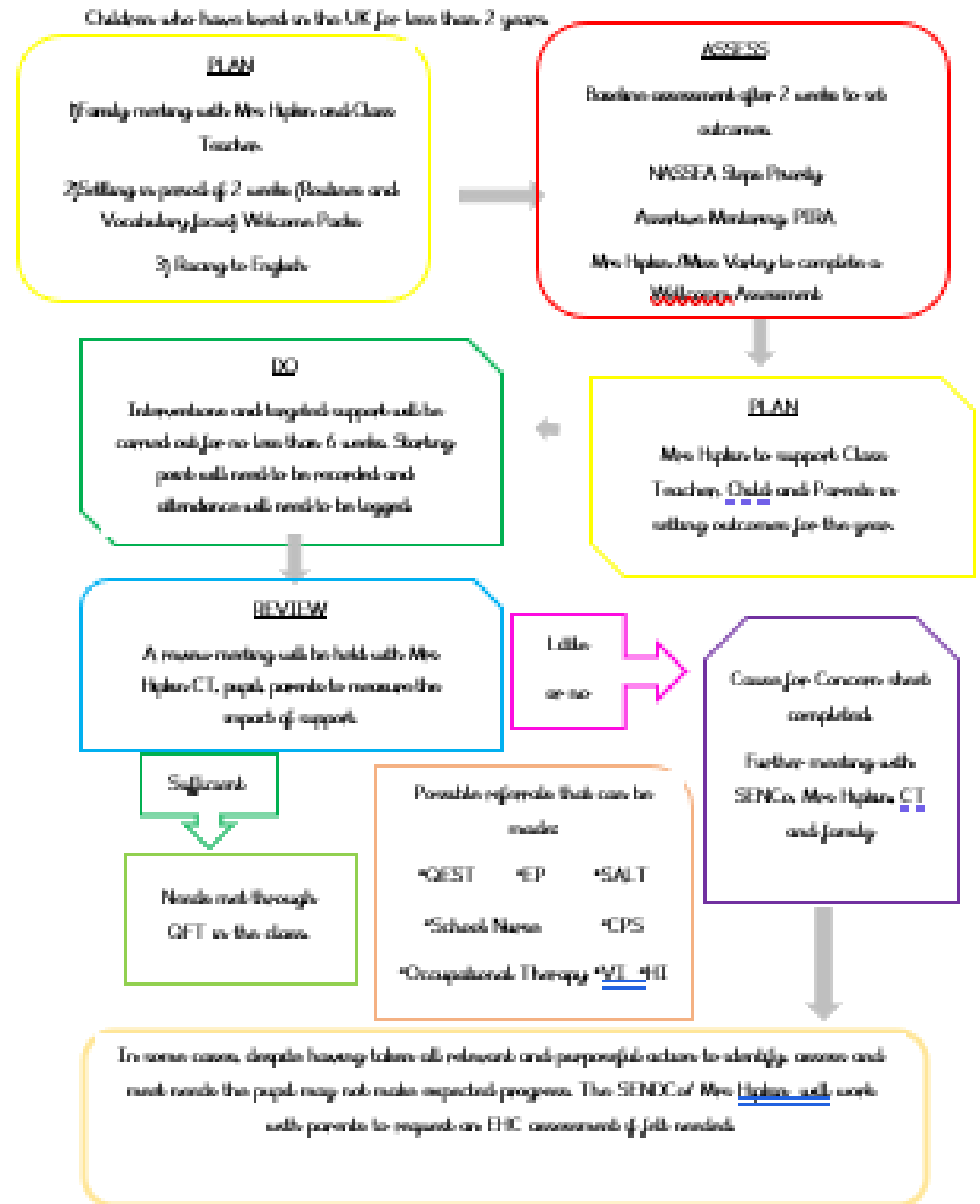
- ▶ Developing two languages
- ▶ - Older children with well developed first language will have transferrable skills which enable them to learn a second language.
- ▶ - Our youngest children are most at risk of losing a language rather than gaining a second one.

Why it is important to maintain home language?

