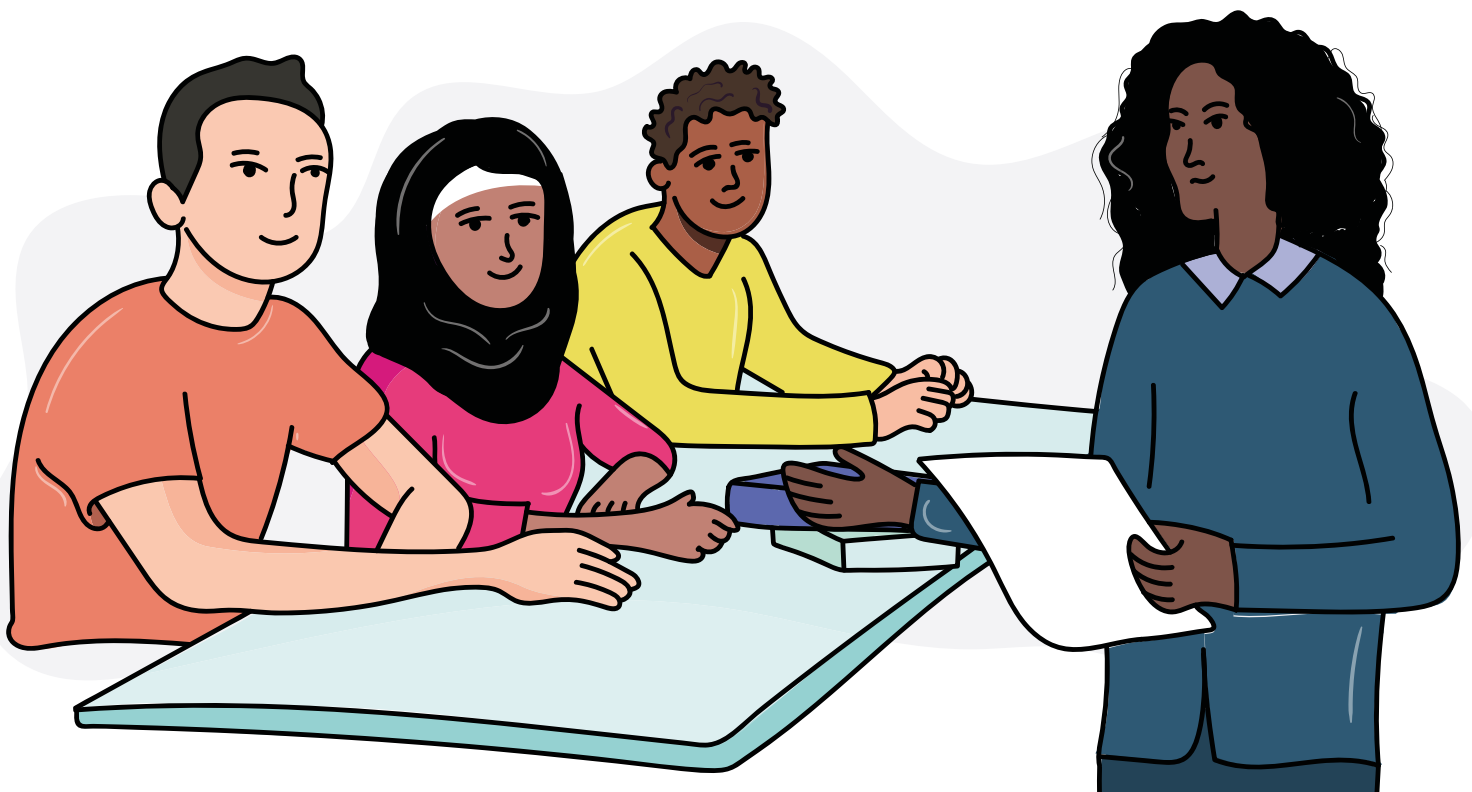


Classroom guidance and strategies to support EAL learners

Secondary version



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Introduction

Who is this guidance for?

This guidance is primarily intended for classroom/subject teachers who have or expect to have learners using English as an Additional Language (EAL) in their classes. The ideas and suggestions will also be of interest to EAL co-ordinators or those in a similar role seeking to advise teachers on how best to include learners who use EAL, and teaching assistants (TAs) working in classes where there are learners who use EAL.

The aim is to:

- Support teachers to plan and embed appropriate multilingual pedagogies to promote the learning of pupils using EAL, following an assessment using The Bell Foundation EAL Assessment Framework for Schools ([bell-foundation.org.uk/eal-assessment-framework](https://www.bell-foundation.org.uk/eal-assessment-framework)).
- Provide suggestions of practical classroom techniques and activities that match learners' levels of English language proficiency as identified through EAL assessment.
- Provide examples of practical classroom strategies and models of support that will both enhance access to the curriculum as well as the development of English language proficiency alongside curriculum learning.
- Signpost relevant resources and tools that teachers might refer to/use.

How is the guidance organised?

Primary/secondary

The guidance is separated into primary and secondary phases and includes age-appropriate examples from all key stages. The guidance for each phase is available as a separate downloadable document.

Assessment bands



The guidance is organised according to the five assessment bands A–E, following The Bell Foundation EAL Assessment Framework for Schools.

As learners do not always fit neatly into one band and neither do activities and strategies, you may find it useful to read the suggestions for the bands below and above the band at which your learner is currently working. Additionally, some of the suggestions are relevant for more than one band but, as we have avoided repetition, referring to the previous band is recommended.

In general, learners working at **band A (new to English)** require significant support to access curriculum content and may rely more heavily on translation tools, and extra adult and peer support. Band A learners should spend the majority of their time in the mainstream classroom, as this is where most learning takes place and where they will build mixed-language friendship groups, and develop their social English skills through interaction with peers. Since opportunities to use and develop oracy skills are integral throughout the bands, classrooms should be organised to facilitate learners working in groups. Translation apps – particularly those which translate both spoken and written word – are useful at this band, especially if the learner has not yet developed literacy in their home language or uses a different script. Visuals are also crucial to convey meaning, and you will find it useful to build a bank of them to use as you need them. These learners may also receive some time-limited and curriculum-linked out-of-class interventions.

At **band B (early acquisition)**, learners are beginning to interact verbally with others in English, and making sense of some written text. Scaffolding still needs to be significant, but it should be slightly reduced in order to keep the learner working at a level which both supports and challenges them. Substitution tables (for both writing and speaking) which use a mixture of visuals and words/phrases to embed curriculum knowledge within key structures, and gap-fill exercises which offer a choice of words, are useful here (bell-foundation.org.uk/scaffolding).

A learner working at **band C (developing competence)** is displaying emerging competence and, especially if they arrived working at band A (new to English), may demonstrate good understanding and appear to be, orally at least, quite fluent. At this band, learners usually no longer receive out-of-class interventions but still require adaptations in class to enable them to progress in both their English language and subject knowledge. Learners benefit from activities to help them build their vocabulary, especially academic and subject-specific words and phrases. Graphic organisers (bell-foundation.org.uk/graphic-organisers) and Directed Activities Related to Text (**DARTs**) (bell-foundation.org.uk/darts) will help them organise their thinking and support their reading comprehension and writing skills development. There is a temptation here to move away from using the home language and focus only on English, but the value of all of the languages available to a learner, even at this stage, is significant. As well as being a key part of a learner's identity and sense of self, the home language and other languages the pupils know will also be the medium through which significant prior knowledge has been accumulated, and this needs to be harnessed and built upon (e.g., Baker and Wright, 2017).

Learners working at **band D (competent)** demonstrate increasing accuracy and fluency and are sometimes in danger of losing out on support as they are seen as “coping”. Furthermore, especially if they arrived as band A (new to English) learners, they are often beginning to feel quite comfortable using English socially and may regard themselves as no longer in need of support. However, although they appear socially proficient, they may be at risk of not realising their full potential academically if left without any support, especially for understanding figurative and nuanced language, organising ideas effectively in longer texts, and some elements of grammar (Cameron, 2003). The use of graphic organisers (bell-foundation.org.uk/graphic-organisers) to order thoughts and plan paragraphs, the clarification of figurative language and idioms, and attention to features of grammar such as articles and prepositions will help these learners.

Finally, learners working at **band E (fluent)** can engage fully and independently with curriculum content across the four domains of listening, speaking, reading and viewing, and writing. They may sometimes not understand cultural references (for example, to streamed videos, nursery rhymes or British historical events), particularly if they have arrived recently from abroad. They may also make some errors, such as using the wrong **prepositions** in **phrasal verbs** (for example, saying “*throw off*” when they mean “*throw out*”), using **articles** (the, an, a) incorrectly or omitting them, or in more complex structures (for example, writing “*If we would have realised earlier we could correct our mistake*”). Learners at this band need cultural references explained clearly to them and personalised feedback on their spoken and written production to help them use language even more accurately and appropriately. Strategies such as modelling, accompanied by noticing or awareness-raising (bell-foundation.org.uk/modelling) are helpful at this level, both for **academic language** and genre. For example, before writing an argumentative for and against piece, provide some examples of WAGOLLs (What A Good One Looks Like), and teach phrases for explaining and justifying points of view, refuting ideas and summing up.

The four domains of language use

The guidance and strategies are divided into those useful for reading and viewing, and writing (i.e. literacy), and those for speaking and listening (i.e. oracy). Inevitably there is overlap between all of these. For example, good reading/viewing and writing activities always involve some element of teacher explanation and class or group prediction, planning, or discussion, which involves oracy work. Therefore, you will find it beneficial to read both sections.

