

CHEPSTOW HOUSE



All School Policy Policy for EAL

September 2023 - August 2024

Policy Reviewed by Clare Chase

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Next review date: June 2024

Signed: Clare Chase

Submitted: June 2023

This Policy was created 2009 and has been reviewed annually since.

Chepstow House
Policy for EAL

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

INTRODUCTION

In our school, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

AIMS AND OBJECTIVES

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of diversity, equality, fairness and justice for all through the education that we provide in our school. We aim to:

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language.
- To support access to a broad early years curriculum and to the National Curriculum, by improving children's fluency and providing bilingual support as appropriate.
- To integrate new children into the school in order to ensure that they gain access to the curriculum and academic achievement.
- To use school, borough and government resources effectively to raise the attainment of children for EAL children.
- To identify and make maximum use of opportunities for modelling fluent use of English.
- To provide opportunities for children to practise and extend their use of English, whilst also respecting any mother tongue languages the child may speak.
- To encourage and enable parental support.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act 2010.

TEACHING AND LEARNING STYLE

Clear assessment of the level of second language acquisition is taken on entry to the school, to inform planning and target setting (see Appendix 1 and 2). This enables planning based on teachers' and support staff's knowledge of successful strategies for supporting EAL learners (see Appendix 3) At times this might require:

- Differentiated teaching at individual or small group level. For example, giving instruction on key vocabulary for a lesson in advance.
- Employing role play to consolidate what pupils have learned from teacher talk.
- Providing an opportunity for pupils to demonstrate understanding of a topic with a labelled drawing instead of written text.
- Teaching strategies which encourage talk and participation, for example, collaborative paired or group work. These activities develop self esteem and result in a greater likelihood of pupils developing oral language.
- An inclusive multicultural ethos, where difference is seen as being normal and is celebrated.
- The pupil's background is reflected in both the school environment and in the curriculum.
- Grouping EAL learners who share the same home language.

In our school teachers take actions to help children who are learning English as an additional language by various means:

- recognising the child's mother tongue, and making it clear that speaking in their home language can be a positive part of the learning process
- giving newly arrived young children time to absorb English by allowing them a 'silent period', which will usually pass once their self-confidence increased
- viewing the cultural differences brought by the pupil to the class as a bonus, and using this in the teaching process
- having high expectations; expecting pupils to contribute with more than one-word answers
- using teaching strategies that do not allow any racist comments or jokes
- allowing support from bilingual parents, volunteers or other professionals to develop children's understanding and vocabulary
- assessing the work of pupils learning EAL in relation to the national curriculum standards and expectations as early as possible in their school career

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used
- ensuring that there are effective opportunities for talking and that talking is used to support writing
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another

When planning and assessing teachers have access to a list of questions outlining key areas/strategies to look at (see Appendix 4)

CURRICULUM ACCESS

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. We do not generally withdraw children from lessons to receive EAL support. The language support is in partnership with class teachers within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times with the Teaching Assistant in order to help increase vocabulary or to address a particular language or learning focus. Curriculum access is otherwise gained through classroom activities that may include:

- Using accessible texts and materials that suit children's ages and levels of learning;
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials.
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:

- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- Teacher assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

In the EY Stage we plan opportunities for children to develop their English and we provide support to help them take part in activities. The EY Stage helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- Providing bilingual support to extend vocabulary;
- Providing a variety of writing in the children's home languages as well as in English
- Providing opportunities for children to hear their home languages as well as English.

ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for Speaking and Listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same;
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate;
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English. Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils;
- Setting targets for improving oracy, speaking, listening, reading and writing;
- Assessing and tracking progress in speaking, listening, reading and writing;
- Initial assessment of children's speaking and listening level of admission to school;
- Identifying and providing resources which support children learning English as an additional language;
- Updating speaking, listening, reading and writing assessments each term

Additional classroom support staff have responsibility for:

- Working with targeted groups to support children's access to the curriculum;
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;

ASSESSMENT

Chepstow House School uses the Bell Foundation Assessment Framework for EAL children linked to the National Curriculum as a basis for assessment. We carry out ongoing termly recording of attainment and progress in line with agreed school procedures. In the summer term information is handed over to the cohorts' teacher for the next school year in order to identify teacher support for the coming year.