- ▶ - A strong First language supports development of positive self- concept.
- ▶ - speaking the first language will help strengthen relationships within the family.
- ▶ -Continuing to speak first language provides opportunity to continue cognitive development while learning English as a second language.

Parents and admission

What are our LMA children?



End of week 1

- ▶ To feel safe and happy.
- ▶ To be shown around school and the places that are important.
- ▶ Buddy given to support child.
- ▶ Is beginning to follow some of the conventions and routines of the classroom.
- ▶ To be familiar with arrangements for lunch times.
- ▶ To be familiar with location and use of cloakrooms and toilets etc.
- ▶ To be beginning to interact socially with class peers (even if only a little.)
- ▶ Visuals to support communication and understanding of language

End of Week 2

- ▶ To meet with parents./ ring parents.
- ▶ Understanding how much English and home language-
- ▶ Target set by class teacher to inform planning.
- ▶ Activities to support home language and learning new language.
- ▶ further integration in the classroom.
- ▶ Assess Proficiency in language. Code
- ▶ Assess child using on the Nassea framework. Assessment of Nassea steps.

End of week 3

- ▶ To feel safe and happy.
- ▶ Come to school happily
- ▶ To be familiar with geography of the school
- ▶ Can follow daily class routines
- ▶ To initiate contact with their teacher and staff around school
- ▶ To begin forming relationships and friendships.

End of first term

- ▶ To feel safe and happy.
- ▶ To participate in group and class activities at an appropriate level
- ▶ To interact positively with other children
- ▶ To work co-operatively with other children
- ▶ To be confident in small group situations
- ▶ Can work / play without constant adult supervision
- ▶ Shows interest and motivation in learning
- ▶ To have demonstrated some *identifiable* progress in English language acquisition if an EAL beginner
- ▶ Assess Nassea Steps and some Targets met on pre key stage TT and assessment revisited.
- ▶ Also using the pre key stages on target tracker.
- ▶ Then continue to assess Nassea every time assessments are due in. Unless they are ready to be assessed on target tracker band 1.



EAL- Assessment

Elspeth



Proficiency in English

Stages of English as an Additional Language Acquisition

A

New to English

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying/repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.
- Needs a considerable amount of EAL support.

B

Early Acquisition

- May follow day-to-day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes.
- May understand simple instructions and can follow narrative/accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

C

Developing Competence

- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent.
- Literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.
- Requires ongoing EAL support to access the curriculum fully.

D

Competent

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts.
- Written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.
- Needs some /occasional EAL support to access complex curriculum material and tasks.

E

Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his /her first language.
- Operates without EAL support across the curriculum.

Stage A – New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs considerable support to operate in English.

Stage B – Early Acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have become familiar with some | subject specific vocabulary. Still needs a significant amount of support.

Stage C – Developing Competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires support to access the curriculum fully.

