

# Catalyst Connects: Belonging Matters



**Session 3: Supporting children and young people who are learning English as an Additional Language**

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**Catalyst  
Psychology**

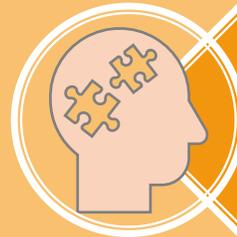




4 aspects  
developed  
through all 3  
strands of the  
project



providing a welcoming  
and inclusive  
environment



assessing new arrivals  
holistically, considering both  
academic and mental health  
needs



providing ongoing  
learning and pastoral  
support



supporting parents/careers  
(including hosts and  
sponsors)



## Outline of this session

### **Main aims:**

- **Discuss ‘what works’ for children who are new to English and those who need supported access to the curriculum**
- **Consider some of the challenges and solutions in assessing and monitoring progress**
- **Share some practical ideas for supporting classroom learning**



Refining school  
support:  
Supporting academic  
engagement and  
progress

Parent and child voice taken from  
research undertaken by Jade Wang,  
May 2023

- A sense of competence and achievement is important for children's motivation
- Teachers need to have high expectations of children



Ref:  
'School support for asylum-seeking and refugee children: a systematic literature and exploration of child and family perspectives'  
Jade Wang, 2023

“ Peter never went to Year One in Nicaragua...They put them straight in Year Two [in England] ... I asked for my child to start from level one...they said to me, 'No... because he's too old for that.' ”



“

School said], 'She's going to have some special time to catch up on English, maths and everything so she gets to the, kind of the same... level as her peers now,' and for me, that was...the most important thing

”



Helping overcome  
initial English  
language barriers

“ Don't take a test of  
English when they are  
just starting! ”



“ Maybe do a partner thing with other children. So, for example, they could teach their classmates to read, do a reading buddy or some [EAL] practices with a friend and then the other child will feel like, ‘Oh, I’m tutoring someone,’ so it’ll be a confidence boost for both. And just, it will also help them make little friendships. ”



## Learners using EAL

- The term “EAL” is used to describe a diverse group of learners who speak English as an Additional Language
- the title ‘EAL’ gives minimal information about a student, and it does not provide any indication of future academic achievement



**Risk factors  
affecting  
academic  
achievement**

## Proficiency in English

Learners may be at any stage of developing English language proficiency, from New to English, to completely Fluent.

Research shows a clear correlation between proficiency and potential academic achievement with learners who are assessed as being Competent or Fluent scoring significantly higher on all national assessments than their monolingual peers.



## Point of arrival in the English education system

Learners using EAL who arrived in the school system during KS1 are more likely to reach the national expected standards by year 6, than those arriving during KS2/during secondary education.

Entering the education system part way through an academic year is another risk factor.

In addition, the experience learners have had of education before arrival can vary greatly. Learners may have already had a high level of education in their home country or have had little or interrupted schooling.



## First language proficiency

**Some learners may speak and write several languages while others may have limited literacy in their first language.**

**This can be the same for other family members.**



## Activity

Take a moment to pause the video and make a note of any of these risk factors that apply to newly arrived children/young people in your school



# Stages of English Language Acquisition and strategies to support learners



# Stages of language acquisition

**Silent period**

This can last up to 6 months



Adjustment and 'tuning in' – learning familiar classroom routines and formula language



