



Fawbert & Barnard Infants School

*Approach to supporting
EAL and Multilingual Learners:
A guide for staff and parents*

Updated: September 2022

What documents should I be aware of?

This document is a condensed outline of the key points taken from the below school documents.

Each of the documents plays a vital part in supporting children with EAL.

Fawbert & Barnard Multilingual Admissions Flow Chart

Fawbert & Barnard Multilingual Policy

Bell Foundation Proficiency in English Assessment Bands

Bell Foundation EAL Assessment Framework for Schools

Bell Foundation Classroom Support Strategies

All available on the network at VULNERABLE GROUPS – EAL

What is EAL?

Extract taken from the Fawbert & Barnard EAL Policy

Introduction

At Fawbert and Barnard Infants School we ensure that children are valued equally, regardless of their ability or need. We recognise that all children are entitled to a broad and balanced curriculum which must be differentiated to meet their individual needs. Leaders, Teachers and Support Staff work collaboratively to identify and provide support for pupils for whom English is not their first language, as it is our belief that all educational professionals contribute to a child's learning journey.

We believe that multilingualism is an asset and that a child's home language plays an invaluable role in their identity, learning and the acquisition of any additional languages they speak.

We have an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue, and it is our belief that developing and maintaining their home language is vital in order to create a secure foundation for proficiency in English. In addition to this, appreciating and acknowledging home language and culture is crucial in supporting children to develop their sense of self.

Definition

At Fawbert and Barnard school we acknowledge the term 'EAL' as a learner who has another language spoken in their home. This may mean either; the learner is fluent in more than one language (bi or multilingual), or the learner does not necessarily speak another language proficiently, however they may not always be hearing standard English in their home setting.

Languages spoken by children at Fawbert and Barnard include: Bengali, Romanian, Bulgarian, Latvian, Urdu, Spanish, Turkish and Russian.

Pedagogy - What is the process of acquiring language?

Simultaneous or Sequential Language Acquisition

Simultaneous Language Acquisition

Where children (as babies, toddlers and infants) are exposed to two or more languages at the same time.

For example, one language may be spoken with one parent and a different language with the other parent. It may be different languages used at different times and/or places, e.g. one language at home and one with their grandparents.

Sequential Language Acquisition

Where one language is learned first and then another is introduced. For example, L1 is spoken at home and then English is learned at nursery or school.

Pedagogy - What is the process of acquiring language?

The Four Stages of Sequential Language Development

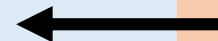
1. Home Language Use

2. Non-Verbal Period

3. Telegraphic/Formulaic Speech

4. Productive Language Use

A simplified manner of speech in which only the most important content words are used, while grammatical function words (determiners, conjunctions etc) are usually omitted.



Pedagogy - What is the process of acquiring language?

Basic Interpersonal Communication Skills (BICS)

←○↗↖→l l→◆•┘→•○ l→◆•┘→•○ ↔h→↔g←→○○ ○→○→ ○→
↗↖→g○○→○l→↔g○○ ↗↖l ↗Fo◆↔h↔ ↗○→↔

┘→┘↗<l○← ○> ←○↗↖→l l→◆•┘→•○

retelling an
anecdote

*'At the weekend I
went to the park'*

giving an opinion

'I like chocolate'

describing
routines

*'At 3pm it is
home time'*

Pedagogy - What is the process of acquiring language?

Cognitive Academic Language Proficiency (CALP)

cognitive
language

academic
language

can be quite
abstract

takes longer to
acquire
(at least 7 years)

Examples of Cognitive Academic Language

inferring
and
deducing

comparing
and
contrasting

analysing
and
evaluating

The EAL Child

Possible Strengths for EAL children

Like all children, those learning EAL are unique and will have their own personalities and interests.

Global citizens - they may have experience of different cultures and/or living in other countries.

Language rich - they have experience of one or more languages to draw upon when learning.

They may find it easier to acquire English.