Stage D – Competent

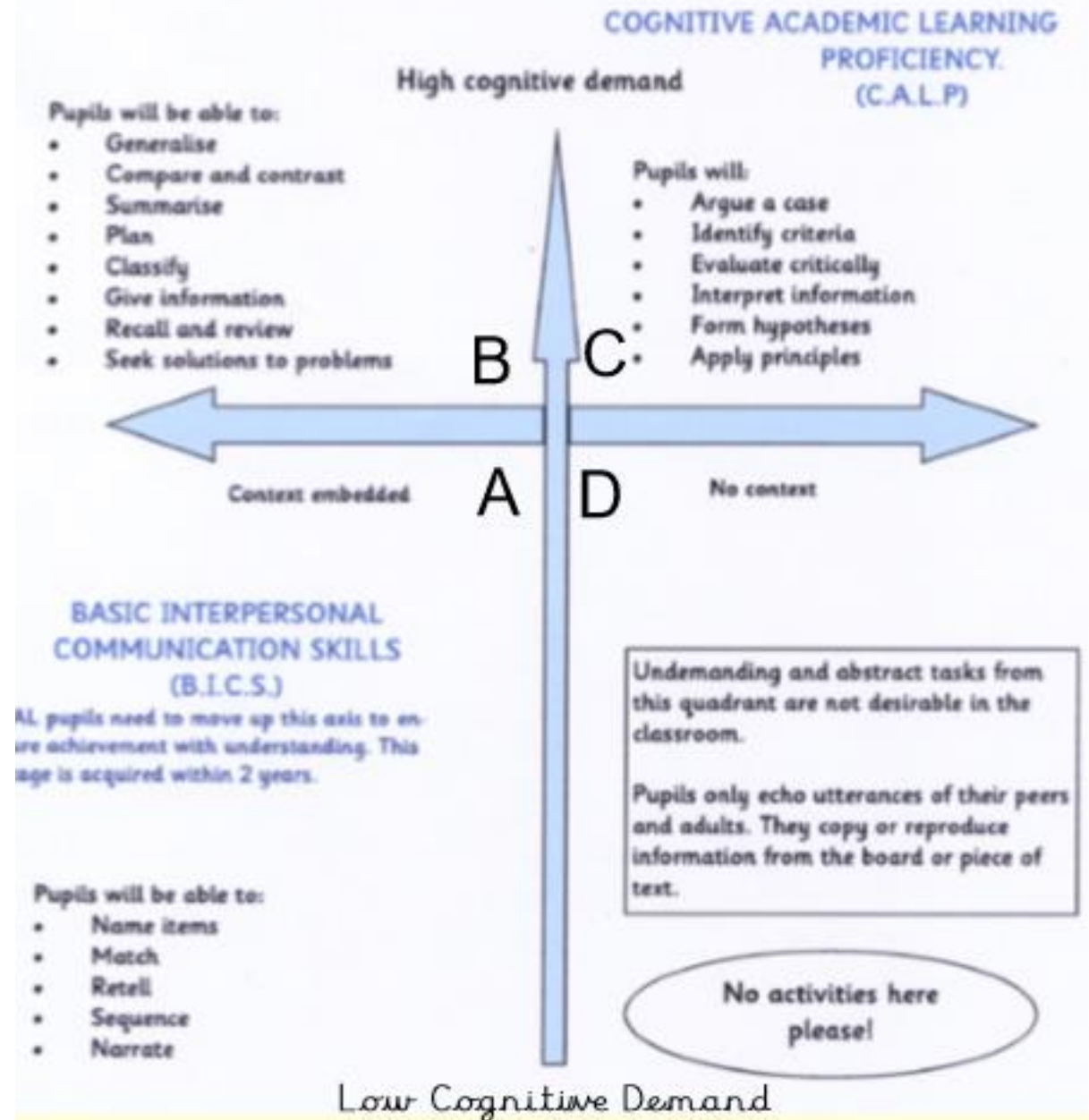
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Stage E – Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

NB. For the school census, the code N should be used if the pupil with EAL has not been assessed.

The Cummins framework shows how children move from Basic Interpersonal Communication Skills (B.I.C.S.) to Cognitive Academic Learning Proficiency (C.A.L.P.) with increasingly high demands placed upon them.