Five key principles

Within each band, the guidance and suggestions are organised into five sections corresponding with The Bell Foundation’s five evidence-informed key principles for effective EAL practice. (bell-foundation.org.uk/effective-teaching-of-eal) Again, there is overlap here, particularly in terms of making use of a learner’s full repertoire of languages. For example, some points picked up in the first principle, (**Multilingualism as an asset**), are also valid in the second principle (**High expectations with appropriate support**) while others are relevant in the final principle (**Social inclusion**). Again, you will find it useful to read all of the principles.



1. Multilingualism as an asset

There is a plethora of research around the crucial role that a learner’s **home language** plays in their emotional and cognitive development. Maintaining and developing the **home language** results in greater cognitive flexibility and ultimately stronger academic performance. The guidance and suggestions in this section are included to help you promote multilingualism and develop your thriving and dynamic school/classroom.



2. High expectations with appropriate support

In this section you can find guidance and suggestions to help you avoid the temptation to “dumb down” or simplify the curriculum for EAL learners and instead to amplify it through judicious use of scaffolding. It is vital to bear in mind that the cognitive and academic abilities of learners using EAL are separate from their current ability to use English. Like all learners, those using EAL will benefit from being motivated and challenged in the classroom.



3. An integrated focus on language and content

EAL learners have a double job to do. They must acquire proficiency in English at the same time as learning curriculum content. Therefore it is important to provide them with activities which teach and practise language structures through the medium of curriculum subjects. Decontextualised grammar activities, such as those found in many English as a Foreign Language (EFL) textbooks, are not always useful, as their focus tends to be general and not curriculum embedded. The guidance and suggestions in this section can be used as you plan and teach your lessons, to help you integrate your subject content with English language learning, and enable learners to achieve this double goal.



4. Effective and holistic assessment

In order to be effective, assessment needs to be relevant to the learner. Many formal standardised tests designed to assess reading age, verbal reasoning, and reading comprehension in English are designed for pupils for whom English is their [first language](#). As such, they are of limited use for learners using EAL, as they will not, on their own, give an accurate picture of the progress of a learner using EAL. The guidance and suggestions in this section give you some ideas of how to supplement or adapt the assessment process to gain a fuller picture of the learners using EAL in your class.



5. Social inclusion

Learners using EAL need to feel safe and secure, and have a sense of belonging to their school and wider community in order to maximise their opportunities for success. This is especially important for children seeking asylum (McIntyre and Abrams, 2021). It is important to build and promote an inclusive environment where everybody is a valued contributor to school life. The guidance and suggestions in this section are ideas to help you support your learners using EAL to find their own ways to connect, participate, and belong.

How should I use the guidance and suggestions?

After an assessment and for ongoing holistic assessment

When learners using EAL have been assessed using The Bell Foundation Assessment Framework (bell-foundation.org.uk/eal-assessment-framework), you can refer to the guidance for ideas and suggestions. For example, if you have a new learner using EAL in your class who is assessed as working at band B, you will find it useful to read the relevant band B suggestions, as well as some of those for bands A and C.

For teaching ideas

The guidance and suggestions offer some teaching ideas and examples which you can adapt to suit your context. Links are included to resources which will provide further detail, including some of The Bell Foundation's Great Ideas ([bell-foundation.org.uk/great-ideas](https://www.bell-foundation.org.uk/great-ideas)), a series of approaches and strategies that are recommended for learners using EAL. At the end of each section there are examples from two key stages of how these principles might look in practice, set out in table form to show examples of activities the teacher, class, and learner using EAL might undertake during a lesson which correspond to the strategies and guidance appropriate for different bands. We have tried to include a range of subjects and teaching styles, conscious of the wide variety of schools and settings which might use them. These are fictional "snapshots", examples of good practice which might be seen in particular lessons. They are not intended to be in any way prescriptive, or to represent complete lesson plans, but rather to offer a springboard for ideas. With that in mind, the planning required to facilitate some of the suggestions in the tables would need some reflection as it is not captured here.

For classroom organisation ideas

Research by Evans et al. (2020) provides a model of inclusive pedagogy in four quadrants of inclusion: attitudinal, linguistic, academic, and social. Learners using EAL need to feel that the environment welcomes, reflects, and helps them develop as [multilingual](#) learners. Feeling free to use their home and [preferred languages](#) with pride and confidence, and seeing them used in signage around the school or as part of classroom displays, is one facet of this. Peer groupings are equally important, in order to expose new arrivals to good models of English, build mixed-language friendship groups, and also to enable them to draw on all their linguistic expertise. The guidance includes suggestions which correspond to each of these quadrants, for example through seating/grouping ideas, ways of encouraging and promoting the use of languages known by learners, and making academic content accessible whilst maintaining high expectations.

To sum up: The revised guidance, ideas, and strategies are organised by phase, proficiency in English band, and domain. They are grouped against The Bell Foundation's five key principles for evidence-informed EAL practice. They endeavour to be practical at the same time as linked to relevant research, and to include examples, in table form, of what they might look like in practice. A glossary of terminology used is available here; for those accessing a hard copy, see p.86. Words and phrases included in the glossary are [highlighted in blue](#).

The Bell Foundation would like to thank all of our partners who contributed to the development of this guidance, including Annie Kershaw (Achievement and Equality Consultant for Nottinghamshire County Council), Magda Dylag and Nikki Ajibade (EAL Senior Leaders for Warwickshire County Council), and Terri Cawser (Deputy Service Lead for Birmingham City's Pupil and School Support Team).

We hope you find the guidance and strategies useful.



Listening (understanding)

Engaging in highly scaffolded listening activities, learning basic classroom language, and linking sounds to actions and meanings.



Speaking

Emerging competence in basic oral expression.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Seating the learner with others who share their language, where possible, and encouraging oral **translanguaging** to facilitate their understanding and ability to communicate. (bell-foundation.org.uk/translanguaging).
- Providing translation software/bilingual dictionaries, especially those that provide audio recordings of words, modelling their pronunciation. (bell-foundation.org.uk/bilingual-dictionaries).
- Using translation apps, such as Say Hi (sayhi.com) and Microsoft Translator (microsoft.com/en-us/translator/) to enable simultaneous speech translation in groups or 1:1.
- Checking for closed captions and subtitle options in the learner's **preferred language**, when watching videos, so that they can read as they listen and watch. (e.g., on YouTube, Netflix and other streaming services).
- Encouraging the learner to make links between their **home language** and English. For example, by asking them how words are said in their home language.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Speaking to parents about the importance of developing and maintaining oracy in the home language(s). (bell-foundation.org.uk/helping-children-learn).
- Signposting supplementary schools, and **community language** schools and groups, and encouraging learners to attend. (bit.ly/supplementary-ed).



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning in multiple ways.

Suggestions include:

- Seating the learner in groups with other learners who will be supportive and will provide good models of spoken English. Groups of three work well where two learners share a language but one is more proficient in English. The third group member might be a monolingual English speaker.
- Providing visual support for lesson content, in the form of pictures, diagrams, [realia](https://www.bell-foundation.org.uk/visuals), etc. to illustrate meaning. ([bell-foundation.org.uk/visuals](https://www.bell-foundation.org.uk/visuals)).
- Exploring how best to use technology, depending on a learner's proficiency in English as well as their home language(s), and ensuring that band A (new to English) learners know how to use the most appropriate features (e.g., a learner without age-related literacy in their [preferred language](https://www.bell-foundation.org.uk/preferred-language) will need to be able to listen to spoken translations).
- Making use of Microsoft's Immersive Reader (<https://www.microsoft.com/edge/features/immersive-reader>) function to allow learners to listen to the words spoken aloud as they follow them on a screen.

Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

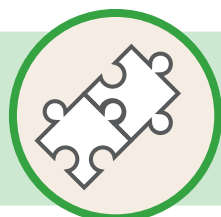
- Providing opportunities to listen and to speak in small non-threatening groups, including speaking in the learner's [preferred language](https://www.bell-foundation.org.uk/preferred-language). Monitor the group to make sure the learner is participating and, when they are ready, encourage them to contribute to whole-class feedback.
- Responding positively when the learner attempts to interact, remodelling inaccurate use of language when relevant or appropriate.

Adapt teaching to ensure effective learning.

Suggestions include:

- Seating the learner near the front of the class, where they can easily see and hear the teacher, and the teacher can monitor their reactions and facial expressions.
- Checking in with the learner regularly to ensure they understand the work. ([bell-foundation.org.uk/questioning-strategies](https://www.bell-foundation.org.uk/questioning-strategies)).

- Grading the language used in verbal instructions to reduce its complexity. This should include:
 - Using simple vocabulary choices;
 - Chunking instructions into stages;
 - Cutting out unnecessary language;
 - Avoiding **idiomatic** language;
 - Using gestures and images to back up instructions;
 - Checking understanding of instructions with closed questions.
- Recognising that many learners may go through a **silent period** and so providing alternative ways to demonstrate understanding.
- Grading questions to ensure they are appropriate to a learner's level of proficiency in English, for example, by giving choices or offering sentence starters. ([bell-foundation.org.uk/questioning-strategies](https://www.bell-foundation.org.uk/questioning-strategies)).
- Promoting active engagement in activities such as **cold calling** and **loop games** by ensuring the learner has heard another learner model the response first.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Interrogating topic/unit content in terms of the language at text, sentence, and word/phrase level, and identifying key language to be covered for band A (new to English) learners, being mindful to build on the language already known and used.
- Planning how to teach the key vocabulary and structures needed for band A (new to English) learners to understand the content and engage in spoken activities, for example, through pre-teaching or **flipped learning** or teaching assistant (TA)/peer support in class. ([bell-foundation.org.uk/building-vocabulary](https://www.bell-foundation.org.uk/building-vocabulary)).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Providing key subject vocabulary to listen out for while watching a video clip in the lesson.
- Encouraging learners to watch suitable subject-specific videos before a lesson, ideally with subtitles in the home language, and to listen out for key vocabulary.