**Basic survival language**

This can take up to 2 years



- Self help – observing, copying, listening
  - Joining in
  - Finding out



**BICS**  
Basic  
Interpersonal  
Communicative  
Skills



# ↓ Stages of language acquisition

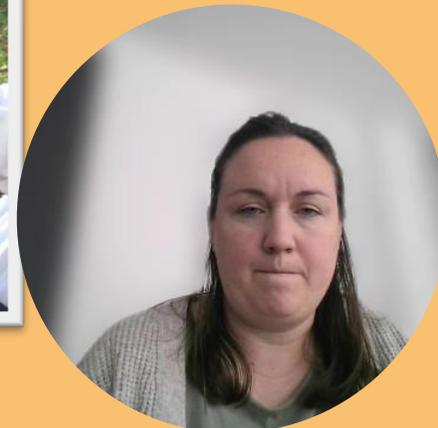
## Full competence in using English

This can take a further **5 years**

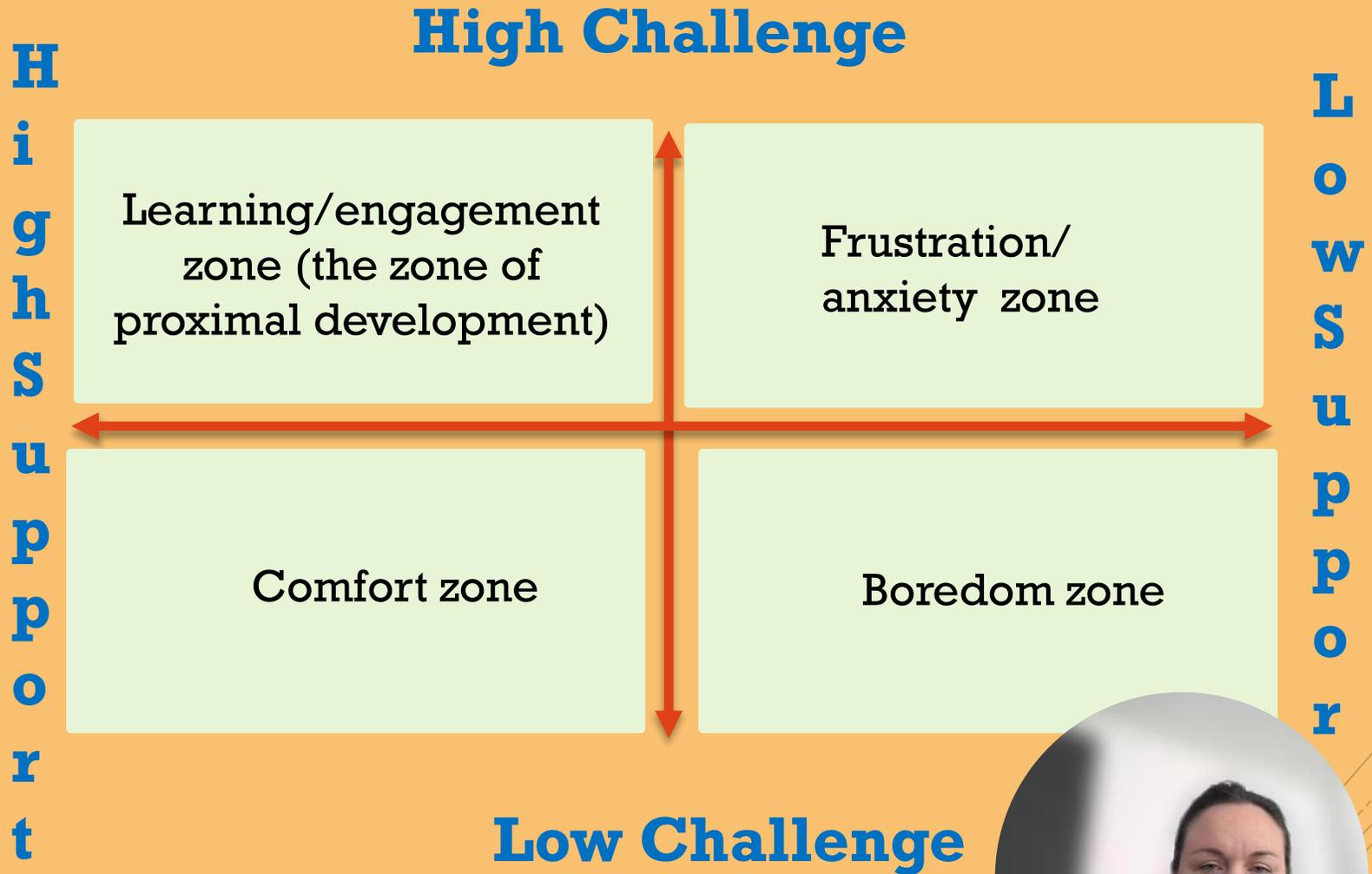
**CALP**  
Cognitive  
Academic  
Language  
Proficiency

- Full curriculum access

- Language for:
  - Persuasive argument
  - Hypothesis
  - Exploring text etc.
  - Using idiom and metaphor



Gibbons P. 2014  
'Scaffolding  
Language,  
Scaffolding Learning'  
2<sup>nd</sup> Edition.



# Visual support

The addition of images can give a pupil instant access to an activity that otherwise would have been extremely challenging, if not impossible.

## Y6 Science Activity

Rearrange these organisms to make this food chain correct.

jastrząb → świerszcz → trawa → żaba





żaba (frog)



trawa (grass)



świerszcz  
(grasshopper)

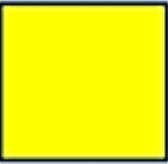


jastrząb (hawk)



# SUBSTITUTION TABLES



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



## SUBSTITUTION TABLES – DT

### Making a circuit

Connect the	wire 	to the	wire. 
	switch 		switch. 
	battery 		battery. 
	bulb 		bulb . 



# At the seaside substitution table

At the seaside	I will	see		the seagulls.	
				some fish and chips.	
		eat		with a ball.	
				an ice cream.	
		play		in the sand.	
				with a bucket and spade.	



