

EAL at Pippins School

- Over the years we have seen the school community change and it has become much more diverse and multicultural, with approximately 23 different languages spoken at Pippins.
- We ensure all pupils feel safe, accepted and valued in order to learn effectively and become successful members of society. For children who are learning English as an additional language, this includes recognising and valuing their home language and background.
- We are aware that bilingualism is a valuable tool and EAL children make a valuable contribution to our school and wider community. Bilingualism gives access to two cultures and promotes greater tolerance of other cultures.
- We provide an environment that celebrates cultural diversity through cultural diversity days, and celebrating languages with a Language of the Term focus. This builds their confidence and raises self esteem.



Assessment

- The department for Education uses the following EAL classification codes. These are the reference points for children on the EAL register. We use the Bell Foundation Framework for EAL to support our judgements.

DfE Proficiency in English scales

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

Areas of Assessment

- Listening
- Speaking
- Reading
- Writing

We assess children on a termly basis using this 10 step assessment tracker.

- We ensure the needs of EAL children are met through careful curriculum planning. All children are provided with opportunities to make good progress.

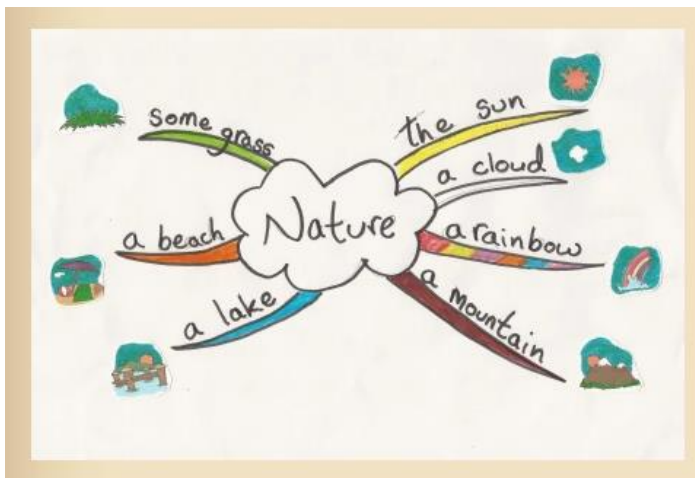
	BAND A	BAND B	BAND C	BAND D	BAND E	
CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance	
EARLY DEVELOPMENT	1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
	2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a rock?')	Can respond to simply phrased factual questions (e.g. 'Which things use water?')	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information
	3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. 'Do your best', 'Check your work'))	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. expressions like 'right', 'okay', 'anyway', 'as I said') to help make meaning
	4	Can follow and join in routine classroom activities willingly (e.g. 'pay attention!', 'form a circle')	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references if not culturally laden
	5	Can show comprehension through action and gesture rather than words	Can follow narrative accounts with visual support	Can understand intonation to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)	Has access to a wide vocabulary including abstract nouns (e.g. hunger, happiness) and a growing bank of subject-specific words related to curriculum tasks	Can understand most of the content when teachers speak clearly at a normal pace
NOT EXPECTED TO BE ACHIEVED IN ORDER	6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom (e.g. 'quiet', 'put up your hand')	Can follow instructions where the context is obvious and recognise familiar words in spoken texts	Can respond appropriately in most unplanned exchanges	Can distinguish between and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)	Can follow most audio and video materials
	7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	Can respond to simply phrased factual questions about lesson content (e.g. 'Is the leaflet about animals or shops?')	Is developing understanding of sentence types (e.g. questions, statements) through word order rather than intonation alone (e.g. 'Miss wants to know how we are going to make this story better')	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical forms may be challenging (e.g. 'Some aspects of our curriculum will be changing')	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms
	8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)	Can attend actively to the conversations of other English speakers on familiar classroom topics (e.g. preference of colours, shapes of objects)	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	May ask for clarification and need extra time when participating in complex interactive listening activities (e.g. group performances or class discussions)	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register (e.g. formal and informal)
BAND						













How we support EAL children




- Collaborative group work
- Concrete objects in Maths
- Pre teaching vocabulary
- Drama and role play



- Visual resources e.g. mind maps, substitution tables, pictures, writing frames.



Wilbur's	tail		went	green		.
	body			purple		
	head			blue		
	front legs			yellow		
	back legs			red		
	whiskers			pink		

She	fast	
		a snail.
	tall	
		a giraffe.
	small	
He	slow	a racing car.
		an ant.

Extra Support

- Small group work
- Withdrawal from class (only if necessary).

Why?

- Rapid progress – e.g. daily 1:1 phonics tutoring
- Boost Confidence
- Focused attention
- Pre teaching of vocabulary – links with main lesson.

How you can help



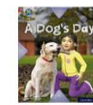
- Speak your first language!

Research shows that concepts and skills learned in a child's first language are transferred to the second language.

- Don't be afraid to speak to your language in public.
- Take your child to gatherings where they can hear people speaking your language to stay in touch with their culture.
- Use both languages, bilingual learners need practise in reading, writing, speaking and listening in both languages equally.

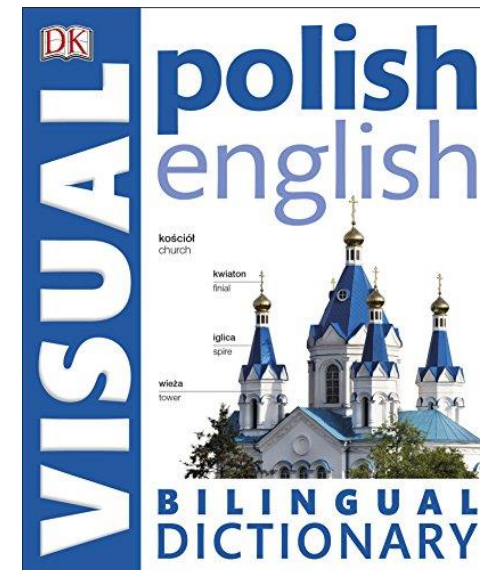
How you can support at home

- Read stories to your child in your first language to make them feel proud and keep in touch with their language and heritage.
- Teach your child songs and nursery rhymes in your language.
- Oxford Owl eBook library have a fantastic range of books including audio books.
- Register with the local library – access to dual language books.
- Ensure you read for 20 minutes a day.
- As you read together, ask your child questions about the story (What has happened? What will happen next? Which characters did you like, and why?)
- Read Write Inc phonics support – please go to our website or come and ask us for more information.



Homework Support

- Read the task in English
- Talk about the instructions in your first language.
- Discuss the task and add any new vocabulary in your first language.
- Ask your child to complete the work in English.
- Switching between the two languages is good for the brain and shows good understanding.
- Speak to the teacher if your child is still struggling.



How you can support at home

- Restrict the usage time for mobile phones, iPad and video games. Discourage the use during mealtimes, bedtimes and homework time.
- Ensure a strict bedtime routine, so your child gets the recommended hours of sleep. At 5-11, children need 9-11 hours sleep a night.
- Studies have shown eating a healthy breakfast improves energy levels and ability to concentrate in the short term.



감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu
Thank You Köszönöm
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう Obbrigado

Questions?

Did you know our website translates to various languages?