When working on school assessments, if necessary, special assessment arrangements are made for children who are learning English as an additional language.

In the mathematics tasks and tests at Key Stage 1, we may rephrase, translate words or phrases that appear in the assessment materials or that the children use in their responses.

The EAL Assessment Framework for Schools was commissioned by The Bell Foundation to provide schools with a straightforward, easy-to-use assessment tool for assessing learners with English as an Additional Language. At its core are EAL assessment descriptors that teachers can use for both summative and formative assessment. The descriptors are designed specifically to support the teaching and learning of EAL pupils and to enable teachers to generate targets to guide progress. The framework is underpinned by robust academic research and expertise and has been prepared with busy teachers in mind. The presentation of this EAL assessment is being reviewed.

Start the assessment by choosing the most appropriate band/s that a pupil is likely to be in for a particular strand. Apart from Band A New to English/Beginning, pupils are likely to have a 'spiky' profile – they may cross into different bands depending on their development within each strand. For example, a pupil may be comfortably in C-Developing competence/Expanding for Speaking but only be achieving the 'early development' descriptors in B-Early acquisition/Emerging for Writing. To decide on a 'best fit', look at the band above and below the one you think the pupil might be in, to ascertain which band best fits the pupil. The concept of 'best fit' means that the pupil's performance might not exactly match each of the 10 descriptors in a band, but it does match a good number of them, and their performance matches more in this band than the band above or the band below.

English language usage and development takes place in different contexts. It will help the teacher, teaching assistant or whoever is assessing the pupil, to think of the following competences when highlighting descriptors:

1. Acquiring academic content
2. Demonstrating learning
3. Following instructions and understanding teacher feedback
4. Using (age-) appropriate language and register in a classroom context
5. Functioning in social language situations in and outside the classroom

If the pupil has a 'spiky' profile, the most appropriate 'best fit' is to make a judgement on what is the average across the four strands (Listening, Speaking, Reading and Viewing, and Writing). Avoid choosing the lowest proficiency band as a 'best fit'. For example if a pupil is Band A in Writing but varies between A and C in Listening, Speaking and Reading and Viewing, Band A would almost certainly not reflect the pupil's overall Proficiency in being able to use English. You should read all the descriptors for bands A, B and C to decide which band is the 'best fit'.

Many of the descriptors have to be understood in relation to the year or Key Stage of the individual pupil – assessors should use their judgement and focus on descriptors that are relevant to the expected outcomes of the pupil's year group.

The assessment descriptors and the Proficiency bands have been designed to be used for both formative and summative purposes. For summative assessment, pupils' EAL Proficiency at the end of a term, year or Key Stage can be assessed on the basis of tasks and activities that tap into the knowledge and skills represented by the descriptors set out in the rating scales. For formative assessment, the assessment descriptors and the Proficiency bands can be used as a road map for progress. As teachers, TAs and other staff work with EAL pupils in everyday teaching and learning, they can use the assessment descriptors to check pupil performance and to plan ahead to promote learning.

The framework is designed so that it is easy to create targets. Teachers know that pupils do not necessarily 'jump' from one assessment descriptor to the next in the order they appear in the framework: English acquisition (or any kind of learning) does not work like that. However, the EAL Assessment Framework for Schools has been designed to show likely progression. The descriptors that appear first within any band indicate 'early development' within that band and the final descriptors in that band represent 'getting closer to the next band'. This enables teachers to chart progress and to set targets for progression into the next band.

Points to consider:

Set targets appropriate to the EAL learner's needs – they may not need a target in every strand (Listening, Speaking, Reading, Writing).

- In EAL, listening implies comprehension. Listening targets can focus both the learner and the teacher on the need for the learner to understand the language of the curriculum if they are to progress at age-expected levels.
- Targets can be taken directly from the descriptors themselves.
- If pupils are achieving the final 3 or 4 'getting closer to the next band' descriptors, they are probably achieving some of the 'early development' descriptors in the next band.