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Providing opportunities to hear other learners model spoken responses to questions about curriculum content before expecting a band A (new to English) learner to respond.
- Once the learner has had time to settle, asking them regular closed questions to monitor and develop understanding of the curriculum, backing questions up with visual prompts where appropriate. ([bell-foundation.org.uk/questioning-strategies](https://www.bell-foundation.org.uk/questioning-strategies)).
- Providing simple speaking and listening frames to help scaffold responses, once a learner is ready to engage. ([bell-foundation.org.uk/speaking-and-writing-frames](https://www.bell-foundation.org.uk/speaking-and-writing-frames)).
- Providing substitution tables as a scaffold for speaking activities; these can help practise key language structures. ([bell-foundation.org.uk/substitution-tables](https://www.bell-foundation.org.uk/substitution-tables)).
- Including collaborative activities which promote exploratory talk. ([bell-foundation.org.uk/collaborative-activities](https://www.bell-foundation.org.uk/collaborative-activities)).



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Finding out whether the learner has age-appropriate spoken language development in their **home language** or other languages they know ([bell-foundation.org.uk/limited-first-language-literacy](https://www.bell-foundation.org.uk/limited-first-language-literacy)).
- Consulting with the learner, subject teachers, pastoral staff, and any intervention teachers to gain a holistic picture of the learner's strengths, areas for development, and likes/dislikes.
- Finding out about the learner's educational history, including learning what subject knowledge they may already have. This may have been shared by parents/carers during the initial admissions procedure. ([bell-foundation.org.uk/learner-profile](https://www.bell-foundation.org.uk/learner-profile)).

Adapt assessment procedures, including methods for providing feedback, to reflect proficiency in English.

Suggestions include:

- Using the descriptors for bands A (new to English) and B (early acquisition) of the EAL Assessment Framework to monitor progress and set targets. (bell-foundation.org.uk/eal-assessment-framework).
- Using carefully graded questions to monitor understanding during lessons. (bell-foundation.org.uk/questioning-strategies).
- Where appropriate, allowing a learner to give a spoken response in an assessment, to demonstrate curriculum understanding.
- Grading language used to give spoken feedback. (e.g., using short and simple utterances backed up with clear facial expressions.)



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Repeating daily social language and greetings. Model them by addressing other learners and then address the band A learner.
- Making sure the learner is seated with sympathetic [near-peer mentors](#), or buddies. Ideally some of these peers would share a language with the learner.
- Making it clear that the learner is part of the class by using their name and involving them in class tasks, such as distributing resources, regularly.
- Taking every opportunity to check in with the learner, through eye contact, greetings, etc.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school life.

Suggestions include:

- If the lesson precedes break or lunch, checking that the learner has someone to spend it with.
- Finding out about the learner's interests and hobbies, and signposting any relevant clubs/ teams. Arrange for a buddy who shares the same language and interests to accompany the learner where possible.
- Encouraging involvement in extra-curricular opportunities, such as trips and school events.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Using the Young Interpreters scheme (bit.ly/young-interpreters) or similar, to train other learners to clarify or explain relevant information in their home language for parents/ carers who are new to English. This would be appropriate for events such as information evenings and school performances where the information is generic. For example, when to bring PE kit or where to find key places in the school. It would not be appropriate to use other learners to discuss anything confidential or personal such as progress or behaviour.
- Using an interpreter for meetings with parents or where this is not possible, software such as Say Hi (sayhi.com) which facilitates a conversation in two languages. An interpreter may be in a position to offer cultural sensitivity and find out any concerns the families may have.
- Encouraging parents/carers to discuss curriculum content in the language(s) used at home. (bell-foundation.org.uk/helping-children-learn).

What might this look like in practice?

Example: Key stage 3 maths – ratio and proportion.

Teacher	Class	Band A learner
Demonstrates the idea of ratio using a bag of sweets/marbles and a number of learners. Writes mathematical sentences on the interactive white board (IWB) and makes connections with the visual demonstration. Provides band A learner with key translated words.	Watches the demonstration.	Has list of key words translated for reference and sits with first-language buddies if possible. Watches the demonstration, listening out for key words.
Recaps on main ideas. Puts class into groups, taking care to seat band A learner with sympathetic group and other first-language speakers where possible. Directs TA, where available, to work with the band A learner's group. Gives each group a bag of sweets/marbles and a worksheet of ratio problems to solve. Models the first example to whole class.	Solves problems in small groups.	Works with friendly group, refers to bilingual list of key words and phrases (preferably pre-taught). Uses preferred language in group work if appropriate.
Takes feedback and checks answers as a group. Encourages band A learner to contribute if confident to do so, accepting single word answers and praising.	Gives feedback and checks answers with teacher.	Checks answers with teacher/TA. Encouraged to volunteer a single word/number answer to whole class if confident.

Example: Key stage 4 science – core practical.

Teacher	Class	Band A learner
Explains process for making copper sulphate crystals. Illustrates by holding up pieces of equipment as they are named, and by showing a picture of/real copper sulphate crystals.	Listens, watches.	Listens, watches. Refers to flashcards of equipment and orders them as the teacher speaks.
Asks learners to talk through what they have to do in pairs and raise any questions.	Talks through process in pairs.	Paired with friendly learners (including a shared-language speaker if possible). Listens, joins in if able.
Asks each group to send a representative to collect equipment and nominates band A learner as one such rep. Finds time to practice saying the names of equipment with the learner.	Sets up equipment for practical.	Asks for and collects equipment for group (jointly with another learner if necessary).
Monitors groups as they perform practical, finds time to talk to the band A learner about what they are doing.	Performs practical.	Performs practical in group of three, alongside friendly learners who can model classroom routines and expectations as well as good English language use. Uses preferred language if available, and English.



Reading and viewing

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



Writing

Demonstrating competence in managing basic, simple, and isolated phrases.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Seating the learner with others who share their language, where possible: being able to discuss texts and share ideas in a language in which they are confident will help the learner progress. (bell-foundation.org.uk/translanguaging).
- Providing bilingual dictionaries (bell-foundation.org.uk/bilingual-dictionaries); providing access to Google Translate (translate.google.com) or other translation software and to Google Images (images.google.co.uk).
- Some learners may need to be taught how to use these. In particular, learners who are not literate in their home language(s) will need to know how to access the spoken translations.
- Encouraging the learner to complete written work in their **preferred language** if they wish to.
- If labelling diagrams, encourage **bilingual** labelling.
- Providing translated topic language lists, either printed directly from websites such as EAL Highland (ealhighland.org.uk) and NYU Steinhardt (<https://bit.ly/bilingual-glossaries-cognates>) or generated using a translation tool such as the one available with Google Sheets (google.com/sheets).
- Making **multilingual word mats** and wall displays using key words and translations. It may be possible to ask EAL learners to help with this, as experts.

- Encouraging learners to translate short sections of text using translation software such as Google Lens (lens.google) or Say Hi (sayhi.com). Ensure that learners who are less confident in reading in their home language(s) are able to access the spoken translations.
- Enabling first-language subtitles on videos wherever possible (e.g. on YouTube, Netflix and other streaming services).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Encouraging learners to read first-language books for pleasure in class and at home.
- Signposting the learner and their family to local supplementary schools (bit.ly/supplementary-ed), where they exist, and encouraging attendance.
- Exploring opportunities for learners who are fully literate in their **home language** to sit home-language exams, as these will test them at an age-appropriate level. For instance, GCSEs (e.g., aqa.org.uk/subjects/languages), **IGCSEs** (e.g., bit.ly/cambridge-igcse-subjects), and A levels (e.g., bit.ly/pearson-edexcel-alevels).
- Encouraging the school library and classroom bookshelves to be well stocked with age-appropriate books in a range of **community languages**.
- Consider building a relationship between teachers of mainstream and supplementary schools via observations, and/or dialogue.



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Seating the learner in groups with other learners who will be supportive and will provide good models of reading and writing in English. Groups of three work well where two learners share a language but one is more proficient in English. The third group member might be a monolingual English speaker.
- Providing visual support for lesson content, in the form of pictures, diagrams, **realia**, etc. in order to illustrate meaning. Software such as Widgit (widgitonline.com) is useful for creating effective visual resources efficiently. (bell-foundation.org.uk/visuals).

- Reading out any text written on the board and on handouts clearly and slowly so that the learner can follow as it is spoken.
- Making use of Microsoft’s Immersive Reader (<https://www.microsoft.com/edge/features/immersive-reader>) function to allow learners to listen to the words spoken aloud as they follow them on a screen.
- Including spaces in handouts for learners to write notes in their home language, and encouraging this.
- Providing printed slides to be used during a lesson so the learner can annotate them in the lesson and then refer back to them. They could also be shared with the student via email or the school’s online platform.

Support the learner with specific areas of language development related to curriculum learning.

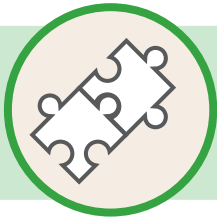
Suggestions include:

- Ensuring any learner who is unfamiliar with the Roman script, has access to an age-appropriate [phonics](#) scheme. However, decoding can be only one facet of the approach and learners need to be taught how to read for meaning (bell-foundation.org.uk/reading-for-meaning). The process of matching concepts to text can start with picture–word matching activities; highlighting key words in texts etc.

