

Support and Strategies for all stages of English as an Additional Language (linked to the Primary EAL Tracker)

Stage 1 (6-18 months) (Descriptors taken from EAL tracker)

Listening and Talking	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
Is starting to follow instructions/join in simple routine activities	<ul style="list-style-type: none"> Demonstrate/model tasks (U) Use visual timetable (U) Use translation/dual language resources (U) Use repetition/ key verbs/nouns (U) Use buddy (same language where possible) (U/R) Use playground fans to support expressive language (R) 	Class visual timetable CIRCLE/Up, Up & Away <u>Useful websites</u> EMTAS 4 Success - New arrivals links
Uses basic greetings and names everyday objects using single words/short phrases, expresses need using gesture/1-2 words/home language	<ul style="list-style-type: none"> Use visual support (film, props, pictures etc) (U) Use choral rehearsal/my turn-your turn to practise new vocabulary (R) Encourage/support pupil to become involved in classroom jobs e.g. messages, handing out equipment (R) Plan opportunities where target language can be rehearsed and practised e.g. in daily routine, turn taking games, circle time (R) 	Pictures and labels around classroom Word mats with key classroom objects
Shows understanding of simple information by answering yes/no questions	<ul style="list-style-type: none"> Use either/or questions and use true/false or other sorting activities (U) Use visual support (film, props, pictures etc) (U) Share topic focus for pupils to discuss at home in advance (U) Draw on learners' own experiences (e.g. culture, language) (U) Use shoulder partners/trios to allow rehearsal time for answering questions (R) Use peers to model example answers prior to asking new pupil (R) 	Internet images/pictures/Film clips Multiple choice pictures/key words Talk homework/Home link activities
Reading	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
Knows some letter sounds/names and can recognise own name	Support learners to understand words used in phonics work: <ul style="list-style-type: none"> Use picture prompts, sound baskets, gesture, props for initial sounds (U) Find opportunities to refer to phonics throughout day/across the curriculum, e.g. run to something g-r-ee-n (U) Build up vocabulary through games & collaborative activities (U) Share phonics support resources with parents/carers so they can help at home (book interpreter to support this, if appropriate) (U/R) Use phonic games/iPad apps in short bursts (U/R) 	iPad apps - e.g. Hairy Letters, Reading/Spelling Magic, word lists/mats <u>Useful websites</u> Read Write Inc (parent's section)
Is starting to decode simple words (e.g. CVCs) and recognise some high frequency words (e.g. first 10)		
Is starting to read and understand some basic vocabulary and key subject specific words	<ul style="list-style-type: none"> Record new vocabulary in a word book (with pictures/home language) (U) Use translation tools, e.g. iPad apps, dictionaries, same language buddies (U) Highlight key words in text (U) Use graphic organisers/key visuals to support understanding of text e.g. a timeline to explain historic events (U) Pre -teach vocab/plan talk homework in advance of topic (U/R) Use either/or questions to check understanding (U/R) Use choral rehearsal to practise key words and structures (R) 	Dual language dictionaries, online translation apps, <u>Useful websites</u> Wikipedia language bar Bell Foundation - EAL resources (Graphic organisers)

Writing	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
Can write own name and copy words with some accuracy	Support learners to understand words used in spelling work: <ul style="list-style-type: none"> Use word mats with keywords and pictures (U) Use cloze/gap-fill activities (U) Use visuals/gestures to support understanding (U) Link phonic learning to known/familiar vocabulary (U) Draw attention to phonics across all curricular areas U/R) Use paired writing tasks/activities (U/R) Ask learner to copy text (with pictures) to become familiar with new/key words (R) 	Handwriting chart (if script is new) iPad apps - e.g. Hairy Letters, Spelling Magic, pirate phonics Fry's high frequency word lists/mats Useful websites Read Write Inc (parent's section)
Writes letters accurately when sounds are given orally		Common word lists in different languages
Can write a few (e.g. 2-3) commonly used words accurately	<ul style="list-style-type: none"> Use word mats with keywords and pictures (U) Record new vocabulary/common words from reading (with pictures/home language) (U) Explain common words in sentence con text (U) Label pictures with key words (U) 	Whiteboards for pair work Mind mapping tools, e.g. Popplet Useful websites Bell Foundation - EAL resources
Writes short, simple sentences with support	<ul style="list-style-type: none"> Use word mats with keywords and pictures (U) Use cloze/gap-fill activities and jumbled sentences with known words (U/R) Use substitution tables (U/R) Use graphic organisers/key visuals to support writing e.g. storyboard to recount an event (U/R) Plan for opportunities to practice key language, e.g. talk through/draw/show ideas with a partner first (R) Use paired/shared writing (R) 	