Appendix 2

- The year group-appropriate outcomes of National Curriculum assessments will develop at different rates in different contexts and different subjects. Bearing in mind the five competences of English usage and development, as outlined above, an EAL pupil is likely, for instance, to reach year group-appropriate competence in 'social language situations' sooner than in 'acquiring academic content'.
- It is important to be aware that an EAL pupil who already has good knowledge of a subject in their first language from previous schooling is likely to acquire *age-appropriate* academic content more quickly and 'demonstrate *age-appropriate* learning' than s/he will be in another subject which, for this pupil, comes with unfamiliar content and language demands.

Early Development



not expected to be achieved in order



Getting Closer to the Next Band

CODE	Band A	Band B	Band C	Band D	Band E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	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 little or no disadvantage to English-speaking peers
1	Can understand single words or short phrases in familiar contexts Autumn Spring Summer Academic Year	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker Autumn Spring Summer Academic Year	Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Draw a circle under the line') Autumn Spring Summer Academic Year	Can understand an unfamiliar speaker on a familiar topic Autumn Spring Summer Academic Year	Can meet the language demands of group activities and class discussions without support for EAL Autumn Spring Summer Academic Year
2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'Which one is a rock?') Autumn Spring Summer Academic Year	Can respond to simply phrased factual questions (e.g. 'Which things use electricity?') Autumn Spring Summer Academic Year	Is acquiring topic/subject-specific vocabulary Autumn Spring Summer Academic Year	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand Autumn Spring Summer Academic Year	Can select key information for a purpose, rejecting irrelevant and unimportant information Autumn Spring Summer Academic Year
3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities Autumn Spring Summer Academic Year	Can attend for short periods to simple stories and songs with visual scaffolds Autumn Spring Summer Academic Year	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'do your best'; 'check your work') Autumn Spring Summer Academic Year	Can participate confidently in shared texts, such as songs and poetry Autumn Spring Summer Academic Year	Can draw on a range of discourse markers (e.g. expressions like right; okay; anyway; as I said) to help make meaning Autumn Spring Summer Academic Year
4	Can follow and join in routine classroom activities willingly Autumn Spring Summer Academic Year	Can follow day-to-day social communication in English Autumn Spring Summer Academic Year	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences Autumn Spring Summer Academic Year	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing Autumn Spring Summer Academic Year	Can understand humorous references if not culturally laden Autumn Spring Summer Academic Year
5	Can show comprehension through action and gesture rather than words Autumn Spring Summer Academic Year	Can follow narrative/accounts with visual support Autumn Spring Summer Academic Year	Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command) Autumn Spring Summer Academic Year	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 Autumn Spring Summer Academic Year	Can understand most of the content when teachers speak clearly at a normal pace Autumn Spring Summer Academic Year
6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom Autumn Spring Summer Academic Year	Can follow instructions where the context is obvious and recognise familiar words in spoken texts Autumn Spring Summer Academic Year	Can respond appropriately in most unplanned exchanges Autumn Spring Summer Academic Year	Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories) Autumn Spring Summer Academic Year	Can follow most audio and video materials Autumn Spring Summer Academic Year
7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker Autumn Spring Summer Academic Year	Can respond to simply phrased factual questions about lesson content, (e.g. 'Is the leaflet about animals or about sheep?') Autumn Spring Summer Academic Year	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone Autumn Spring Summer Academic Year	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent Autumn Spring Summer Academic Year	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms Autumn Spring Summer Academic Year
8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time) Autumn Spring Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar classroom topics Autumn Spring Summer Academic Year	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding Autumn Spring Summer Academic Year	May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions Autumn Spring Summer Academic Year	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register Autumn Spring Summer Academic Year
9	Can sort pictures or objects according to oral instructions Autumn Spring Summer Academic Year	Can use contextual clues to gain meaning from age-level text read orally Autumn Spring Summer Academic Year	Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes Autumn Spring Summer Academic Year	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school contexts Autumn Spring Summer Academic Year	Can deal with the language demands of all routines and common situations in school Autumn Spring Summer Academic Year
10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings) Autumn Spring Summer Academic Year	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. 'Come to the mat') Autumn Spring Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular Autumn Spring Summer Academic Year	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication Autumn Spring Summer Academic Year	Can respond to different registers appropriately (e.g. match a formal response to a formal request) Autumn Spring Summer Academic Year