Adapt teaching to ensure effective learning.

Suggestions include:

- Ensuring any writing on the board is clear and set out helpfully, e.g., bullet points, full sentences, letters formed clearly.
- Ensuring any written instructions, for example in workbooks, are in [comprehensible English](#).
- Providing adapted versions of written tasks/homework tasks, such as gap-fill activities or true/false questions, and asking for them to be completed.
- Recording the homework in clear, accessible English in the learner’s planner. Make sure parents are aware of the planner.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Interrogating topic/unit content in terms of the language at text, sentence, and word/phrase level, and identifying key language to be covered for band A learners, being mindful to build on the language already known and used.
- Planning how to teach the key vocabulary and structures needed for band A learners to understand the content and produce meaningful written work. For example, through pre-teaching or [flipped learning](#) or teaching assistant (TA)/peer support in class. (bell-foundation.org.uk/building-vocabulary).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for reading/viewing and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Providing translations, graphs, or animations as appropriate to illustrate the meaning of significant vocabulary and structures. (bell-foundation.org.uk/building-vocabulary).
- Encouraging learners to look up words in a [bilingual](#) dictionary or translation app before or during the lesson. (bell-foundation.org.uk/translanguaging).
- Using [Frayer diagrams](#), knowledge organisers, glossaries, or vocabulary books for learners to capture understanding of new language. Encourage learners to use home languages to capture depth of understanding of key vocabulary.

Provide opportunities for learners to practise reading and writing using language of the curriculum.

Suggestions include:

- Using Directed Activities Relating to Text ([DARTs](#)) (bell-foundation.org.uk/darts). These include:
 - Labelling and matching activities (bell-foundation.org.uk/flashcards) (e.g., labelling a diagram of a cell choosing from a list of words, matching flashcard words and pictures of geographical features).
 - Sorting and sequencing activities to help the learner make sense of lesson content (bell-foundation.org.uk/scaffolding), e.g., sequencing pictures to show the stages of a river and matching sentences to the pictures).
 - Providing simple sentence starters (bell-foundation.org.uk/speaking-and-writing-frames), substitution tables (bell-foundation.org.uk/substitution-tables), or gap-fill activities (bell-foundation.org.uk/information-gap-activities) when class is doing written work.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Finding out whether the learner has age-appropriate literacy in their [home language](https://www.bell-foundation.org.uk/limited-first-language-literacy) ([bell-foundation.org.uk/limited-first-language-literacy](https://www.bell-foundation.org.uk/limited-first-language-literacy)) and using this to inform planning around best use of [translanguaging](https://www.bell-foundation.org.uk/translanguaging).
- Finding out about the learner's educational history, including learning what subject knowledge they may already have. This may have been shared by parents/carers during the initial admissions procedure. ([bell-foundation.org.uk/learner-profile](https://www.bell-foundation.org.uk/learner-profile)).
- Finding out what kind of reading the learner enjoys and procuring suitable texts/books in both English and, if possible, the language in which the learner prefers to read. Age-appropriate graded readers will keep the interest level high while using simplifying the English.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands A (new to English) and B (early acquisition) of the EAL Assessment Framework to monitor progress and set targets for English language proficiency development. ([bell-foundation.org.uk/eal-assessment-framework](https://www.bell-foundation.org.uk/eal-assessment-framework)).
- Ensuring the most appropriate access arrangements are used as part of normal classroom practice ahead of statutory testing, including disapplying learners where appropriate. Full details are available from JCQ. (<https://bit.ly/access-arrangements-exams>).
- Adapting [formative](https://www.bell-foundation.org.uk/formative) and [summative assessments](https://www.bell-foundation.org.uk/summative) where possible/appropriate to allow the learner to demonstrate their subject knowledge without relying too heavily on English language proficiency. This could include:
 - Facilitating the use of home language(s) where possible;
 - Allowing a learner to give a spoken response;
 - Matching pictures to text;
 - Providing gap-fill activities;
 - Allowing a learner to use translation software.

- Giving feedback on written work that focuses on **global errors** which impede meaning/ understanding, more than on **local errors**, (e.g., such as putting the -s on “he speaks”) which do not impede understanding.
- Giving **indirect feedback** on a first draft, (e.g., by underlining the problematic word) and asking the learner to self-correct before giving **direct feedback** (e.g., explicitly pointing out what was wrong and what it should be) on the second draft. This becomes more important as the learner progresses through the bands.
- Exploring alternative qualifications and programmes of study, particularly for learners who are late arrivals. Edexcel’s Extended Project Qualification (bit.ly/epq-ukrainian), has been adapted to be relevant for **plurilingual** learners, and allows for research to be carried out in the learner’s **preferred language**, and AQA’s Unit Award Scheme (aqa.org.uk/programmes/unit-award-scheme/units) provides a stepping stone to college.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Allowing learners who share the same language to sit together and work using their **preferred language(s)** as well as English. This will facilitate the forming of friendships and enable the learner to feel less isolated when using a **preferred language** for writing. Making use of **near-peer mentors** can help to develop a learner’s resilience.
- Sitting learners with peers who will be supportive and encouraging, and will also be able to provide good models of reading and writing in English.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging attendance at lunch/after-school homework clubs, especially if an EAL specialist will be in attendance.
- Encouraging involvement in extra-curricular clubs and opportunities, especially where learners already have an interest.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Ensuring parents/carers understand the UK education system and any option choices at KS4 (bell-foundation.org.uk/english-education-system).
- Providing translated curriculum outlines for the term/year so that parents/carers know what is being covered and how they might support their child with learning. (bell-foundation.org.uk/helping-children-learn).
- Making sure that parents receive translated invitations to parents' meetings and opportunities to support their child's English literacy development, as well as school performances, sports fixtures, etc.
- Involving family members as experts, where learners are sitting home-language qualifications, by ensuring that they are familiar with the rubric for the examination and signposting sample papers, mark schemes, and sample responses, in order to facilitate support with reading and writing at home.

What might this look like in practice?

Example: Key stage 3 geography – rivers.

Teacher	Class	Band A learner
Facilitates pre-teaching or flipped learning in order for band A learner to be familiar with the lesson content and some key vocabulary.	n/a	Becomes familiar with topic and some key vocabulary by either pre-teaching session with EAL specialist, or guided self-study at home.
Plays video about river processes and landforms with subtitles in the learner's preferred language .	Watches a video.	Watches the video while reading subtitles in their preferred language.
Sets reading task for class, then gives band A learner their own copy of the class text, with highlighted key words and spaces for translations to be written. Helps new learner get started, explains the task to the near-peer mentor , who ideally shares a language with the learner.	Reads text and answers questions (pair work).	As part of a group of three, if possible working with a near-peer mentor , uses the same text but focuses on looking up and translating highlighted words. Starts to make a bilingual glossary.
Checks the answers. Speaks slowly and clearly, emphasises the key words, writes them on board.	Oral checking of answers.	Writes key words into bilingual glossary.
Sets class task of writing a short text. Shows model answer and talks through the structure. Gives band A learner a printed, simplified version of the model answer with some key words blanked out.	Writes short explanation text about rivers.	Uses key words to complete sentences (gap-fill).
Sets homework.	Researches and describes the course of a local river.	Uses key words to label a diagram of a river course.

Example: Key stage 4 science – the digestive system.

Teacher	Class	Band A learner
Talks through diagram of the digestive system (on IWB). Points to features (mouth, oesophagus, stomach, etc) while saying them, and adds labels.	Listens.	Listens and refers to bilingual word mat or uses translation tool.
Sets labelling task, helps new learner get started.	Labels diagram.	Labels diagram, using both English and home language in spaces provided.
Sets reading and writing textbook task, shows new learner how to translate text and use a substitution table. Directs TA to help, if available.	Reads text about regions and functions of digestive system and answers questions.	Writes key words into bilingual glossary. Uses Google Translate to support reading the text. Completes a substitution table exercise to make sentences about function.

Band B

Early acquisition/emerging



Listening (understanding)

Developing greater autonomy in processing speech.



Speaking

Oral competence includes emerging ability to respond verbally in interactions with others.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Encouraging the learner to make notes in their **preferred language** whilst listening, so that they draw connections between the two languages and hone their listening skills. (bell-foundation.org.uk/translanguaging).
- Allowing the use of a learner's **preferred language(s)** in group work, where appropriate, and making it clear that contributions in other languages are welcome and valid. Encourage the learner to relay in English the gist of spoken texts which they listened to in their **preferred language**.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Building a learner's background information by directing them to watch related videos or listen to related podcasts in their **preferred language(s)**, for example through Khan Academy (khanacademy.org) or Ted Talks (ted.com). This could include watching videos with closed captions in **home language** or English, to reinforce the content and support the listening process.
- Encouraging parents to ensure the learner develops age-appropriate oracy in their **home language**. For example, by sourcing age-appropriate books and talking about them; watching TV programmes/films together and discussing them; discussing current affairs. (bell-foundation.org.uk/helping-children-learn).



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Providing **bilingual** dictionaries and/or a graded English language dictionary and, where appropriate, teaching the learner how to use them. This will be particularly important where learners are entitled to use a dictionary during exams as part of the access arrangements. (bell-foundation.org.uk/bilingual-dictionaries).
- Using collaborative activities (bell-foundation.org.uk/collaborative-activities) as a way of encouraging exploratory talk. These could include predictive mind mapping in groups/pairs, sorting, matching and sequencing activities (bell-foundation.org.uk/visuals), discussion prompts or graphic organisers (bell-foundation.org.uk/graphic-organisers).
- Using techniques such as think, pair, share to scaffold speaking (bell-foundation.org.uk/scaffolding). By allowing learners time to prepare a response alone before they are asked to contribute, they are able to think of relevant language. By pairing a band B learner with someone who speaks the same language, but is ideally more proficient in English, the learners are able to discuss more complex ideas in their **home language**. By then joining with another pair, the learners are able to practise their English, in particular listening as well as synthesising and evaluating.
- Continuing to provide opportunities to speak and respond to questions even if the learner is still in a **silent period** and not yet talking in English.

Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

- Encouraging the learner to extend language, for example by asking follow-up questions and providing a prompt if needed.
- Modelling good spoken responses that demonstrate areas for development.
- Providing supportive feedback on key areas for development.
- **Recasting** key errors in order to demonstrate the correct word or structure. The language to be **recast** should be selected either by its significance to the curriculum learning, or its link to the learner's targets for speaking. (bell-foundation.org.uk/questioning-strategies).
- Introducing learners to speech recognition software such as **voice typing** on Google Docs or Speak and Improve (speakandimprove.com), to practise speaking at home.

Adapt teaching to ensure effective learning.

Suggestions include:

- Grading the language used, particularly in spoken instructions and feedback. For example, by using short, clear utterances and avoiding **idiomatic language**. Using clear intonation to reinforce meaning.
- Providing opportunities to listen with a purpose. For example, listening for the main idea or specific details. This could involve asking the learner to fill in gaps, take notes or label a diagram, for example.
- Allowing thinking time in order to elicit a more detailed/accurate response.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Identifying relevant **tier 2 and 3** language central to the topic, remembering to include accompanying **prepositions** and **determiners**.
- Adapting knowledge organisers and booklets to facilitate ease of use and scaffold learning. For example, by including space for learners to translate key language.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Building **disciplinary literacy** by carefully introducing and modelling the subject's tier 2 and 3 words and phrases in context. This can be through questioning: ([bell-foundation.org.uk/questioning-strategies](https://www.bell-foundation.org.uk/questioning-strategies)) "What do I mean when I say the poet **personifies** Autumn?", "What do you understand by the term **osmosis**? Have you heard that word before?" ([bell-foundation.org.uk/building-vocabulary](https://www.bell-foundation.org.uk/building-vocabulary)).
- Creating **word mats** specific to topics or by using the translation facility on Google Sheets, providing translated subject language lists.
- Building up a display bank of words and definitions which can be used as a means of reinforcing topic-specific language but should not be a source of unnecessary distraction.

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Making use of active listening tasks in lessons as a starter, e.g., True or False, and Odd One Out.
- Continuing to ask closed questions (“*Who kills Mercutio?*”) and start to sometimes extend them to more open questions (“*Why do you think Tybalt does that...?*”).
- Providing a list of topic-specific phrases to listen out for and tick off during teacher-led content.
- Considering using drama and role-play activities to embed curriculum knowledge as well as providing a real reason to speak. (bell-foundation.org.uk/drama-and-role-play).



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Building a picture of prior learning for each new topic and using this to help inform any support available in school, at home, or through external organisations.
- Continuing to use information gathered during the induction process to help inform decisions around lesson planning. For instance, where a learner’s previous experience of education was heavily teacher-led, they may need time to adjust to more collaborative learning approaches.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners’ proficiency in English.

Suggestions include:

- Using the descriptors for bands B (early acquisition) and C (developing competence) of the EAL Assessment Framework to monitor progress and set targets. (bell-foundation.org.uk/eal-assessment-framework).
- Finding out from the learner what they are finding more challenging and factoring this in to any 1:1 teaching available.
- In **formative subject assessments**, allowing use of translation software in order to assess the learner’s subject knowledge separately from their English language proficiency, as far as possible.

- Monitoring the learner’s contribution to pair and groupwork in class by approaches such as asking them to recall key information from a discussion, or sum up what someone else has said, or by using gap-fill speaking frames. (bell-foundation.org.uk/speaking-and-writing-frames).
- Grading the language used in spoken feedback to reflect the learner’s proficiency in English. For example, using simplified language and short utterances.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to seat the learner with sympathetic [near-peer mentors](#). Ideally, some would share a [home language](#).
- Grouping the learner with English-speaking buddies who offer good models of English and the classroom expectations. The buddies should be supported in how to create opportunities that require a band B learner to speak in English.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Introducing the learner to Young Interpreters (bit.ly/young-interpreters) or peer mentors, where they are available, and particularly those who share their language.
- Signposting extra-curricular activities which may be of interest. If the learner does show interest, find a sympathetic peer to accompany them.

Ensure parents and carers are informed and able to be involved in their child’s education.

Suggestions include:

- Sharing examples of technology and materials that might support a learner in becoming more independent in their learning.
- Ensuring families are aware of information evenings and events and encouraging them to attend, providing language support where appropriate.

What might this look like in practice?

Example: Key stage 3 English – Macbeth.

Teacher	Class	Band B learner
Recaps on story so far, asking the class to contribute.	Works in pairs to tell story so far.	Works with home language -speaking peers to learn the story so far (if no home language peers, works with a small group to sequence a series of events in pictures which tell the story so far).
Focuses on character of Lady Macbeth. Explains key vocabulary (e.g., adjectives <i>ambitious, cunning, brave, ruthless</i>). Explains true/false activity, modelling an example.	Works in groups to provide true or false answers to a series of statements about the character, giving evidence from the text/story so far.	Works with a small group of sympathetic peers, including another home language speaker if available. Looks up key words and keeps a bilingual list.
Explains how feedback should be structured and gives model examples (e.g., “ <i>we think it’s true that Lady Macbeth is ambitious because she is prepared to kill King Duncan...</i> ”). Takes feedback group by group. Encourages band B learner to contribute if they can, as one of the later groups.	Gives feedback to class and comments on other groups’ opinions where different.	Listens to feedback from other groups. If confident, contributes an answer from their own group.

Example: Key stage 4 business – market research.

Teacher	Class	Band B learner
Asks class what they understand by market research and sets up a paired discussion activity to define it. Provides discussion prompts to scaffold the discussion. Provides key language and translated definitions for the band B learner.	Mind maps in pairs using the discussion prompts.	Works with a friendly and responsible pair including a shared language speaker if possible. Uses translation app if required.

Band B (Early acquisition) – Listening and Speaking

Takes feedback and agrees a definition, and writes this clearly on IWB.	Contributes to shared definition.	Translates definition using translation app and captures definition as appropriate.
Puts learners into discussion groups –each has a different unfinished sentence relating to market research to discuss and complete. e.g., <i>“The purpose of market research is..., Market research can be conducted by..., Market research can help a business...”</i>	Discusses and finishes sentences in groups, writing their answers on large pieces of flipchart paper.	Works with a friendly and responsible group including shared language speakers if possible. Uses preferred language via translation app or interaction with peers to aid understanding.
Sets up jigsaw activity, so one or two members of each group move into a different group. Circulates and finds time to talk to the band B learner.	Discusses answers in new groups and makes suggestions. Adds new sentences and new ideas to flipchart.	Moves to new group with a partner from their original group, to discuss their answers. Uses preferred language as appropriate. Ticks off key language and listens carefully for pronunciation and use.
Asks each group to consider how they would conduct market research for a particular product –product is given to each group in the form of a picture and a name. Makes sure the band B learner’s group has a product they will recognise easily. If teaching assistant (TA) is available, directs them to work with the band B learner’s group. Provides translations of key questions to guide the planning.	Plans market research strategies for given product, then feeds back ideas to rest of class.	In group, participates in market research planning discussion for given product, using translations of key questions to facilitate more meaningful engagement. Listens to group for models of how to express opinions: <i>“I think we should...”</i> . Encouraged to contribute some sentences in English to the final feedback to class.

Band B

Early acquisition/emerging



Reading and viewing

Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning



Writing

Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught content and expectations.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Allowing the learner opportunities to demonstrate previously gained subject knowledge through reading, viewing, and writing in their [preferred language](#).
- Sourcing translations of key texts or school textbooks in the learner's [preferred language](#), wherever possible, thereby affording them equal status in lessons.
- Allowing learners who share the same language to work together using their full linguistic repertoires in reading and writing tasks. (bell-foundation.org.uk/translanguaging). Factoring this into planning and task design. For example:
 - In reading, a band B learner might complete a sorting activity in English by using translation software and discussing the process in their [home language](#).
 - In writing, a band B learner might label a diagram using their [preferred language](#) together with English. Facilitate this by designing worksheets with space for both languages.
- Providing the learner with access to a dictionary or translation software. (bell-foundation.org.uk/bilingual-dictionaries). They may need to be taught how to use this.
- Positioning the learner as an expert by asking them how to say/write words in their language and/or involving them in planning and creating [bilingual word mats](#) and displays where appropriate.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Building a learner's background information by directing them to read related articles, in their **preferred language**, for example through Wikipedia (wikipedia.org), or through Khan Academy (khanacademy.org). This could include watching videos with closed captions in their **home language** or English.



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Using **flipped learning** or pre-teaching sessions with a member of support staff, if available, to prepare the learner for upcoming lessons. This might include:
 - Building relevant sets of vocabulary that are prerequisites for the lesson. Learners may be able to draw on their knowledge of other language(s) to support with this.
 - Making sure the learner understands the gist of what is being covered in class.
 - Teaching key vocabulary in upcoming texts before reading them in class.
- Continuing to use a range of methods to demonstrate meaning. For example, graphic organisers, visuals, translation tools. (bell-foundation.org.uk/visuals).
- Building in regular opportunities for small groups to read a range of texts together to facilitate the band B learner's ability to match the written and spoken forms of a word.