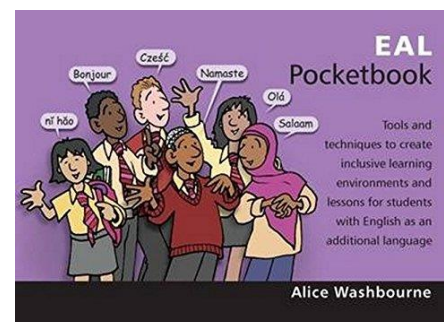
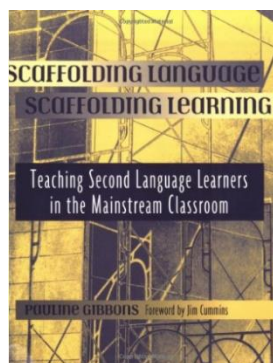
NB. Where home language is referred to, find out and take into account pupils' level of literacy in home language.

ELPOL (Early Literacy Programme for Older Learners) may be available for some learners with limited literacy in the home language - requested through ASAP (discuss with EAL Teacher).

Recommended further reading

Scaffolding Language, Scaffolding Learning: Pauline Gibbons

EAL Pocket Book: Alice Washbourne



Stage 2 (6 - 18 months) (Descriptors taken from EAL tracker)

Listening and Talking	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
Is beginning to interact in group activities and can follow a short sequence of instructions	<ul style="list-style-type: none"> • Demonstrate activities and tasks (U) • Make environment and routines predictable (U) • Draw on learners' own experiences (e.g. culture, language) (U) • Use supportive peers for pair/trio/group work (U/R) • Practice key phrases/use choral rehearsal (R) 	Visual timetable Useful websites Collaborative Learning website (collaborative activities)
Is beginning to show some understanding of curriculum topics, e.g. responds verbally to closed and simple open questions	<ul style="list-style-type: none"> • Use visual support (film, props, pictures etc) (U) • Use graphic organisers/key visuals (U) • Display/Highlight key words (and definitions) (U) • Use home language to support new vocabulary/context (U) • Draw on learners' own experiences (e.g. culture, language) (U) • Match written question with possible responses (U) • Vary question/answer formats e.g. multiple choice/open (U/R) • Use games/circle time with repetitive language structure(s) (R) • Model questions which ask for clarification e.g. 'Did the Vikings come from China?' 'Why did you choose that poem?' 	Word mats Film clips Building a vocabulary jotter or word banks with Pictures/home language and English Blooms Taxonomy questions Useful websites EAL Nexus - Key visuals/Graphic organisers Mantra Lingua website BBC learning clips
Can communicate meaning using basic vocabulary in simple phrases and sentences, though with some inaccuracies	<ul style="list-style-type: none"> • Use talking frames/sentence starters/oral cloze (R) • Use substitution tables to support talk (R) • Use shoulder partners/trios to allow rehearsal time for answering questions (R) • Model target language structures (e.g. through use of teacher/peer modelling) (R) 	Useful websites EAL Nexus - Substitution tables EAL Nexus - Speaking and writing frames Collaborative learning
When talking, is starting to use some different tenses and grammar structures (e.g. plurals, prepositions), with some inaccuracies	<ul style="list-style-type: none"> • Provide opportunities to repeat back - e.g. my turn, your turn (R) • Rephrase learners' language e.g. mirror back to the learner what s/he has said, using the correct form of the phrase/sentence (R) • Give learners small, structured opportunities to feedback to group/class (eg rehearsed talking to slide in group presentation) (R) 	
Reading	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
Knows all letter sounds/names, is starting to decode longer words (e.g. words with consonant blends/vowel digraphs), and reads high frequency common words with some accuracy	<ul style="list-style-type: none"> • Refer to phonics and vocabulary, in context, across the curriculum (U) • Use translation for common words (where possible) (U) • Share Edinburgh Sound Chart/Ruler with parents for reference (U) • Use visual support alongside target vocabulary (e.g. iPad apps) (U) • Label classroom objects/display key words and refer to these in context(U) • Share phonics support resources with parents (U/R) 	Phonics apps, e.g. Hairy Letters, Reading Magic, Spelling Magic Useful websites Read, Write, Inc - parents section Inclusion Hub - Search for Edinburgh Sound Chart
Shows some understanding of short fiction and non-fiction texts using: contextual information (e.g. pictures, illustrations); recent	<ul style="list-style-type: none"> • Plan opportunities to retell stories (U) • Use dual language resources (U) • Match words and pictures/diagrams (U) • Ask parents/ carers to tell story in home language (using pictures if no translation available) (U) 	ILR (Information and Learning Resources) 2 Peffer Place - Dual language texts, games, resources es-ilr@ea.edin.sch.uk