Early Development

not expected to be achieved in order

Getting Closer to the Next Band

CODE	Band A Emerging competence in basic oral expression	Band B Oral competence includes emerging ability to respond verbally in interactions with others	Band C Emerging competence in spontaneous expression and communication	Band D Competence in producing more varied and complex speech in a wider range of contexts	Band E Developing competence in fluent, creative use of English
1	Can produce single words or short phrases and give simple greetings Autumn Spring Summer Academic Year	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?') Autumn Spring Summer Academic Year	Can communicate immediate, concrete matters using connected utterances Autumn Spring Summer Academic Year	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation Autumn Spring Summer Academic Year	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. 'Animals less well adapted may fail to live long enough to reproduce and therefore become extinct') Autumn Spring Summer Academic Year
2	Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'Is blue', 'Is circle', 'This ball') Autumn Spring Summer Academic Year	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences Autumn Spring Summer Academic Year	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'comed', 'goed', 'the do') Autumn Spring Summer Academic Year	Can answer explicit questions from stories read aloud (e.g. who, what, or where) Autumn Spring Summer Academic Year	Can tell original stories with emerging detail Autumn Spring Summer Academic Year
3	Can respond to visually-supported (e.g. visual timetable, word mat, instruction visuals) questions with one or two words, in a classroom context Autumn Spring Summer Academic Year	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths') Autumn Spring Summer Academic Year	Can use some vocabulary that has been introduced on tasks and in taught sessions Autumn Spring Summer Academic Year	Can give oral presentations on content-based topics approaching age-expected level Autumn Spring Summer Academic Year	Can join in a social or on-task discussion without support or scaffolding for EAL Autumn Spring Summer Academic Year
4	Can identify and name some school and everyday objects (e.g. 'table', 'pencil') Autumn Spring Summer Academic Year	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides has a square?') Autumn Spring Summer Academic Year	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet') Autumn Spring Summer Academic Year	Can retell events in a connected narrative where content is familiar, using story language where appropriate Autumn Spring Summer Academic Year	Can compare attributes of real objects (e.g., 'X and Y are similar/different because...') Autumn Spring Summer Academic Year
5	Can make simple statements when prompted and supported by rehearsal (e.g. 'Boy has bike') Autumn Spring Summer Academic Year	Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support Autumn Spring Summer Academic Year	Can speak to others socially using simple but mostly regular grammatical structures Autumn Spring Summer Academic Year	Can use phrases of time and place to expand information, and longer noun groups to expand descriptions (e.g. 'a dog barked: Last night, in the silent, empty park, a dog barked') Autumn Spring Summer Academic Year	Can speak with greater fluency and fewer hesitations, structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?') Autumn Spring Summer Academic Year
6	Can use some common adjectives (e.g. 'big', 'fast', 'good') Autumn Spring Summer Academic Year	Is beginning to use forms (mostly first [I] and third [he/she/it] person present tense) of the verbs have, be, do, come, go and make, although not always accurately (e.g. 'I going play') Autumn Spring Summer Academic Year	Can take part in role play making some appropriate unscripted contributions Autumn Spring Summer Academic Year	Can produce more complex sentences by using a small range of linking elements such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish') Autumn Spring Summer Academic Year	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes Autumn Spring Summer Academic Year
7	Can ask simple questions about own work (e.g. 'Miss, is this right?') Autumn Spring Summer Academic Year	Can give a short retelling of a story or sequence, perhaps fragmented, and relying on objects and images, but will still have difficulty with basic prepositions Autumn Spring Summer Academic Year	Can ask questions for social and academic purposes Autumn Spring Summer Academic Year	Can complete phrases in rhymes, songs, and chants Autumn Spring Summer Academic Year	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms Autumn Spring Summer Academic Year
8	Can make basic needs known to others (e.g. 'I not understand') Autumn Spring Summer Academic Year	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first') Autumn Spring Summer Academic Year	Makes relevant spontaneous comments socially and during tasks Autumn Spring Summer Academic Year	Can use knowledge of first language to communicate and predict the meaning of unfamiliar English (i.e. using knowledge of words or prefixes that are shared by first language e.g. volcano - vulcan (Romanian), wulkan (Polish); tri-meaning 3 e.g. triangle) Autumn Spring Summer Academic Year	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. a space between words, outer space) Autumn Spring Summer Academic Year
9	Can communicate some lesson content in longer, more correct utterances, supported by scaffolding and rehearsal, (e.g. speaking to a visual framework, copying a model OR answer patterns: e.g. 'It's a tree'; 'It's a flower') Autumn Spring Summer Academic Year	Is beginning to meet the demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and slow down their pace) Autumn Spring Summer Academic Year	Can use English spontaneously, without long pauses for internal translation and composition Autumn Spring Summer Academic Year	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction) Autumn Spring Summer Academic Year	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts Autumn Spring Summer Academic Year
10	Can pronounce comprehensibly and attempt to approximate English stress and intonation Autumn Spring Summer Academic Year	Is beginning to participate independently in class discussions on familiar social and academic topics Autumn Spring Summer Academic Year	Can make observations and explain ideas simply during creative and exploratory activities Autumn Spring Summer Academic Year	May still explore more complex ideas in first language, use first language features when attempting unfamiliar English constructions (e.g. a Turkish pupil's attempt at 'If he had gone home he would have seen the burglar' might come out: 'To house if went, he sees burglar'), or may mix first language and English to convey more complex ideas Autumn Spring Summer Academic Year	Can compare/contrast ideas and relationships in different subject contexts Autumn Spring Summer Academic Year