The EAL Child

Possible Challenges

<u>For children and their families</u>	<u>For school</u>
Experiences / journey to arriving at school.	Difficult to gather previous education data and transition information.
Potential that they have been separated from their family support.	Communication with families can be difficult.
They may not be the only family members who are new to English.	Children may go through a silent, withdrawn period.
If the move is recent, they will still be adapting to a new country, language, culture, food.	Children may go through challenging behaviour patterns.
The child may not have attended an educational setting before.	Concerns in separating the concept of SEND from EAL.

What is our process?

Step 1

Fawbert & Barnard Infants School Multilingual Admissions Process



Admissions Visit

Parents/ carers and new pupil tour the school.

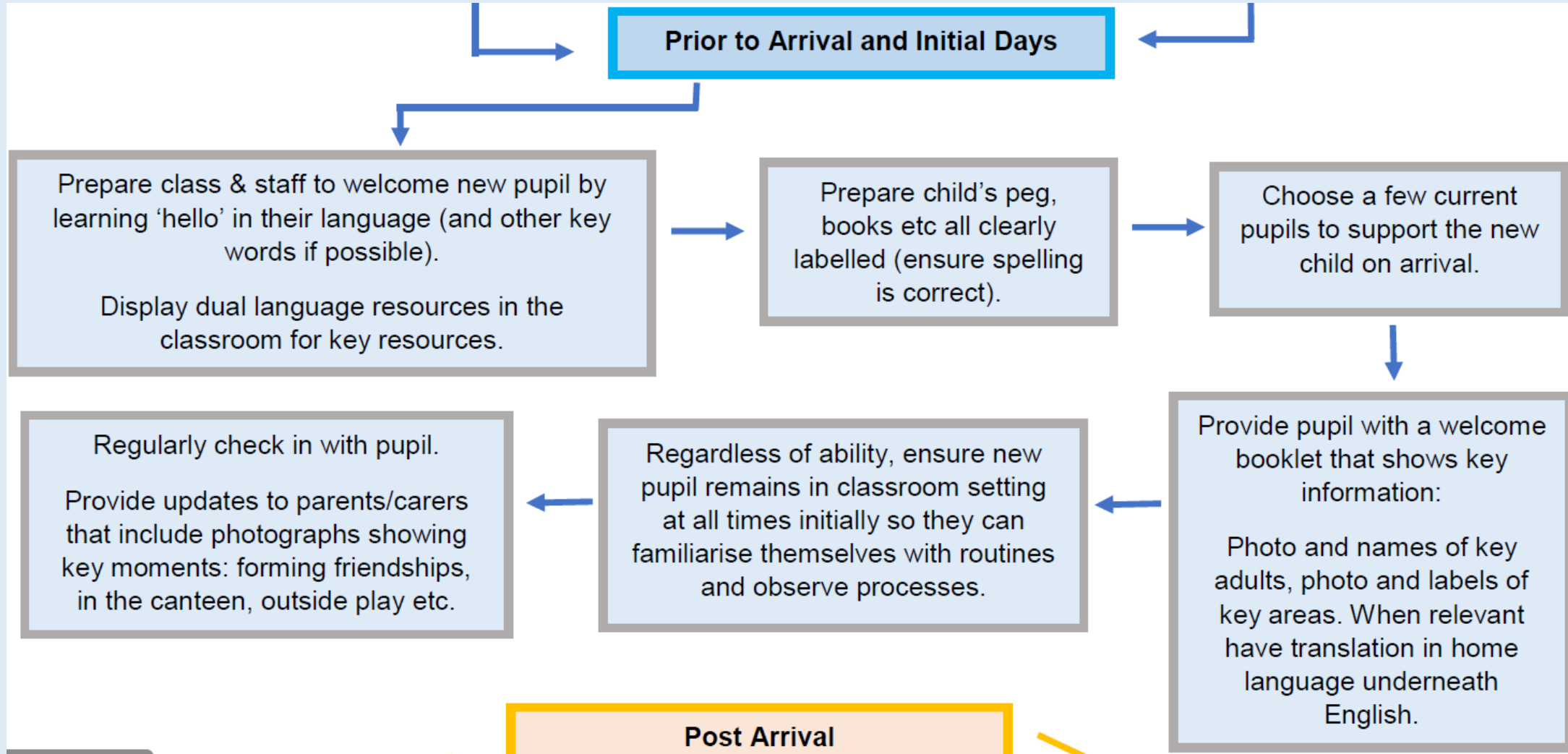
If possible, pupil to visit classroom (without parents) for 10 minutes:
Class Teacher to complete brief introduction & gather initial knowledge.
Parents to complete admissions forms with member of staff during this time. ***This must include 'rescue words' for children with limited English.***