<p>experiences/prior learning; dual language dictionary</p>	<ul style="list-style-type: none"> • Pre-teach key words/grammar and clarify cultural references e.g. send text home in advance, pair/trio discussion (U) • Use cloze exercise/gap fill (U/R) • Use paired reading/reading trios (U/R) • Sequence/sort jumbled sentences/text/pictures (U/R) • Create reading texts about class trips/experiences so context is known (U) 	<p><u>Useful websites</u> EAL Nexus - Great ideas - Reading Strategies/ DARTs Internet search - alternatives to Round Robin Reading</p>
<p>Starting to demonstrate an understanding of the functions of basic punctuation, connectives and pronouns when reading (e.g pauses at full stops, reads and/but with understanding, knows what 'it' refers to etc)</p>	<ul style="list-style-type: none"> • Model reading e.g. authors online (U) • Use mixed media, e.g. film of book, songs related to story (U) • Use teacher/peer modelling of expressive reading/reading with understanding (U) • Draw on and explore texts in context across the curriculum (U) • Build active sentences (e.g. pupils hold words & order into a sentence) (U/R) • Use paired reading/microphone reading/different voices (U/R) • Use Kung Fu punctuation (R) 	<p><u>Useful websites</u> Internet search - alternatives to Round Robin Reading Internet search - Kung Fu punctuation</p>
<p>Writing</p>	<p>Strategies to Support Understanding (U) and Rehearsal (R)</p>	<p>Useful Resources</p>
<p>Beginning to use basic vocabulary and some subject-specific vocabulary to write short, simple sentences without adult support (though with some inaccuracies)</p>	<ul style="list-style-type: none"> • Use visual support (film, props, pictures etc) (U) • Highlight/label example texts (U) • Build and model sentence structure, in context, across the curriculum e.g. shared writing (U) • Use writing buddies and/or paired/group writing tasks (U/R) • Use word banks/mats (translated) with key vocabulary (U/R) • Use Dictogloss/cloze/monster cloze/vanishing cloze (U/R) • Use sentence starters/substitution table/cloze (R) • Provide opportunities for oral preparation before writing in English and home language (R) • Use barrier games (e.g. with a focus on prepositions) (R) • Use colour coding to edit own/peer's work e.g. focusing on grammar aspects (R) 	<p>Film clips</p> <p><u>Useful websites</u> EAL nexus - Substitution tables /Barrier Games/ Dictogloss EAL Nexus - Great ideas - Speaking and Writing frames</p>
<p>Beginning to use basic connectives (e.g. and, but) to build longer sentences</p>		
<p>Writing is beginning to show some awareness of tenses and grammar structures (e.g. plurals, prepositions), with some inaccuracies</p>		

Stage 3 (2-3 years) and Stage 4 (2-3 years) (Descriptors taken from EAL tracker)

Listening and Talking	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
When talking to the whole class or in a group, understands and uses a wide range of basic vocabulary and an increasing range of mature and subject-specific vocabulary	<ul style="list-style-type: none"> • Make links with known vocabulary in new contexts (U) • Draw on home language where possible (U) • Use cloze procedures to highlight key vocabulary (U) • Use teacher scaffolding (e.g. rephrasing, highlighting key words) (U) • Use games to introduce new vocabulary, e.g. describe and guess/draw, matching words/definitions/pictures (U/R) • Introduce key vocabulary in context (U/R) • Use home link tasks to introduce new vocabulary (U/R) 	<p><u>Useful websites</u> EAL Nexus - Introducing new vocabulary</p>
Shows understanding of the detail of curriculum topics e.g. responds verbally to, and is able to ask, a variety of questions about, curriculum topics. Can speak at length and with accuracy on curriculum and social topics.	<ul style="list-style-type: none"> • Use aural/oral cloze (U) • Use active listening questions (e.g. before sharing information to focus listening) (U) • Use film clips and PowerPoint presentations across the curriculum (U) • Draw on learners' own experiences (e.g. culture, language) (U) • Introduce key language structures and functions in context (U/R) • Use teacher scaffolding of questioning (e.g. recasting, multiple choice) (U/R) • Use role play activities to develop questioning structures (e.g. hot-seating) (R) • Plan to create, ask and answer questions across the curriculum (R) • Use barrier games 	<p><u>Useful websites</u> Collaborative Learning EAL Nexus - Barrier Games, Drama and role play Tower Hamlets 'Progression of Language Structures' document Sweetwater 'Academic Language Toolkit' document Blooms Questions</p>
When talking, is mostly accurate in the use of tenses and grammatical structures (e.g. can use simple past tense, express opinion, use future/conditional tense for predicting, construct questions),	<ul style="list-style-type: none"> • Plan opportunities to rehearse different language functions (e.g. predicting, comparing, evaluating) (R) • Use substitution table to frame grammar structures (R) • Use modelling of correct structures (e.g. fluent English speakers, film clips) (U) • Record, listen back and up-level talk with others (R) • Use talking frames and sentence starters (R) • Ask pupils to report back their partner's views after a discussion (U/R) 	<p><u>Useful websites</u> Collaborative Learning EAL Nexus - modelling, substitution tables</p>
Reading	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
Reads and understands a wide range of basic, mature vocabulary and subject-specific vocabulary	<ul style="list-style-type: none"> • Use activities which involve marking the text in some way (e.g. circling verbs, marking character traits) (U) • Locate and practise target vocabulary in a variety of real texts (e.g. highlight, use post-it notes) (U/R) • Locate and practise target vocabulary in a variety of real texts (e.g. highlight, use post-it notes) (U/R) • Encourage learners to look up unknown words and explain to others (U/R) 	
Reading shows understanding of the functions of a wide range of punctuation and cohesive markers to establish the meaning in text (e.g. commas, exclamation/question	<ul style="list-style-type: none"> • Use cloze procedure (e.g. missing punctuation, pronouns) (U) • Ask pupils to colour-code specific/focus grammar areas e.g. past tense (U) • Use text reconstruction (e.g. use jumbled sentences, paragraphs) (U) • Use a variety of strategies (e.g. microphone, choral reading) to practise reading aloud (R) 	<p><u>Useful websites</u> Alternatives to Round Robin Reading</p>