PRIMARY READING & VIEWING

Name:

Class:

First Language:

Early
Development



not expected
to be achieved
in order



Getting
Closer to the
Next
Band

	Band A	Band B	Band C	Band D	Band E
CODE	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
1	Can make use of their cultural and linguistic experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but can distinguish between words and numbers or symbols or text types - advertisement or newspaper article) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'once upon a time') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. 'tre' in 'centre') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
2	Can follow written text conventions (e.g. left to right movement (in English), continuity of text from top to bottom of page) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise common prefixes (e.g. 're' in 'return') and suffixes (e.g. 'ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can identify the purpose and intended audience of curriculum-related texts without prompting <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand and interpret visuals and graphics in conjunction with written text appropriately <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
3	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attempt to work with familiar and some unfamiliar words in phrases/sentences, and try to make sense of them <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can make sense of curriculum texts but may need support to comprehend unfamiliar content, culturally engendered nuances (e.g. 'the angel twinkled on top of the tree'), and figurative and metaphoric expressions (e.g. 'don't wind him up', 'life is a roller coaster') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. may, must, should) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand the meaning - such as identifying the agent when not obvious and the sequence of happenings - contained in sentences and passages based on knowledge of more complex grammar (e.g. the passive voice 'No pocket money until you tidy your room. You have been warned,' said Mum) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
4	Can distinguish and understand different forms of meaning representation, (e.g. letters, words, visual images and graphics) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use own growing language knowledge to process text at the phrase/sentence level, showing awareness of idiomatic expressions, (e.g. 'in the beginning', 'a long time ago') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. conditional constructions such as 'If I had a choice ... I would ...') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise complex cohesive markers to link ideas across sentences and passages (e.g. although, in spite of, pronouns referring back across several sentences e.g. 'The stone age was ... It ...') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
5	Can recognise names, including own name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can identify main ideas in curriculum material and use own prior experience and learning to assist understanding where appropriate <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can follow written material to do tasks such as classifying and sequencing events in narratives, descriptions and processes in subject content texts independently <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
6	Can match pictures and other visuals with taught/rehearsed words <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can attempt to read/check own writing for meaning with teacher/peer support <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can understand most subject content texts, including factual accounts, narratives, opinion pieces; although may need support with unfamiliar vocabulary, complex sentences and writing styles <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can identify figurative speech (e.g. 'a star was born') and metaphoric expressions (e.g. 'he bottled up his anger') in curriculum texts (and seek help if necessary) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can identify explicit and implicit messages in informational and fictional texts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
7	Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can identify and extract information (words and passages) in texts in response to concrete what, where and who questions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can recognise different text types/genres, understanding that the purpose of communication can shape text organisation (e.g. a narrative of personal experience versus a report of a science experiment) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
8	Can recognise and use sound-symbol correspondence to decipher the meaning of some words in a taught/rehearsed text <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can read out loud short texts with familiar/predictable structures written in everyday languages, attempting to use pauses and intonation to mark meaning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can retrieve relevant details from curriculum and literary texts to retell the gist of content <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use a developing range of reading strategies, especially when prompted (e.g. adjusting their reading rate for the task at hand), using dictionaries or other references <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
9	Can follow and make use of familiar words to extract basic meaning from a familiar text <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can begin to differentiate between informational and fictional statements/texts independently <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can reread a text to check understanding if told that the information in the text has not been completely understood <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year
10	Can choose books or other reading materials to join in learning activities, especially when guided <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use growing awareness of familiar grapheme-phoneme correspondence, spelling patterns, and contextual clues to work out the meaning of unfamiliar words, phrases and short texts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year	Can independently apply reading skills and strategies already acquired to engage with new texts at word, sentence, and whole-text levels, using visuals and prior knowledge to enhance understanding <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer Academic Year