# Creating gap fill using existing text

## Early life

Thomas John Barnardo was born [ ] Dublin to John Barnardo and Abigail [ ] 1845. [ ] the age [ ] 16 he converted [ ] Protestant evangelicalism. Just [ ] his 17th birthday he decided to become a medical missionary [ ] China and so set out [ ] London [ ] 1866 to train [ ] a doctor [ ] the London Hospital [ ] Whitechapel.

## Differentiate the task

- Ask pupils to predict the missing preposition (HA)
- Give them a word bank (MA)
- Give them a choice of two – which one is correct (LA)





## Activity

**Take a moment to pause the video and make a note of all the strategies and activities that you already use in your school**



During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and ‘meaning making’. At these stages fluency and building confidence is more important than accuracy.



What to expect...  
Typical  
challenges...

- Different fonts/styles of handwriting produce very different look

a

a

g

g

q

q

- We expect a 'spiky profile' in our EAL learners
- Natural for Writing to be at a lower level than other skills.
- L1 may:
  - have a different script/letters/accents
  - be written in a different direction
  - have different punctuation



## Strategies for the Non-verbal or Silent Period

- Continue talking even when children do not respond;
- Persistent inclusion in small groups with other children;
- Use of varied questions;
- Use of the first language;
- Acceptance of non-verbal responses;
- Praising of minimal effort;
- Expectations to respond with repeated words and/or counting;
- Provide activities which reinforce language practice through role play.

Clarke, P. (1992) English as a 2nd Language in Early Childhood. FKA Multicultural Resources Centre. Richmond: Victoria, Australia

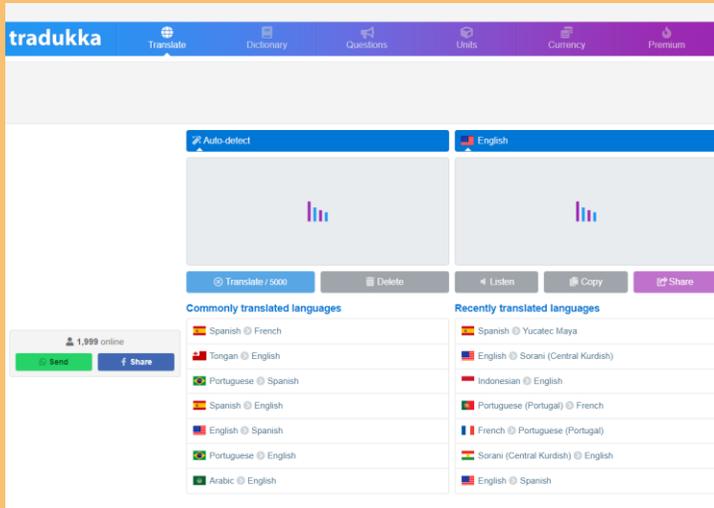


## Helping children to settle into the school

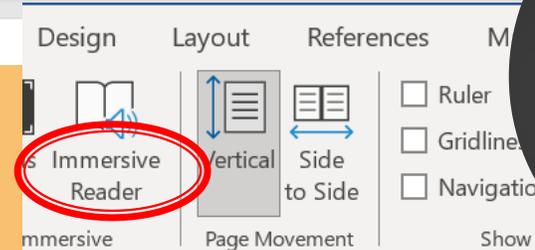
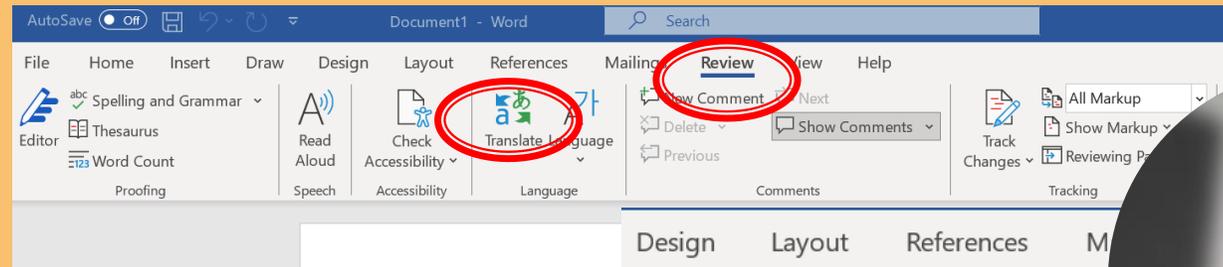
- **Appoint a language and/or social buddy (HA pupil/set)**
- **Provide fans with pictures and simple phrases, for example to express basic needs in the classroom**
- **Provide children with bilingual dictionaries/books**
- **Use gestures, actions and facial expressions to support understanding in English**
- **Locate appropriate web resources or s**



# TRADUKKA



## Immersive Reader/Translate tools in Microsoft



# Levels of Proficiency in English

- Knowledge about the English language proficiency of learners using EAL is important for schools and teachers in informing the most appropriate support.
- The Bell Foundation's EAL Assessment Framework for Schools provides a set of standards to assist schools in establishing English language proficiency and has been designed to support teaching and learning by enabling practitioners to generate targets to guide individual learner progress.
- The levels of proficiency in English are used by schools within the EAL Assessment Framework for Schools and on all teaching resources.