marks, speech marks, parentheses connectives, pronouns)		
Is able to understand and explain inference and can draw conclusions independently when reading (e.g. through summarising, note taking, blooms questioning)	<ul style="list-style-type: none"> • Use barrier games to scaffold towards the next level of reading (U) • Use true or false activities (e.g. statements could be literal or inferential) (U) • Use pause and predict throughout reading (U) • Model/comment on strategies used when reading, e.g. inferring (U) • Use graded questioning and explicitly teach questioning skills - use of Blooms, Reciprocal Reading, Reading Detectives, Guided Reading (U/R) • Use 'During Reading' strategies (e.g. paired reading, text marking, sequencing) (U/R) • Teach and rehearse language structures commonly used in reading (e.g. those relating to explaining, concluding, predicting) (R) 	Useful websites Collaborative Learning Sweetwater 'Academic Language Toolkit' document Blooms Questions
Writing	Strategies to Support Understanding (U) and Rehearsal (R)	Useful Resources
Writing demonstrates increasing accuracy with spelling patterns and includes a range of basic, mature and subject-specific vocabulary	<ul style="list-style-type: none"> • Use shared/interactive writing to model sentence and longer text structure (U) • Use substitution tables to support sentence structure (U/R) • Use word banks/mats/graphic organisers with key vocabulary/grammar (U/R) • Use a writing frame after oral preparation (R) • Use cloze/vanishing cloze to focus on target grammar (e.g. past tense verbs) or vocabulary (e.g. synonyms) before independent writing (U/R) • Use key visuals to organise information/ideas to plan for writing (U/R) • Rehearse graded sentences starters and provide as options to support writing (R) • Use recommended Listening and Talking activities above to rehearse structures and vocabulary before writing (Talk 4 Writing cycle) (R) • Provide first sentence of a text as an option for copying to get writing started (R) 	Film clips
Uses a wider range of connectives and grammatical structures to write longer and more complex sentences (e.g. connectives - so, because, afterwards, while, uses language of prediction, accuracy with plurals, prepositions)		Useful websites EAL Nexus - Substitution tables EAL Nexus - Cloze EAL Nexus - Introducing New Vocabulary EAL Nexus - Speaking and Writing Frames EAL teaching strategies - teaching the writing process
Writing shows increasingly accurate use of more complex tenses (e.g. future tense - will/going to and compound tenses - have/had been, would like)		Graphic Organisers/Key visuals
Writes mostly accurately and at length, for different purposes, using features of different text types, e.g. for report writing, imaginative writing, instructional writing	<ul style="list-style-type: none"> • Model mind mapping to plan writing (U/R) • Use joint construction/shared writing to draw attention to the features of text (R) • Label/highlight key features of an example text (R) • Compare different genres of text e.g. tenses, contractions, use of connectives, formality of vocabulary • Use cloze with model text (omitting key features, such as openers, adverbs etc) • Use scaffolded writing frames at different levels for pupils to choose (e.g. most supported using cloze, some support with sentence starters and most challenge as free writing) 	Mind map iPad apps - e.g. Poplet Useful websites EAL teaching strategies - teaching the writing process