Early Development



not expected to be achieved in order



Getting Closer to the Next Band

CODE	Band A Showing attempts at writing in English	Band B Demonstrating basic skills of spelling and sentence construction	Band C Demonstrating competence in independent use of vocabulary and construction of simple sentences	Band D Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Band E Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level
1	Can mark/indicate familiar pictures, numbers and other visual images Autumn Spring Summer Academic Year	Can show awareness of common and simple spelling rules (e.g. can show awareness of basic phonics and starting to spell common consonant-vowel-consonant (CVC) words correctly, such as 'hat', 'ant', 'sit') Autumn Spring Summer Academic Year	Can use appropriate time sequencing (e.g. 'first', 'next', 'finally') Autumn Spring Summer Academic Year	Can employ a range of modal elements (e.g. 'would', 'should', 'could', 'might') and tenses (including present continuous tense, simple past tense) to construct a text Autumn Spring Summer Academic Year	Can demonstrate full control over grammatical features (including types of verb, pronoun reference, compound and complex sentences) Autumn Spring Summer Academic Year
2	Can communicate intentions and own meaning through drawing and mark making Autumn Spring Summer Academic Year	Can form and reproduce most English letters and attempt to produce words Autumn Spring Summer Academic Year	Can attempt to construct a coherent sentence with familiar vocabulary, including common articles (e.g. 'a', 'the'), prepositions (e.g. 'on', 'in') and conjunctions (e.g. 'and', 'but') Autumn Spring Summer Academic Year	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing Autumn Spring Summer Academic Year	Can write in clear, well-structured English across the curriculum using appropriate style and layout Autumn Spring Summer Academic Year
3	Can show awareness of the differences between print and picture in attempting to write Autumn Spring Summer Academic Year	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves Autumn Spring Summer Academic Year	Can use some formulaic expressions in writing (e.g. 'excuse me', 'I suppose so', 'at the beginning', 'once upon a time') Autumn Spring Summer Academic Year	Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks Autumn Spring Summer Academic Year	Can use a variety of tenses (including present and past perfect) Autumn Spring Summer Academic Year
4	Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in the pupil's first language; leaving spaces between symbols or letters) Autumn Spring Summer Academic Year	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [four bananas]') Autumn Spring Summer Academic Year	Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding 'ed' to form the past tense) Autumn Spring Summer Academic Year	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events) Autumn Spring Summer Academic Year	Can write competently for a range of classroom purposes Autumn Spring Summer Academic Year
5	Can form and reproduce some English letters Autumn Spring Summer Academic Year	Can follow examples and reproduce taught expectations about layout (e.g. front cover, page number) Autumn Spring Summer Academic Year	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. 'Yesterday, I ..., then I went home') Autumn Spring Summer Academic Year	Can write stories and descriptions of personal experience in an appropriate time sequence Autumn Spring Summer Academic Year	Can connect or integrate personal experiences with literary writing Autumn Spring Summer Academic Year
6	Can copy or write own name Autumn Spring Summer Academic Year	Can make independent use of basic punctuations to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence) Autumn Spring Summer Academic Year	Can combine ideas based on taught content, although they are not fully accurate (e.g. 'stone age peoples use sharp stone') Autumn Spring Summer Academic Year	Can use text models to scaffold content and structure of writing for different classroom purposes Autumn Spring Summer Academic Year	Can express ideas and opinions effectively for expectations of age group Autumn Spring Summer Academic Year
7	Can use first language to scaffold their effort to form English words (e.g. words from other languages used in English, such as French 'table') Autumn Spring Summer Academic Year	Can copy passages from an English text in the curriculum (significant if the pupil's first language is in a different script) Autumn Spring Summer Academic Year	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models Autumn Spring Summer Academic Year	Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum Autumn Spring Summer Academic Year	Can write reports using technical vocabulary (e.g. scientific experiments) Autumn Spring Summer Academic Year
8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map) Autumn Spring Summer Academic Year	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home') Autumn Spring Summer Academic Year	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas) Autumn Spring Summer Academic Year	Can compare, contrast and summarise content-based information (e.g. environment, education) Autumn Spring Summer Academic Year	Can justify, defend and debate opinions based on supporting information and evidence Autumn Spring Summer Academic Year
9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures Autumn Spring Summer Academic Year	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks) Autumn Spring Summer Academic Year	Can construct simple connected text based on short descriptions of events and activities for classroom purposes Autumn Spring Summer Academic Year	Can participate in shared writing activities or write independently Autumn Spring Summer Academic Year	Can plan writing with a particular audience in mind (e.g. letter of complaint, persuasive leaflet) Autumn Spring Summer Academic Year
10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story Autumn Spring Summer Academic Year	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities) Autumn Spring Summer Academic Year	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative) Autumn Spring Summer Academic Year	Can produce texts in a variety of genres (e.g. narrative, argumentation, description) using subject- or topic-related vocabulary Autumn Spring Summer Academic Year	Can review, revise and edit work with teachers or independently (depending on age) Autumn Spring Summer Academic Year

