# Lovelace Way
# Multilingual Learners

Learning English is a lifelong journey for all children in England. Some children will begin this journey the day they are born while others will begin this journey later in life as they travel to the United Kingdom and begin to settle and integrate. Lovelace aims to support children who are new to English or have English as an additional language by helping them acquire new language skills while encouraging them to develop their home language. Multilingualism as a valuable lifelong skill is recognised and celebrated at Lovelace. For this reason, parents should be encouraged to continue to speak their home language at home.

The levels of support required will vary from child to child, and to decide which level of support Kingston schools use English language codes. Language codes will be assessed termly and appropriate support allocated to each child. For more details, please consult the Hounslow Level descriptors found in  📄 level descriptors Prof in Eng.pdf

| Code | Description |
|------|-------------|
| A | **New to English**<br><br>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 support. |
| B | **Early acquisition**<br><br>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 support to access the curriculum. |
| C | **Developing competence**<br><br>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**<br><br>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 their first language. Operates without additional support across the curriculum. |
| N | Not yet assessed |

## New Arrival Strategy

Details of new starters will be sent to the EAL Lead as well as Class Teachers when the child arrives. Where possible, previous schools will be contacted to provide details of support and language codes to help decide which level of support is needed.

New children will be referred for a reading age and number age test (if they are able to access these tests) and will perform some speaking and written activities with the EAL Lead at a suitable time, once the child has settled. Class teachers will log the child's English competence and follow procedure as per the flow chart found in  W EAL Assessment Tool .docx

For more details please see the flowchart:  P New EAL children proceedure Lovelace.pptx

## Preparing Your Learning Environment

✔ Where children can read and type in their own home language have an iPad available so ,if they need to communicate, they can via Google Translation tools.

✔ Ensure that the learner has a picture dictionary and if necessary a communication fan to provide them with support in the early stages of acquiring English.

✔ Give the child a vocabulary book so they can write down key vocabulary and refer to it.

✔ It is important that the child is able to work with children who can provide good models of English.

✔ Do not place Multilingual learners in groups with pupils with Special Educational Needs

✔ Celebrate/ reflect the child's language and cultural heritage, for example in role play areas or in class stories.

✔ Use objects, pictures, picture dictionaries, diagrams and actions as visual aids to support the child's understanding.

✔ Draw attention to key vocabulary and language structures.

✔ Use dual language books which could be read to the child at home in the first language and at school in English. This will help them to understand the story and to make links between the two languages. These can be borrowed from the language library. Parents can read these stories to the child in the first language, or the child can listen to the stories in their first language.  Please see which books are available here -  T Language Library

✔ The child could complete activities/ play games on websites designed to support English language learning, for example British Council Learn English

✔ http://learnenglishkids.britishcouncil.org/en and the Incredible English website http://elt.oup.com/student/incredibleenglish/?cc=gb&selLanguage=en

✔ Check the EAL Assessment database for any other children in the school who may share the language. Try and introduce families where possible to help new arrivals settle into the Lovelace community.

# Foundation Stage EAL beginners

| Listening | Speaking |
|---|---|
| The child will need to sit near to the adult who is speaking, but where they can see other children. This will mean that they can see and hear the teacher clearly, and also pick up visual cues from the other children. | The child needs to extend and develop their vocabulary and simple sentence structures through small group language focused sessions. |
| Classroom language should be clear, and reinforced with good eye contact and visual cues. Staff should be consistent in the way in which they express frequently used instructions. | Plan group activities/games which promote repetition of key words, phrases and sentences. Wall games will be useful. (See the Wokingham Schools Hub for wall games instructions and materials: http://wsh.wokingham.gov.uk/learning-and teaching/mea/eal/eal-guidance/teaching materials/materials-for-beginners/ ) Simple barrier games will be very helpful when the child is ready to start using some short phrases. |
| The foundation stage environment will support the child to learn English as they will have opportunities to play with other children and to listen to them using language in context without having pressure put on they to speak if they do not feel able to. they will match up what they can see happening with the language she can hear being used. | Include the child in turn-taking games and activities when their is working with other children. (Place the child last so that they can listen to other children before contributing) |
| When the child has chosen an activity, talk to her/ him about what they are doing so that she/he is hearing language in context. Play alongside the child, talking about what you are doing. | Encourage the child to talk about what they playing with, but give them lots of prompts. Use simple question forms. |
| Emphasize or repeat key words and phrases during activities. Modelling and repetition are key | Sing songs and rhymes with repeated language patterns and actions they need to hear, use and repeat key language in a variety of situations |
| Avoid asking too many questions at this stage as the child needs time to watch, listen and absorb classroom activity. | |
| Give the child extra thinking time to process language, particularly when asking them questions. | |
| After giving instructions to a group of children, repeat them in a 1:1 situation and check for understanding. | |

## Support strategies for KS1 or KS2 EAL beginners

## Speaking and Listening

- Seat the child near the front of the class so that she/he can see and hear the teacher clearly, and also pick up visual cues from the other children.