Class Teacher is informed of pupil start date and given all information acquired to date.

Taken from the
Fawbert & Barnard
Multilingual
Admissions Flowchart

What is our process?

Step 2



Taken from the
**Fawbert &
Barnard
Multilingual
Admissions
Flowchart**

What is our process?

Taken from the Bell Foundation EAL Assessment Framework for Schools

Step 3

Child is assessed by class teacher against a criteria in Listening, Speaking, Reading & Viewing, Writing.

‘Best Fit’ criteria is used to decide on the Band a child should be placed in.

PRIMARY LISTENING

EARLY DEVELOPMENT	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 understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
	1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. ‘Draw a circle under the line’)	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
	2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. ‘Which one is a rock?’)	Can respond to simply phrased factual questions (e.g. ‘Which things use water?’)	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information
	3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. ‘Do your best’, ‘Check your work’))	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. expressions like ‘right’, ‘okay’, ‘anyway’, ‘as I said’) to help make meaning
	4	Can follow and join in routine classroom activities willingly (e.g. ‘pay attention’, ‘form a circle’)	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references if not culturally laden

What is our process?

Taken from the Fawbert & Barnard Proficiency in English Assessment Bands

A child in Band A – Band B will need support to further develop their language.

They will be placed on SEN register and receive a Individual Learning Support Plan.

A child in Band C should be included within the class provision map.



Proficiency in English Assessment Bands

To be used alongside The Bell Foundation EAL Assessment for Schools
and the Bell Foundation Classroom Support Strategies

A

New to English

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

B

Early Acquisition

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

C

Developing Competence

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

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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.

What is our process?

Extract taken from the Bell Foundation Classroom Support Strategies Document

Step 4

Using the Bell Foundation Classroom Support Strategies Document, activities are matched to the Band the child is placed in.

Activities inform the targets for the child (either through the class provision map, or their Individual Learning Support Plan if they are on the SEN register).

Not all activities have to be completed – choose a few to match the needs of the child.

BAND A - New to English/Beginning

Reading and Viewing

Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English

Writing

Shows attempts at writing in English

Classroom organisation

- Pair with **first language buddies** to support understanding, and sit the EAL learner next to other learners who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Aim to provide daily, quality 1:1 or a small EAL beginner 'learning to read in English' group, focusing on understanding the meaning of the text (see EAL Nexus page on **reading for meaning**). If this means attending a session in another class with a different age group, it is important that the EAL learner and their parents receive a clear explanation as to why you are doing this
- Give the learner 'time-out' opportunities to browse English and dual language picture books, visually supported information books and websites and to read in their first language