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.

Strategies for Supporting Pupils with English as an Additional Language

Strategy	Examples
<p>Create an inclusive environment Ensure that the pupil will be able to relate to the classroom environment</p> <p>Access resources from Multicultural Resource Centre and specialist</p>	<p>Display labels and signs in home languages in the classroom and around the school</p> <p>Reflect diversity in visual displays</p> <p>Relate to the pupil's cultural background within the suppliers curriculum and enable the pupil to draw on his/her own experience</p>
<p>Pairing and Mentoring Set up a 'buddy' system as soon as the pupil arrives</p>	<p>Where possible with same language speaker</p> <p>Friendly and out-going pupil</p> <p>Good role model of English, guard against placing EAL learners in groups with pupils with Special Educational Needs</p> <p>If there is a pupil with the same first language in another class make arrangements for them to meet at other times</p>
<p>Practical activities Make opportunities for the pupil to become practically</p>	<p>Distributing equipment Collecting exercise books involved in the classroom, with a partner at first</p>
<p>Visuals Provide as much visual support as possible in a wide variety of formats</p>	<p>Pictures</p> <p>Diagrams</p> <p>Photographs</p> <p>Flash cards</p> <p>Picture dictionaries</p> <p>Computer programs, such as Clicker 4</p> <p>Television</p> <p>Artefacts</p> <p>Produce a set of picture cards for the pupils to use to communicate needs</p>
<p>Key words Give short vocabulary lists of key words for each unit</p>	<p>Illustrate key words with simple pictures</p> <p>Pre-teach key words before a unit and/or lesson, using a bilingual peer, support assistant or parent</p> <p>Create a glossary book for the pupil to record new words. If the pupil is literate in first language they should be recorded in both languages, with a definition in first language</p>