Support the learner with specific areas of language development related to curriculum learning.

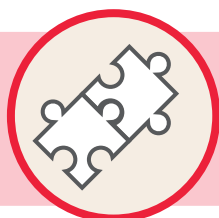
Suggestions include:

- Finding opportunities to address a learner's language targets alongside the curriculum learning. For example, some science lessons would lend themselves to teaching the third person present tense (e.g., acids react with some metals to produce...; sodium reacts with hydrochloric acid to produce...). (bell-foundation.org.uk/focusing-on-grammar-patterns).

Adapt teaching to ensure effective learning.

Suggestions include:

- Using scaffolding aids for writing, such as gap-fill activities, substitution tables, or sentence starters. (bell-foundation.org.uk/scaffolding).
- Setting paired or group writing tasks, such as presenting ideas in a logical way, developing topic sentences into paragraphs, building up an overall message.
- Encouraging the learner to practise entering precise search terms into internet search engines (e.g., uses of limestone.)
- Enabling subtitles, when feasible, in a learner's **preferred language** when viewing video content, and ensuring that the band B learner knows how to do this independently.
- Providing the learner with printed versions of PowerPoint slides or handouts, where they can keep notes in their **preferred language** and refer back to at a later date to consolidate learning. Reducing the cognitive load involved in following lesson content on a screen will allow the learner to engage more deeply in the subject learning.
- Ensuring the learner knows how to change the language on websites, or on their settings where they are using their own device, to reflect all the languages they use.
- Setting the learner achievable homework, preferably an adapted version of the class homework, and expect it to be completed. This might include using making use of Microsoft's Immersive Reader (<https://www.microsoft.com/edge/features/immersive-reader>) function to aid understanding of texts.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Identifying key language at word and sentence level, which is pertinent to a topic, particularly where it is assumed knowledge for the band B learner's peers. This might include **tier 2 vocabulary** or relevant grammatical structures.
- Identifying opportunities in a scheme of work to explicitly model targeted language use and planning relevant activities to facilitate this.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for reading/viewing and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Before a writing task, discussing with the class to specify the purpose of the text and its intended audience. Providing a text that offers a good model, and using guided discovery tasks/questions to encourage learners to notice useful features, such as those associated with the language of hypothesis or the language of comparison. Then exploring with the class which key language features will be needed, e.g., past or present tenses, use of connectives, etc., and share examples.
- Teaching the meaning of common abbreviations, such as i.e., e.g., NB, am, pm, etc.
- Explaining the function of key signpost words in a text, such as *although*, *rather than*, *instead*.

Provide opportunities for learners to practise reading and writing using language of the curriculum.

Suggestions include:

- Using substitution tables (bell-foundation.org.uk/substitution-tables) for the learner to practise key language features within common simple sentence structures, such as **subject-verb-object**, e.g., Macbeth has just won a battle; **subject-verb-complement**, e.g., Mercury is volatile.
- Using **DARTs** activities (bell-foundation.org.uk/darts), such as gap-filling, sentence starters, and sequencing activities, to enable the learner to demonstrate their learning and simultaneously become familiar with key language structures in English. Many scaffolds can be supplemented with visuals to further support understanding.
- For ICT work, considering seating the learner at a computer with a sympathetic partner who shares their language, so that they can develop visual literacy in navigating web pages in English.
- Enrolling learners onto age-appropriate programmes to support reading, including any opportunities for 1:1 support with staff or older learners (who have been trained), for example through a paired reading scheme. Having opportunities to read aloud regularly will help to build a learner's fluency as well as accuracy.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Building a picture of prior learning for each new topic and using this to help inform any support available in school, at home, or through external organisations supporting learners in the school.
- Continuing to use information gathered during the induction process to help inform decisions around lesson planning. (e.g., where a learner's previous experience of language learning has revolved around rote-studying grammar, they may need time to adjust to more exploratory curriculum-related tasks.)

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands B (early acquisition) and C (developing competence) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Ensuring the learner understands the school's marking policy, particularly where codes and symbols are used, and that they start to make connections between the codes and their own performance.
- Adapting **formative** and **summative assessments**, where appropriate, to allow the learner to demonstrate their subject knowledge without relying too heavily on English language proficiency. This could include:
 - Facilitating the use of **home language(s)** where possible;
 - Allowing a learner to give a spoken response;
 - Allowing extra time, particularly where the assessment includes reading longer passages;
 - Gap-fill activities;
 - Allowing a learner to use translation software;
 - Ensuring the language of the instructions is accessible.
- Giving **indirect feedback** on a first draft, (e.g., by underlining the problematic word,) and asking the learner to self-correct before giving **direct feedback** (e.g., explicitly pointing out what was wrong and what it should be,) on the second draft. This becomes more important as the learner progresses through the bands.
- Focusing on one or two areas for language development, such as use of the past tense or capitalisation, within the context of the learner's work.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Helping build mixed-language friendship groups by seating learners with friendly peers who are good models of English including, wherever possible, some who share the same language, for reading and writing group tasks. Continuing to use [near-peer mentors](#) will foster resilience.
- Using structured collaborative activities ([bell-foundation.org.uk/collaborative-activities](https://www.bell-foundation.org.uk/collaborative-activities)) which require working with different learners (e.g., shared reading or reading a script together).

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Ensuring flyers and posters for after-school and lunchtime clubs are illustrated and translated for the learner.
- Encouraging attendance at homework clubs, especially if EAL specialists are in attendance.
- Encouraging attendance at extra-curricular clubs, including those that will encourage viewing and reading, or writing. For example, film clubs and book clubs.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Ensuring that invitations to coffee mornings, school productions, charity events, sports fixtures, etc., are extended to the families in their [preferred languages](#).
- Ensuring that information about the education system and the school itself is available in a family's [preferred language\(s\)](#). ([bell-foundation.org.uk/english-education-system](https://www.bell-foundation.org.uk/english-education-system)).
- Sharing translated guidance about how parents and carers might be able to support their child's learning at home. ([bell-foundation.org.uk/helping-children-learn](https://www.bell-foundation.org.uk/helping-children-learn)).

What might this look like in practice?

Example: Key stage 3 chemistry – elements and the periodic table.

Teacher	Class	Band B learner
Shows video about elements. Enables subtitles in the learner's preferred language , if available, or closed captions in English if not. Gives class two questions to answer from video. Gives band B learner a translated copy of the questions (or allows them to translate using phone).	Watches video and notes down answers to questions (e.g. <i>Why is helium used for party balloons? Why is aluminium used to make bicycles?</i>).	Watches video and notes answers to questions, using home language if preferred.
Identifies key words and provides learner with a list to translate using software or bilingual dictionary. Allows more time for the band B learner to both listen to and read the text.	Reads textbook page about elements, compounds, and mixtures.	Has translated list of key words. Reads translated text using phone camera, then scans English text to spot key words.
Assesses understanding by using strategies such as concept checking questions, or asking individuals to summarise their learning so far. Uses graded language to evaluate learning of band B learner and recasts key response, where appropriate, to model language use.	Named learners answer questions or summarise the key points, as requested.	Listens to the responses to have more opportunities to consolidate understanding before answering graded questions and, where possible, elaborating as appropriate.
Provides band B learner with a gap-fill version of class work. Words will ideally include many of those included in the translated list of key words.	Writes answers to textbook questions.	Completes gap-fill version of class questions, focusing on key words.
Sets homework for class, making it clear that the band B learner should complete in preferred language.	Homework – research an element, find out its place in the periodic table, its chemical symbol, and what it can be used for.	Homework – using preferred language research an element, find out its place in the periodic table, its chemical symbol, and what it can be used for.

Example: Key stage 4 art – annotation.

Teacher	Class	Band B learner
Shows model of annotated sketchbook. Makes sure band B learner is seated near front.	Observes.	Observes.
On IWB, shows printed sentences from the annotation to discuss with class.	Discusses the main features and reasons behind annotation.	Has copy of sentences and translates using software. Joins in discussion if confident. Or, if possible, discusses the main features and reasons behind annotation with a peer who shares the same language.
Provides band B learner with gap-fill exercise. Circulates and monitors class, finds time to check in with band B learner and give feedback.	Drafts their annotations onto sticky notes to experiment with where to place them on sketches.	Makes notes in <u>preferred language</u> about own sketch.
Sets up paired discussion activity. Provides band B learner with a set of questions to ask their partner.	Discusses their reflections of their art in pairs.	Uses substitution table of questions to ask partner and practise using past tense: <i>What did you draw?</i> <i>What xxxx did you use?</i> <i>Why did you draw xxx?</i> <i>Why did you choose xxx?</i>
Sets up homework.	Annotates piece of art.	Writes sentences about own work using sentence stems where necessary. <i>e.g. I drew ...</i> <i>I used ... because ...</i> <i>I was inspired by...</i> <i>I chose (colours) because....</i>



Listening (understanding)

Developing more independence in the use of basic listening skills needed to engage with learning.



Speaking

Emerging competence in spontaneous expression and communication.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Continuing to allow and encourage the use of a learner's **preferred language(s)** as well as English. Learners might choose to use their **home language** for organising their activity, but use English for the subject content.
- Continuing to involve the learner as a linguistic expert (e.g., by contributing to **multilingual** displays in class or school, or by supporting more recently arrived learners).
- Encouraging learners to compare their language(s) to others (e.g., by recognising comparisons in how tenses are used).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Providing opportunities for learners who are fully literate in their **home language** to sit home-language exams, as these will test them at an age-appropriate level. Where there is an oral component, find a local tutor, if possible, to help prepare the learner for the spoken exam format.
- Keeping parents informed of topics being covered in class and encouraging exposure, research, and discussion in the family's **home language** where possible.
- Continuing to encourage parents to ensure the learner develops age-appropriate oracy in their **home language**. For example, by sourcing age-appropriate books and talking about them; watching TV programmes/films together and discussing them; discussing current affairs.