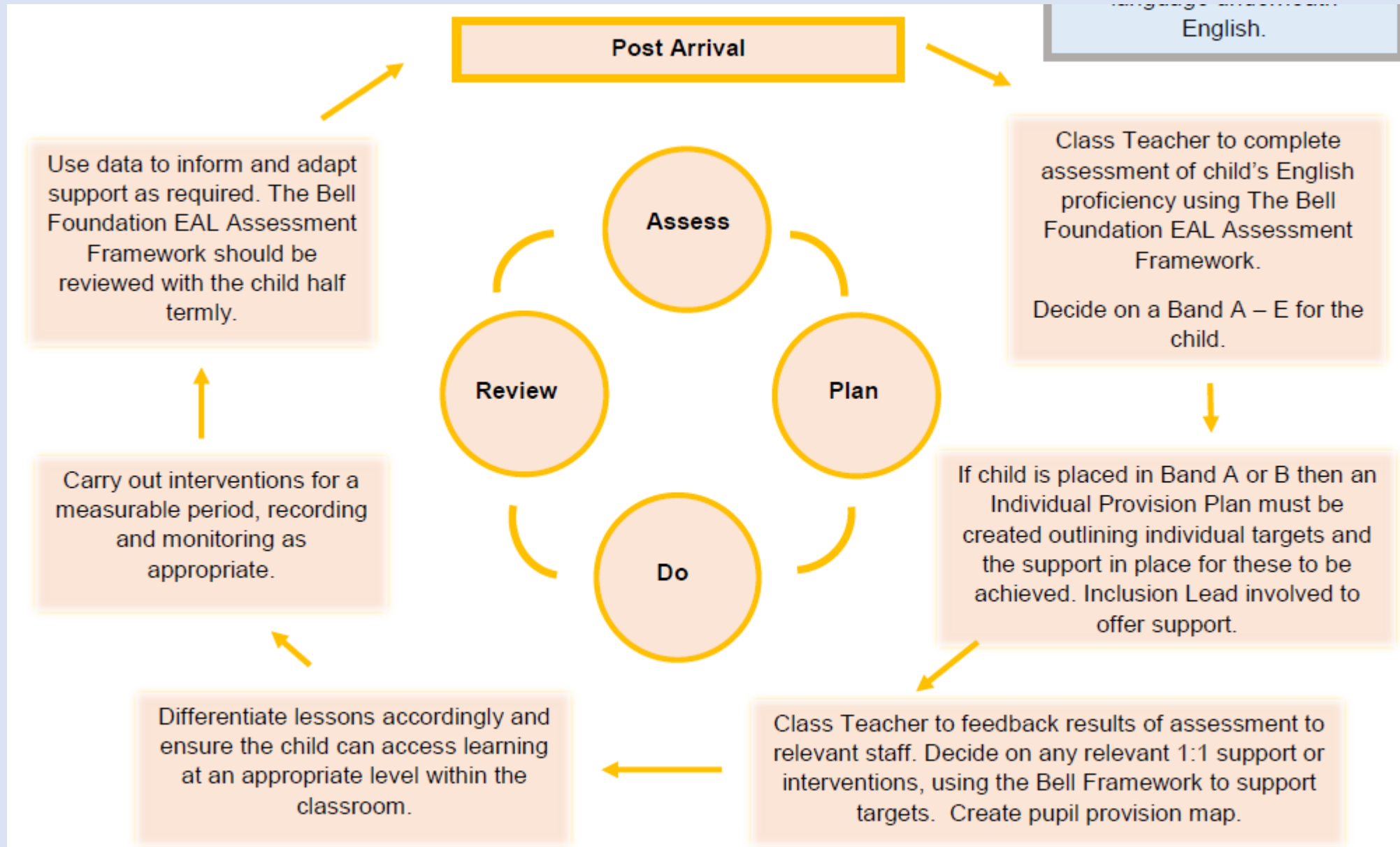
Ongoing differentiation

- Read text on the board and class texts clearly and slowly (good for all learners)
- To make meaning clear, use your facial expression, tone of your voice, your body (gestures, quick mimes)
- Always point to the key word or picture you are referring to
- With class texts, use **visual support** such as pictures, props and objects
- Use visual word mats (create your own with software such as **Communicate in Print** or use curriculum related ones from the **EAL Nexus** website)
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Have a mini- whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- If the learner is not familiar with the Latin-based alphabet and has learnt to write in a different script, ensure that there are daily opportunities for supported and independent handwriting practice. If this means attending a handwriting slot in another class with a different age group, it's important that the learner and their parents receive a clear explanation as to why you are doing this
- Give the learner their own vocabulary book to write down key words and phrases, with translations if they are literate in their first language
- Allow the older learner opportunities to write in their **first language**, particularly if they know about a topic and want to show you that they can do the task in their first language. Give this equal status to other children's writing
- Make simple books – about themselves – either paper-based or **digital**
- Encourage the learner to use a scrapbook to add new vocabulary, drawings and photos, pictures of home, information in first language about a topic, etc.
- Where possible, provide reading/writing tasks that have some link with main class topics. There are many curriculum-related tasks/resources on the **EAL Nexus** website or resources can be created quickly using software such as **Communicate in Print**
- Use **Directed Activities Relating to Text (DARTs)**, for example:
 - Sorting/matching/ spotting/sequencing activities – using **graphic organisers**
 - Labelling – choosing/matching/writing
 - Activities with missing words, phrases or sentences
 - Cut up text/pictures for learner to re-sequence
- Provide an English picture dictionary (preferably one designed for EAL learners, e.g. **Collins First English Words**)
- Provide a **bilingual dictionary**, preferably age-appropriate and pictorial, depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)