Strategy	Examples
<p>Key visuals Scaffold learning using key visuals <i>Key visuals are ways of representing or organising information diagrammatically or in a visual form. Pictures may be included.</i></p>	<p>Tables Timelines Venn diagrams Matrix charts Flow charts Pyramid diagrams Mind maps</p>
<p>Dictionaries Offer a variety of types of dictionaries</p>	<p>Picture Illustrated topic glossaries Bilingual dictionaries if the pupil is confident in written first language Common words in English usage (Literacy Strategy) Pupils should be made to feel confident about using a dictionary within the classroom</p>
<p>Talk Opportunities for talk should be planned</p>	<p>A silent 'period' is often a stage of development in learning EAL and a pupil should not be forced to respond It is normal for understanding to outstrip verbal output in the early stages. Create activities for scaffolded talk Use paired discussion, preferably in first language if possible, before commencing written work</p>
<p>Use of first language Encourage regular transfer between first language and English</p>	<p>Show that the pupil's first language is valued, fostering self-respect and motivation Learn a few simple phrases, numbers, colours Provide opportunities for pupils to work in same language groups and pairs If pupils are literate in first language encourage them to continue reading and writing Make bilingual books Bilingual displays Listen to bilingual taped stories Read bilingual books Use home and community languages in drama and role play Ask parents, staff and community members to give bilingual support in the classroom</p>
<p>Language awareness Foster awareness and knowledge of language</p>	<p>Gain a simple understanding of the pupil's first language, simple phrases, basic script form and syntactical differences Pupils should be asked to think about their 'language stories', of their experience of becoming bilingual Teach pupils about the varieties of language within and between countries Study the difference between written and spoken English, between different registers, codes and dialects of spoken English</p>

	<p>Know appropriate use of English in different situations</p> <p>Explain the use of synonyms, idioms, derivations and nuances in both English and first language</p>
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Strategy	Examples
<p>Collaborative Activities</p> <p>Plan for regular collaboration with peers</p>	<p>Group tasks facilitate involvement, belonging and the need to experiment with language in order to complete a task</p>
<p>Parental involvement</p> <p>Develop parents' ability to support and reinforce the school's work from home and create an open dialogue for the school to become better informed about the pupil's development</p>	<p>Use interpreter or bilingual Language Assistant at meetings, especially the initial meeting</p> <p>Visit pupil at home with an interpreter</p> <p>Advise parents how to support their child's language development bilingually, for example, sharing picture books in first language</p> <p>Give clear guidance about the British education system and the curriculum</p>

Appendix 4

Questions to think about when planning with EAL child in mind.

Does forward planning take place to allow for the preparation of additional resources and /or activities?	
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Is time allowed for teaching assistants' preparation and liaison with class teachers?	
Do you ensure appropriate seating arrangements so that EAL learners have a good view of the teacher and big book/white boards, etc.?	
Do you take account of the pupils' proficiency in English in your language of instruction?	
Do you use a multi-sensory approach, e.g. visual, mime, gesture to support oral delivery, synchronise speaking with reading and pointing?	
Do you model responses for reading and text composition?	
Do you support learning of writing by: – using texts as using teacher demonstration, teacher scribing and supported composition? – using teacher demonstration, teacher scribing and supported composition?	
Do you use a range of closed and open-ended questions?	
Do you use role play / drama for fiction as well as non-fiction texts?	
Do additional adults have a clear and active role in leading and supporting delivery?	
Do you encourage participation by: – calling on less confident pupils? – allowing sufficient thinking time? – encouraging partner talk?	
Do you provide scaffolding materials, e.g: – picture prompts? – word cards / banks? – sequencing cards? – bilingual dictionaries? – picture dictionaries? – cloze passages with picture substitution (for new arrivals).	
Are there opportunities to work collaboratively in pairs and small groups?	
Do EAL learners get the opportunity to work with pupils who offer good language models?	
Are there opportunities to revisit the objective/prepare for the objective?	
Is ICT used often and effectively?	
Do you draw on curricular areas /own experiences to provide contexts for writing? – enable pupils to draw on own experiences?	
Does the classroom environment reflect and value linguistic and cultural diversity?	
Do you provide a high level of visual support: – artefacts, story sacks, etc.?	
Do you provide books and story tapes in a variety of languages, and particularly those spoken by pupils in your class / school?	

Partnership with parents

Do parents feel welcome to come into school and at ease to liaise and to help?	
Are parents informed of language and literacy teaching and learning through: – translated letters? – workshops with translators? – drop-in surgeries? – home visits?	
Is there a system in place for two-way communication to take place to find out: – what parents / siblings do at home to support children's learning? – to capitalise on home literacy practices in school?	
Is there a system for ongoing liaison with parents: – to keep them informed of the Literacy Hour focus of the week or of the current unit? – to enlist ongoing help with reinforcement at home? – with providing resources from home (such as family photos, newspapers in different languages)?	