Nassea Steps-

EAL Assessment Framework Overview

	Step 1 Surviving a school day	Step 2 Reacting to learning experiences	Step 3 Engaging more independently	Step 4 Emerging control over language tools	Step 5 Developing fuller understanding, extending responses	Step 6 TRANSITION	Step 7 The need for support reduces	Step 8 Fluency, monitoring
Listening/ Understanding	Can understand classroom words. Can respond to one step instructions. Can learn and use new words taught in class.	Can understand one-step, familiar, practical and short speech.	Can use scaffolding, support and differentiation provided in class. Can understand targets and appropriate learning objectives. Can pick up and use new vocabulary quickly.	Can understand beyond the simplest part of the lesson.	Can understand the gist of a lesson at normal pace. Can deal with routine events in school.	<i>The pupil can sometimes perform close to age-appropriate expectations.</i> <i>The pupil will sometimes perform at a much lower standard than was expected.</i>	Can understand the gist of the lesson with no adjustment for EAL. Can interact spontaneously during all class activities.	Can understand the content of a lesson in the same way as most peers.
Speaking	Can answer 'where, what, who, when' questions Can produce learned words, learned short phrases. Can communicate with people who adjust the conversation for EAL needs.	Can communicate about the concrete, the practical and the familiar. Can retell short and simple content delivered supportively. Can speak in longer phrases and sentences with scaffolding.	Can ask for clarification in a focussed way. Can speak independently in longer, communicative utterances. Can express a lot of lesson content.	Can express content independently. Can be easily understood. Can express content very well with scaffolding and rehearsal.	Can converse socially and on task. Can communicate familiar content and own observations with detail. Can describe, narrate and share reasoning and opinions, although with errors.	<i>This is because the pupil's need for contextual support is greater under some circumstances.</i> <i>Providing more contextual support at times of change and the start of a new unit of work will raise attainment.</i>	Can converse about lesson content with only minor errors. Can express both concrete and abstract ideas. Can explain own reasoning.	Can use English spontaneously in an age appropriate way. Can use English effectively, both socially and academically.
Reading	Can read own name. Can understand signage in school. Can understand labels. Can recognise words by shape and first letter.	Can answer one-step who, what, where, when questions relating to text. Can read simple text relating to something already discussed. Can locate high content words in texts. Can recognise most initial consonants.	Can locate taught features of text and layout. Can retrieve information at a simple level. Can read with understanding a differentiated text. Can use phonic skills.	Can attempt a range of texts. Can decode unfamiliar words. Can retell text content with scaffolding.	Can understand a simple text, if the vocabulary is mostly familiar.		Can read an age-appropriate text and understand the main points.	Can understand age-appropriate texts. Can understand inference at an age-appropriate level.
Writing	Can form most letters. Can copy known words. Can conform to taught layout.	Can write short sentences with scaffolding. Can attempt some independent writing. Can use capital letters and full stops.	Can write sentences about familiar content. Can use a model to improve writing. Can produce easily read handwriting. Can use more taught punctuation.	Can write meaningful sentences and short text with scaffolding. Can use common spelling patterns. Can use basic punctuation independently. Can apply common spelling patterns.	Can write a simple paragraph about familiar content.		Can write clearly, with details. Can explain own point of view, giving reasons. Can explain advantages and disadvantages.	Can produce detailed, well-structured, cohesive texts at an age-appropriate level.
	Short phrases, single words.	Can recognise that verbs change form, but cannot yet use verb forms with accuracy.	Can use more grammatical features, adopting what s/he hears others say, but with errors. Uses 'and' 'because'.	Can self-correct some grammatical mistakes.	Can communicate in cohesive English, although with errors.		Can use features of grammar associated with higher order thinking skills, if these have been taught and modelled.	Unfamiliarity with some aspects of the language, or with some vocabulary, can cause underachievement if teachers are not aware of the pupil's language needs.

End of term assessment

TT-Pre key stage steps

- Reading
- writing
- speaking and listening
- maths

Band 22-26 (3 statements)	Band 27-30 (3 statements)	Band 31-40 (3 statements)
<p>Handwriting Draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand)</p>	<p>Spelling Identify or write the 20+ graphemes in Standard 2 of English language comprehension and reading or hearing corresponding phonemes</p>	<p>Spelling Identify or write the 20+ graphemes in Standard 2 of English language comprehension and reading or hearing corresponding phonemes</p>
<p>Composition Say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the .../park/shop/beach')</p>	<p>Handwriting Form correctly most of the 20+ lower-case letters in Standard 2 of English language comprehension and reading</p>	<p>Spelling Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. it, cat, pot)</p>
	<p>Composition Say a clause to complete a sentence that is said about e.g. 'When we went to the beach today, ...we ate ice cream / I played in the sand / it was hot'</p>	<p>Handwriting Form correctly most of the 20+ lower-case letters in Standard 2 of English language comprehension and reading</p>
		<p>Composition Make up his/her own phrases or short sentences to express his/her thoughts about stories or their experiences</p>
		<p>Composition Write a caption or short phrase using the graphemes that he/she already knows</p>