What is our process?

Step 5

Taken from
the Fawbert &
Barnard
Multilingual
Flowchart



What does this look like day to day?

Welcome New Starters to the Class

- Positive welcome (e.g. pegs, trays and books labelled)
- World map available for discussion.
- Buddy up with positive role models (in behaviour and language sense).
- All about me activities.
- Welcome booklet given to pupil.
- Dual-language resources available (e.g. talking pens, books, flashcards).
- Class appreciation shown by learning 'hello' and other key words in the child's home language.

Value and Celebrate Language

- Learn and display simple words and phrases with your class.
- Involve children and families as much as possible – parents/carers and families sharing rhymes or reading stories.
- Consider a multilingual story club.
- Encourage children to use all their language skills in the classroom. Our classrooms should celebrate and promote multilingualism.

What does this look like day to day?

Survival Vocabulary (Rescue Words)

Establish a communication channel:

- > basic needs – toilet, food, poorly
- > emotions – angry, tired, happy, anxious
- > instructions – listen, line up, tidy up

- Give information about school layout and key members of staff, e.g. using a tour, video, map, introductions, photo boards.
- Buddy children up with (several) positive role models.

Visual Cues

- Gestures and signs
- Objects
- Communication cards / fans
- Sequencing cards
- Photos
- Books
- Word Mats and Vocabulary Banks
- Displays

What does this look like day to day?

Technology

- **Audio Resources:** talking whiteboards, talking pens, photo albums.
- **Home-School Links:** online platforms that children, teachers and families all access.
- **Translator Apps:** Use google translate to translate a well done message and hand over at the end of the day.
- **Multilingual resource websites:** stories available in multiple languages.

Language

- Talk at a slower pace
- Use shorter sentences
- Use sentences that contain simple grammar.
- Try not to use complex or difficult words.
- Be specific!

'In a minute we are going to go over to the canteen and you can sit and eat your lunch'

becomes

'It is lunchtime'.

What is my role?

All Staff

All staff ensure they raise the attainment of multilingual pupils through:

- Providing pupils with excellent models of English at all times;
- Maintaining pupils' self-esteem and confidence by acknowledging and promoting value to their skills in their home language;
- Maintaining positive relationships with parents and carers for whom English is an additional language through participation in whole school language and culture events and supporting and developing wider community links;
- Acknowledging the added pressures and worries entering a new setting can place on a child for whom English is not their main language.

Extract taken from
the Fawbert &
Barnard Multilingual
Policy

What is my role?

Extract taken from
the Fawbert &
Barnard Multilingual
Policy

Teachers

Teachers ensure they raise the attainment of multilingual pupils through:

- Assessing multilingual pupils using the Bell Foundation EAL Proficiency in English Assessment, using the information acquired to develop knowledge about pupils' abilities and needs in English and other curriculum areas.
- Using the knowledge obtained from the assessment effectively in curriculum planning and classroom resourcing, ensuring work for pupils is differentiated according to cognitive level;
- Providing pupils with access to resources which are age appropriate, at an appropriate language level and are linguistically and culturally appropriate;
- Developing an understanding of, and valuing, pupils' home languages to facilitate concept development alongside their acquisition of English;
- Providing additional in-class support for pupils according to their individual needs;
- Using key visual and auditory resources to support access to the curriculum;
- Liaising with the Inclusion Leader to identify any concerns for multilingual pupils in their class;
- Liaising with the Inclusion Leader to identify multilingual pupils who may additionally have SEN needs;
- Acknowledging that a pupil's social language may be further advanced than their academic language;
- Ensuring that relevant information on multilingual pupils reaches all necessary staff who are in the classroom.