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Ensuring the learner has access to, and is encouraged to use, an English dictionary and thesaurus. This can include online dictionaries designed for English Language Learners, e.g., Cambridge Learners' Dictionary (dictionary.cambridge.org/dictionary/learner-english). Online dictionaries can help with pronunciation as well as word recognition, spelling, and understanding.
- Continuing to make use of visuals and videos to reinforce teacher-led input. Provide suitable tasks to encourage active listening without requiring extended writing (e.g., tick lists; true or false statements).
- Using collaborative learning (bell-foundation.org.uk/collaborative-activities) activities such as information gap activities (bell-foundation.org.uk/information-gap-activities) which require learners to communicate to retrieve curriculum-related information. This is effective where the learner is placed in a friendly and co-operative group.
- Building in opportunities for learners to discuss key concepts following initial input. These opportunities to practise listening to and speaking the language might also include expressing opinions and viewpoints. (bell-foundation.org.uk/enhancing-classroom-talk).

Support the learner with specific areas of language development related to curriculum learning.

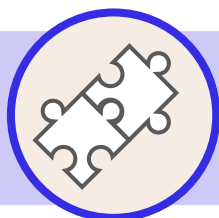
Suggestions include:

- Identifying opportunities to teach, model, and practise language functions (e.g., expressing preferences or explaining possibilities using modal constructions).
- Encouraging learners to self-correct when they are speaking during informal discussions. This will be particularly impactful if learners are clear about their targets in speaking and listening.
- Identifying features of the English language which are different/not present in a learner's **preferred language(s)** and building in opportunities to help the learner by **recasting** and, where appropriate, explaining the feature (e.g., Dutch forms interrogatives by inverting the word order and without the auxiliary verb do: "What mean you?") (Swan & Smith, 2001). (bell-foundation.org.uk/focusing-on-grammar-patterns).

Adapt teaching to ensure effective learning.

Suggestions include:

- Grading the language used in spoken instructions and feedback only when the learner shows signs of not understanding. Band C learners can generally follow directions in classroom tasks.
- Continuing to allow the learner some thinking time when they have been asked a direct question. Alternatively, return to the learner later with the same question.
- Encouraging active listening in group/class conversations by asking the learner's opinion.
- Encouraging active participation in any group presentations, allowing extra time, peer/ buddy feedback, and support for rehearsal if necessary.
- Continuing to ask the learner closed questions (e.g., “*Is this a prime number?*”) and begin to ask more open ones that the learner can answer successfully in English (e.g., “*Why do you think Lady Macbeth wants her husband to be king?*”). ([bell-foundation.org.uk/questioning-strategies](https://www.bell-foundation.org.uk/questioning-strategies)).
- Continuing, where necessary, to provide scaffolds ([bell-foundation.org.uk/scaffolding](https://www.bell-foundation.org.uk/scaffolding)) such as speaking frames, substitution tables, and [word mats](#) with vocabulary and language structures needed for topic, task, and/or genre (e.g., by providing examples of how to express personal opinion in preparation for a debate).



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Identifying relevant [tier 2 and 3 language](#) necessary for the topic, together with other related words which will allow more nuanced discussions.
- Continuing to actively widen the learner's vocabulary ([bell-foundation.org.uk/building-vocabulary](https://www.bell-foundation.org.uk/building-vocabulary)) including synonyms and shades of meaning. Learners should be expected to record vocabulary so that it can be revisited.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Clarifying **idiomatic language** as it arises (e.g., asking “*What do I mean when I say he approached the situation ‘like a bull in a china shop’?*”, and eliciting a discussion with the class).
- Focusing on genre-related language for spoken work (e.g., before discussing a poem in groups, recap/explain literary terms in English such as alliteration, rhyme, simile).
- Explicitly teaching new vocabulary together with associated words, such as those created with **prefixes** and **suffixes** (e.g., react, reaction, reactive, unreactive). This should include modelling how the words are used in context. (bell-foundation.org.uk/building-vocabulary).
- Finding opportunities to point out the differences between formal and informal spoken language and how choice of vocabulary is linked to intended audience and purpose of any spoken text.

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Rotating groups to allow learners opportunities to practise listening to a wider range of speakers.
- Providing multiple opportunities to hear key language being spoken, in order to support the pronunciation of more demanding or unusual subject language. This could be through using Quizlet’s audio function (quizlet.com) to allow learners to listen to language and definitions at the same time as reading them. Learners may need to be shown how to use this effectively.
- When planning presentation activities, teach and practise connectives, such as *however*, *although*, and how they are used in more formal spoken language.
- Teaching and practising language for agreeing/disagreeing and expressing opinions in class/group discussions.
- Using graphic organisers (bell-foundation.org.uk/graphic-organisers) to generate talk and support understanding. This might include using **diamond 9** activities to generate opportunities to express opinions and make comparisons.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment and/or ongoing assessments to inform lesson planning and support.

Suggestions include:

- Building a picture of prior learning for each new topic and using this to help inform any support available in school, at home, or through external organisations.
- Continuing to use information gathered during the induction process to help inform decisions around lesson planning (e.g., where a learner's previous experience of education was heavily teacher-led, they may need time to adjust to more collaborative learning styles).
- Where setting occurs in subject areas, checking carefully that the learner is set on their subject knowledge and not their English language proficiency.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands C (developing competence) and D (competent) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Keeping an ongoing open dialogue with the learner about where they are encountering difficulties and organising support (e.g., 1:1/small group interventions pre- or post-school, directed home learning, such as BBC Bitesize (bbc.co.uk/bitesize/secondary), Learn English Teens (learnenglishteens.britishcouncil.org/)).
- Allowing the use of translation software in any speaking/listening curriculum subject assessments. Consider providing scaffolding such as speaking prompts or models, in order to assess subject knowledge.
- In any curriculum assessments, providing extra time and support (such as prompts or pictures) in order to focus on subject knowledge rather than English language proficiency.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to seat the learner in supportive groups, but also building in opportunities to work with larger groups or different groups of learners. Activities such as think, pair, share provide a supportive structure to discussions together with the opportunity to speak to other learners.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging participation in clubs, extra-curricular sports, etc. in line with the learner's interests. This involves the learner in school life and is a way of facilitating mixed-language friendship groups.
- Encouraging the learner to become involved in schemes such as Young Interpreters (bit.ly/young-interpreters) or similar ambassador roles in the school, where learners have the opportunity to use all of their languages in supporting new arrivals.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Recommending books, films, and TV programmes which will build up the learner's cultural frame of reference.
- Ensuring families are aware of information evenings and events, and encouraging them to attend, providing language support where appropriate.

What might this look like in practice?

Example: Key stage 3 religious studies – arranged marriage.

Teacher	Class	Band C learner
Checks that the class understands the concept of arranged marriage and how it differs from other types, particularly forced marriage. Provides band C learner with speaking prompts for agreeing/disagreeing.	Discusses and clarifies differences in types of marriage using definitions from knowledge organiser.	Discusses and clarifies differences in types of marriage using adapted knowledge organiser. Quick rehearsal with TA (if available) on how to agree/disagree politely.
Puts class into groups of three to four with a set of printed statements about marriage which are placed upside down in the centre of the group. Explains that learners take turns to pick up a statement, read it aloud and discuss as a group if they agree or disagree. Models the first one as an example.	Discusses pros and cons of arranged marriages in groups. Learners take turns, in groups, to turn over a statement and read it aloud. Learners decide as a group whether they agree or disagree and provide an explanation for their opinions.	Listens to other members of the group for model before taking their turn using speaking prompts for agreeing/disagreeing.
Before presentations, rehearses contribution with band C learner (or directs TA to do so) (e.g., “ <i>Our group thought... because...</i> ”).	Groups present to class on results of discussion.	Contributes at least one or two sentences to presentation on an aspect of the presentation that they feel prepared to speak about.

Example: Key stage 4 maths – analysing data (mean, median, and mode).

Teacher	Class	Band C learner
Explicitly models definitions of mean , median , and mode as revision for the whole class and exemplifies on IWB.	Listens and responds as required.	Refers to knowledge organiser or glossary prepared during homework task. This might be translated where the learner is literate in their <u>preferred language</u> .
Sets up presentation task. Each group has a set of cards with some key data to be analysed (e.g., countries with differing land areas, cars with differing miles per gallon (mpg), dogs of different mass, holiday resorts with different top temperatures in August). Cards have pictures and data.	Prepares and delivers short presentation to compare their mode, median, and mean data.	Working with sympathetic group, calculates mean, mode, and median of given data. Prepares presentation for class on the data using generic prompts for the language of comparison (e.g., ...but...; however,...; ... whereas...). Contributes at least one sentence to presentation, taking ownership of what they will speak about.
Explains that all averages have advantages and disadvantages. Asks group to discuss the pros and cons of each type. Gives example (e.g., the mean can be affected by one very large or very small value). Gives thinking time first, then talking in groups. Takes feedback from discussion and shows correct answers on IWB. Gives band C learner a printout to translate with app if desired.	Individual thinking time and then compares thoughts on the pros and cons of different ways of presenting averages.	Checks understanding of advantage and disadvantage using translation app. Contributes to discussion, using preferred language, where possible, for discussing more abstract ideas.