# EAL Assessment Framework – Secondary

This resource includes links to the Foundation's award-winning EAL Assessment Framework for Schools, Support Strategies and digital EAL Assessment Tracker for use in secondary settings

On this page you will find links to The Bell Foundation's award-winning EAL Assessment Framework for Schools, Support Strategies and digital EAL Assessment Tracker for use in secondary settings. Also on this page are videos which provide guidance on how to use these resources.

Once you have downloaded the Tracker, please click 'Enable Editing' in order to have full functionality.

## How to use the Tracker and Assessment Framework

 Please follow the links below and on the right hand side to the guidance document, videos and webinar to learn how to use and apply this easy to navigate Tracker and

### Download resources

EAL Assessment Framework - Secondary Descriptors

Download →



Classroom Strategies - Secondary

Download →



EAL Assessment Tracker 2.0 - Secondary (please click 'Enable Editing' once downloaded)

Download →

EAL Assessment Framework: Download the User Guide

Download →



## SECONDARY SPEAKING

		BAND A	BAND B	BAND C	BAND D	BAND E
EARLY DEVELOPMENT	CODE	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English
	1	Can establish social contact, (e.g. greetings and farewells, introductions, giving thanks)	Can describe people, places and possessions in simple terms (e.g. 'She is very tall lady with black glasses', 'My phone case it is blue and has picture of birds in trees')	Can communicate simply in routine tasks to ask for and provide things, get simple information and discuss what to do next	Can summarise in longer utterances, with some cohesion, about subject content (e.g. 'When vaccination began number of deaths got lower')	Can produce clear, smoothly flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points
	2	Can produce simple, mainly isolated phrases about people and places, although often with errors such as omission of preposition (e.g. 'He explain me')	Can express own feelings and wishes more independently	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference	Can express opinions and reactions regarding possible solutions or what to do next, giving brief reasons and explanation	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view, and giving the advantages and disadvantages of various options
	3	Can express basic needs or feelings in simple terms, with limited range of adjectives and inaccurate use of verbs (e.g. 'I not have ruler', 'I am feel happy')	Can use some frequently heard adjectives independently (e.g. 'big', 'fast', 'good')	Can contribute to informal discussion with friends, provided their speech is clear and/or in locally practised school English	Can use a growing range of subject-specific technical vocabulary and begin to use some imagery (e.g. metaphors and similes)	Shows an understanding of pause, stress, rhythm and intonation and how these can convey values, perspectives and feelings
	4	Can use common verbs like go, do and make but with frequent omission of inflection (e.g. 'Teacher	Can communicate some content about concrete matters during simple, familiar tasks (e.g. 'This	Can comment briefly on the views of others (e.g. in history lessons or in literature lesson)	Can use both formal and informal English in appropriate contexts	Can synthesise and report information and arguments from a number of sources



## PRIMARY READING & VIEWING

		BAND A	BAND B
<b>CODE</b>		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
<b>EARLY DEVELOPMENT</b>	<b>1</b>	Can make use of their cultural and own first language experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but may distinguish between words and numbers or symbols or text types – a story from a book or an advertisement from a website)	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. <i>'Once upon a time'</i> )
	<b>2</b>	Can follow written text conventions (e.g. left to right movement in English, continuity of text from top to bottom of page)	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases (e.g. can try to sound out a written word)
	<b>3</b>	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	Can attempt to use familiar and some unfamiliar words in phrases/sentences, and try to make sense of them



Flash Academy

Learning Village

Other assessment programmes



EAL STAR



# How do I assess a multilingual learner who is new to English?

**Build up a profile of the learner to gain a broader picture**

**Adopt and embed an EAL assessment framework**

**Develop tailored support strategies**

**Carry out assessments in an environment that is familiar to the EAL learner**

**Consider different contexts when assessing what a learner can/cannot do**

**Avoid using formal standardised tests**



# Activity

How do you or can you ensure staff are informed about best practice in this area?

What staffing structures are already in place?

Is there anything you could or should try to change?

Feedback to the group



# Pupil survey

<p>At home</p>    	<p>In class</p>    
<p>In the playground</p>    	<p>Visiting others</p>      

My name