What is my role?

Extract taken from
the Fawbert &
Barnard Multilingual
Policy

Inclusion Leader and Senior Leadership Team

The Inclusion Leader, supported by Senior Leaders, ensures they raise the attainment of multilingual pupils by:

- Increasing staff awareness of pupils who are multilingual and the barriers to learning that may present as a result of this;
- Providing training to staff on strategies to overcome these barriers;
- Supporting teachers with the knowledge, skills, and resources to be able to support and monitor multilingual pupils;
- Ensuring that relevant information on pupils reaches all necessary staff;
- Monitoring standards of teaching and learning of multilingual pupils;
- Monitoring progress of pupils and identifying any SEN needs that may be masked by English not being the pupil's first language.
- Creating Individual Provision Plans for any multilingual pupils who are achieving below age related expectations or fall into Band A – C of The Bell Foundation Assessment Process.
- Ensuring that staff are aware of the school's policy (incl. EAL Flowchart, Proficiency in English Assessment Bandings and Multilingual policy);
- Ensuring SMART targets for multilingual pupils are set and achieved;
- Monitoring class results taking into consideration the vulnerable grouping (multilingual) and addressing any underachievement identified.

What is my role?

Whole School Ethos

The whole ethos school contributes to raising the attainment of multilingual pupils by:

- Ensuring classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of identities;
- Acknowledging and promoting the pupil's home language through a range of resources in school which include bi-lingual materials;
- Providing a range of opportunities for pupils to engage in speaking and listening activities in English with peers and adults;
- Building highly positive relationships with parents, their families and the communities served by the school through showing appreciation for all cultures in different ways;
- Facilitating parent's access to school life by providing dual language information and bilingual support where possible and monitoring parental involvement.

Extract taken from
the Fawbert &
Barnard Multilingual
Policy

What specific strategies can make a difference?

- Set goals that challenge but are achievable (SMART goals)
- Provide opportunities for collaboration and group work.
- Find opportunities for pre-teaching.
- Allow lots of opportunities for repetition.
- Translanguaging – If there are two children who share the same language, it can be useful for them to work together as they can move between two languages to communicate.

What specific activities can make a difference?

- **Labelling:** Labelling familiar pictures. Can they tell you the label in their home language and English?
- **Sequencing:** Opportunities to sequence familiar events or routines visually by using sequencing cards.
- **Flashcards:** There may be a lot of Phonics catch up needed – flashcards at random points throughout the day for very short periods of time can really help develop this.
- **Writing:** Take a few key meaningful words that the child could attempt to write in both languages (mum, dad etc).
- **Odd one out:** Play the odd one out game and talk about why something is odd (show a t shirt, dog and a cat and discuss that two are animals and one is an item of clothing).
- **Crafts:** In a group (so that they can observe others), ask children to draw a picture of their family or another topic, Encourage conversation and sharing to model language.
- **Home-learning:** Send home examples of the above so that parents can support their children too.

What can help me understand the child's view further?

1. Время обеда
2. Nadszedł czas, aby wrócić do domu
3. Bir şeyler atıştırmak ister misin?

Can you read these sentences that use simple social language?

Can you identify the language being used?

What can help me understand the child's view further?

- | | |
|---|---|
| 1. Время обеда | It is lunchtime (<i>Russian</i>) |
| 2. Nadszedł czas, aby wrócić do domu | It is time to go home (<i>Polish</i>) |
| 3. Bir şeyler atıştırmak ister misin? | Would you like a snack? (<i>Turkish</i>) |

**How did it make you feel?
Now imagine being somewhere new, where you
do not know anyone, and no one speaks the
same language as you...**