- Avoid asking too many questions at this stage as the child needs time to watch, listen and absorb classroom activity.
- Give the child extra thinking time to process language, particularly when asking him/ her questions.
- When necessary use the support of other children in the school who speak the same languages.
- Communication may be difficult with parents. Languages can be translated using the google translate tool. However, check for the overall meaning of your message by using the reverse translation. Messages to parents can be seen more readily in the home/school diary.
- Classroom language should be clear, and reinforced with good eye contact and visual cues. Staff should be consistent in the way in which they express frequently used instructions. After giving instructions to the class, repeat them in a 1:1 situation and check for understanding.
- Provide opportunities for the child to play games with a 'buddy' who can provide a good model of English
- Model language and explicitly teach key vocabulary and sentence structures.
- Provide visual word mats or topic word cards to help they learn subject specific vocabulary for subjects such as science and maths. These can be sent home with the pupil.



## Learning Vocabulary

- A teaching assistant can 'pre-teach' key vocabulary needed for future lessons. This will make it easier for them to access the lesson. Use props and any visuals for this.
- Plan group activities/games which promote repetition of key words, phrases and sentences.
- Provide opportunities to work in small groups to play language games such as wall games. (See the Wokingham Schools Hub for wall games instructions and materials: http://wsh.wokingham.gov.uk/learning-and-teaching/mea/eal/eal-guidance/teaching materials/materials-for-beginners/ )

✔ Songs and stories on a CD are very helpful, as are ICT activities with audio and visuals.

**In Key Stage 2:**
✔ Pre-teaching words and phrases before starting a new topic
✔ Flashcards with pictures and / or words or definitions in first language
✔ Games, e.g. snap, vocabulary bingo, freeze chanting, pairs games

✔ Graphic organisers, e.g. tables, diagrams, pyramids, flow charts
✔ Substitution tables
✔ Personalised word book or bilingual glossary
✔ Word walls

## Reading Strategies

- Regular paired reading of picture books is recommended. This enables the child to hear the correct stresses and pronunciation of the language. Seeing the words and hearing them in context is extremely important in second language acquisition.
- Using online EBooks and audiobooks offers a motivating way to establish an understanding of stories and key vocabulary and to develop reading skills. Examples include Oxford Reading Tree Talking Stories, Oxford Owl e books (www.oxfordowl.co.uk) and stories on the Incredible English website
- http://elt.oup.com/student/incredibleenglish?cc=gb&selLanguage=e  has a number of stories with repetitive language and good illustrations.
- Dual language audio stories in English and several other languages are available on this website: www.worldstories.org.uk
- Working in pairs or groups, put sentence flashcards in order to build up a paragraph. For reading at paragraph or longer text level: Try 'reading in turns': learners take turns to read up to a full stop, which gives an immediate chance to check understanding
- Give learners a clear idea of what to expect from the text, and give them plenty of time to engage with it. Consider providing a brief summary, in pictures or in straightforward English.
- Talk about what is being read. Pinpoint specific elements in the text through discussion. EAL learners need practice in reading between and behind the lines: they need to see that text may imply more than it actually says.
- Provide dual-language books – both fiction and non-fiction – for EAL learners who are literate in their first language. EAL learners can also be encouraged to make dual-language books for younger learners or for their peers.
- Make available high-quality texts (picture books / short novels / poetry / etc and illustrated non-fiction) that will encourage EAL learners to read for pleasure.
- Ask learners to say whether discrete sentences (taken from the text, or paraphrases) are true or false
- Give learners a number of false sentences, and ask them to reword the sentences to make them true
- Give learners a copy of the text which has been edited to contain errors. Ask the learners to identify the errors and correct them

## Writing Strategies

Provide tasks that are similar to what is happening in class with appropriate scaffolds.
For example, the learner could match and sequence pictures and text related to class topic work.

- Provide labelled diagrams and ask the learner to complete sentences relating to the diagram by inserting the correct key word.
- The child will need structured written tasks, with the emphasis on short, simple, correct sentences and short, but finished pieces of work.

- Provide structured writing tasks to enable the child to practise and develop grammar in English, develop vocabulary, and to practise correct sentence structures.
- The pupil should always practise saying the sentences out loud before being asked to write them.
- Cloze activities where the child has to choose a word to fill a gap may be useful.

## Supporting advanced bilingual or EAL learners

Advanced bilingual learners are those children beyond the initial stages of acquiring English as an additional language (EAL). It is those children, often born in this country, who appear to be appropriately fluent for their age in everyday face-to-face conversational contexts but who need continued support in order to develop the cognitive and academic language required for academic success.

**Typical challenges for advanced Learners**

• Low verbal reasoning scores compared with their performance in non verbal tests, which means more emphasis is needed on the language demands of subjects.

• Problems with reading comprehension, extended writing and expressive skills.

• The pupils may be orally fluent but have problems with literacy.

• They may reproduce words in writing with phonetic approximation of what is incorrectly heard or reproduced in their own speech.

• They may write at length, but with short, simple sentences, limited vocabulary and poor English grammar, sometimes reflecting other language structures.

• Frequent omission of parts of speech in sentences.

• Clauses and sentences tend to be linked only with basic conjunctions, such as 'and', 'because' and 'then'.

• Correctly used tenses are generally limited to the present simple and past simple.

• Possessives and apostrophes.

• Prepositions.

• Pronouns.

• Limited or unadventurous vocabulary.

• Subject/verb agreement eg. 'He have a problem.'

# Specific strategies

Research has shown that it is possible for EAL pupils to be conversationally fluent within two years. It takes between five and seven years for them to operate on a par with their monolingual peers. It may take longer to become proficient in using academic English. It is fundamental that language development needs are not masked by competence in oral language. Ongoing planning for English language acquisition is essential for more advanced EAL learners to achieve their full potential.

| STRATEGIES | ACTION |
|---|---|
| **Assessment for Learning** | <ul><li>Use of peer and self-evaluation</li><li>Set and share challenging targets</li><li>Use on-going assessment to inform planning</li></ul> |
| **As scaffolded lesson framework** | <ul><li>Draw on pupils' previous experience</li><li>Ensure dual focus on language and content</li><li>Collaborative activities</li><li>Use Key visuals, e.g. flow charts, cycle diagrams</li><li>Use writing frames and sentence starters</li><li>Plan for the effective use of ICT</li></ul> |
| **Plan speaking and listening activities** | <ul><li>Value and use first language</li><li>Share and practise new ideas</li><li>Provide good models of English</li><li>Ensure availability of peer support</li></ul> |
| **Focus on subject-specific language** | <ul><li>Reinforce key vocabulary</li><li>Teach grammatical features of specific tasks</li><li>Model language conventions of different subjects</li><li>Explicit teaching of examination language</li></ul> |
| **Provide time for pupils** | <ul><li>To think in language of choice</li><li>To plan</li><li>To Rehearse</li><li>To translate</li></ul> |
| **Effective use of additional adults** | <ul><li>Target support for individuals and groups</li><li>Promote accelerated progress in specific curriculum areas</li></ul> |

| Parents and carers as partners | • Inform parents of British education system and assessment<br>• Maintain regular positive contact with parents and progress<br>• Inform parents of individual targets<br>• **Encourage maintenance of first language** |
| --- | --- |

### Encouragement to write at length

✔ Brainstorming and mind-mapping around key words
✔ Using personal experience to add to content
✔ Developing topics by making links, breaking topics down to more specific subtopics
✔ Extracting keywords from sources, and using them to generate content
✔ Organising ideas into a logical linear sequence.

### Use of language resources

Pupils can be helped to use a wider range of vocabulary in the development of ideas. All writers could be helped to write more complex clauses and sentences by:

o Using longer noun phrases

o Using more adverbial phrases to add detail about *when, where why* and *how*

o Expanding phrases into clauses

o Using more advanced sub-ordinators (for example, *although, until*) to connect ideas

o Individual, explicit corrective feedback on the use of modals (for example, *may, would*) to express conditionality or hypothesis may be appropriate at Key Stage 2 onwards.

### Planning for long-term writing skills development

Aspects of writing need long-term development – from Key Stage 1 or 2 onwards:

✔ Writing regularly at length, with support, for example, guided writing
✔ Extensive reading to become familiar with styles and genres
✔ Noticing how writers use subordination and other resources to present ideas
✔ Encouragement and support to try more ambitious phrases, sentences and texts
✔ Development of signposting phrases and linking terms, for example, *another point; while some people think x, others disagree*
✔ Drawing attention to correct use of prepositions and verbs
✔ Build images and metaphors

## Summary

Most EAL children will learn English through quality first wave teaching, as they socialise and are exposed to high quality spoken and written language from their teachers.

Modelling and visual cues will go far in supporting EAL learners. It is important that children spend as much time in their classrooms as possible.

Studies show it takes approximately seven years for a child to be fluent in English. As children develop in competency the gaps in their vocabulary will become increasingly less obvious. It is likely that technical language will be missing. Children might know what trees are, but they may not know about branches, or roots or trunks. Vocabulary development is important at every single stage of language acquisition.

For more information or resources please explore the EAL Folder on the Curriculum Drive - https://drive.google.com/drive/u/0/folders/1HrBXcLgGihLEQKN6OfzYcGtEzVuLqIcM