Band C

Developing competence/expanding



Reading and viewing

Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks.



Writing

Demonstrating competence in describing and narrating personal experiences with greater accuracy, and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Providing access to iPads or other devices and allowing and encouraging the use of instant translation tools such as Google Lens (lens.google).
- Allowing learners who share the same language to work together using their full linguistic repertoires in reading and writing tasks. Factor this into planning and worksheet design where appropriate. For example:
 - In reading, a band C learner might read a text in English, using translation software if required, and discuss the content in their **preferred language** before writing brief notes alongside each section, also in their **preferred language**. Facilitate this by designing worksheets with larger margins.
 - In writing, a band C learner might complete a graphic organiser (bell-foundation.org.uk/graphic-organisers) using their **preferred language** together with English before answering written questions in English. (bell-foundation.org.uk/translanguaging). Facilitate this by designing worksheets with enough space for both languages.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Signposting the learner and their family to local supplementary schools (bit.ly/supplementary-ed), where they exist, and encouraging attendance.
- Speaking to parents and learners about the importance of maintaining and developing literacy in **home language(s)**, for example by reading books and websites, writing emails to family and friends.
- Exploring opportunities for learners who are fully literate in their **home language** to sit home-language exams as these will test them at an age-appropriate level. For instance, GCSEs (e.g., AQA | Subjects | Languages (www.aqa.org.uk/subjects/languages), **IGCSEs** (e.g., Cambridge IGCSE subjects (bit.ly/cambridge-igcse-subjects)), and A levels (e.g., bit.ly/pearson-edexcel-alevels). Where possible, signpost support with understanding the rubric and design of the paper, as well as the expectations in terms of reading and writing.



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Using **flipped learning** or pre-teaching sessions with a member of support staff, if available, to prepare the learner for the language required in upcoming lessons. This might include:
 - Activating prior knowledge of the topic and the language, and where necessary supporting the learner to fill any gaps.
 - Building relevant sets of vocabulary and structures that are prerequisites for the lesson. For instance, introducing the present **perfect tense** to be able to describe the impact of rapid urbanisation on cities such as Mumbai (e.g., *Has caused..., has led to..., has become..., has resulted in...*). Learners may be able to draw on their other language(s) to support with this.
 - Teaching key vocabulary in upcoming texts before reading them in class. This is only necessary where the words will not need to be taught to the whole class. (bell-foundation.org.uk/building-vocabulary).
- Continuing to use a range of methods to demonstrate meaning. For example, verbal explanations using clear English, visuals (bell-foundation.org.uk/visuals), graphic organisers (bell-foundation.org.uk/graphic-organisers), and translation tools.

Support the learner with specific areas of language development related to curriculum learning.

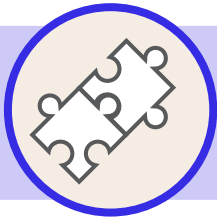
Suggestions include:

- Encouraging the learner to develop their ability to decipher the meaning of unfamiliar words by drawing attention to contextual information, activating prior knowledge, and making use of the learner's knowledge of language.

Adapt teaching to ensure effective learning.

Suggestions include:

- Allowing extra time for reading and writing tasks wherever possible.
- Dividing longer texts into shorter and more accessible sections. This might include increasing the spaces between lines, for example, or increasing the font size.
- Reducing the cognitive load in comprehension tasks so that the focus remains on the key concepts and language. For example, by signposting the learner to the correct section of the text to reduce the time spent searching for matching words. This can be done either by inserting the relevant questions below or into the margin of the corresponding section.
- Demonstrating to learners how to plan longer written responses, and setting this as an expectation. Some learners may wish to draw on their [preferred languages](#) for planning activities.
- Providing scaffolding to support with reading longer texts. This might include activities such as sequencing exercises, matching texts to pictures or subheadings (bell-foundation.org.uk/darts), substitution tables (bell-foundation.org.uk/substitution-tables), mind maps and writing frames (bell-foundation.org.uk/speaking-and-writing-frames). These will be useful particularly where more complex structures are introduced.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Interrogating each topic for language features that are likely to be new for band C (developing competence) learners. This should be at word, sentence, and text level, and should aim to build on the learner’s prior knowledge of English.
- Following the teaching-learning cycle (Derewianka and Jones, 2016) of building the field, looking at a model text, co-constructing a text, and individually constructing a text.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for viewing/reading and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Teaching metacognitive strategies for writing, such as:
 - Mind mapping to activate prior knowledge;
 - Deconstructing models and discussing the most pertinent features;
 - Planning using headings or spider diagrams.

The learner will benefit from seeing these strategies modelled by the teacher and peers. Use class texts to look at examples of grammar, structure, and vocabulary “in action”. For instance, use a highlighting activity to differentiate between verb tenses used, or to identify persuasive language devices.

- Encouraging the use of **subordinate clauses** to develop ideas and thoughts in the sentence (e.g., *gases can flow and fill a container because their particles can move in all directions*). Substitution tables are good for this.
- Explaining **idiomatic** expressions as they arise (e.g., “runs like the wind”, “a pig in a poke”, etc.) and make sure the learner understands what is meant.

Provide opportunities for learners to practise reading and writing using language of the curriculum.

Suggestions include:

- Using dictogloss (bell-foundation.org.uk/dictogloss) with the whole class, to model text construction and language structures in order to develop **academic language**. Choose a short text which is typical of your subject (e.g., a five-mark answer to a science GCSE question).



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment and/or ongoing assessments to inform lesson planning and support.

Suggestions include:

- Identifying anomalies between data from verbal and non-verbal assessments, where scores suggest that proficiency in English is preventing the learner from achieving their potential. This information might be used to inform intervention programmes, for example during form periods or after school.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands C (developing competence) and D (competent) of the EAL Assessment Framework to monitor progress and set targets for English language proficiency development. (bell-foundation.org.uk/eal-assessment-framework).
- Ensuring the most appropriate access arrangements are used as part of normal classroom practice ahead of statutory testing, including disappling learners where appropriate. Full details are available from JCQ. (bit.ly/access-arrangements-exams).
- Ensuring the learner understands the school's marking policy, particularly where codes and symbols are used, and that this is used consistently.
- Including the language demands of a subject in low-stakes tests (e.g., expecting learners to use the language of comparison (whereas, etc.) as well as listing the points in response to "What are the differences between two photographs of long profiles of rivers?").
- Where appropriate, grading the instructions in **formative** and **summative assessments** to ensure the learner understands what is expected of them within the tasks.
- Continuing to provide scaffolding for assessments where appropriate, to ensure a fair assessment of curriculum understanding.
- Allowing extra time to complete assessments.
- Focusing marking of **summative subject assessments** on subject knowledge. However, in routine marking, also focus on different areas of language which the learner finds difficult and makes persistent errors in (e.g., correct use of **articles** or tenses).
- Exploring alternative qualifications and programmes of study, particularly for learners who are late arrivals. Edexcel's Extended Project Qualification (bit.ly/epq-ukrainian), has been adapted to be relevant for multilingual learners, and allows for research to be carried out in the learner's preferred language, and AQA's Unit Award Scheme (aqa.org.uk/programmes/unit-award-scheme/units) provides a stepping stone to college.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Grouping learners with sympathetic peers for collaborative reading/writing groupwork in order to facilitate mixed-language friendship groups.
- Facilitating opportunities for learners to work with different groups of peers (e.g., through using information retrieval as part of a carousel activity) in order to broaden potential friendship groups.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging attendance at lunchtime/after-school intervention classes, including those that will focus on providing support with reading and writing.
- Encouraging attendance at extra-curricular clubs and involvement in enrichment opportunities, including those that will encourage viewing and reading, or writing. For example, book clubs and theatre visits.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Involving family members as experts, where learners are sitting home-language qualifications, by ensuring that they are familiar with the rubric for the examination, and signposting sample papers, mark schemes, and sample responses, in order to facilitate support with reading and writing at home.
- Ensuring that opportunities to become involved in the life of the school (e.g., parent voice, school governor, Parent Teacher Association (PTA) are extended to the families in their preferred languages.

What might this look like in practice?

Example: Key stage 3 English – The Tempest.

Teacher	Class	Band C learner
Reads model character study with class, from screen. Gives a paper copy to band C learner so they can use translation app.	Reads model character study.	Reads model character study, using translation feature on iPad as necessary, and annotates key points.
Presents and talks through notes for character study writing. Focuses on adjectives/adverbs.	Writes character study of Prospero from notes on board.	Completes gap-fill character study of Prospero – missing adjectives/adverbs.
Reminds class of PEE paragraphs (point, evidence, explanation). Provides model of PEE paragraph and elicits comments on why this is a good example.	Follows the model of the PEE paragraph and responds to teacher's questions. Writes PEE paragraph about Prospero.	Writes PEE sentences about Prospero using substitution table first, then encouraged to construct their own.

Example: Key stage 4 physics – energy transfer.

Teacher	Class	Band C learner
Explains that there are eight different energy stores.	Listens to explanation.	Refers to flashcards or word mat and examples of different energy stores, and translations where appropriate.
Sets up card matching exercise, matching energy stores to descriptions and examples with pictures to represent energy stores (e.g., a stretched catapult, a ball rolling downhill etc.)	Works in groups to read and match cards.	Works in sympathetic group with (if possible) a shared language speaker and uses a translation app to read and match cards.
Sets questions to answer from watching video – puts questions on IWB. Plays video with closed captions. (bbc.co.uk/bitesize/guides/zqs2k2p/video).	Watches video about energy transfer from BBC Bitesize.	Watches video following closed captions to reinforce link between spoken and written form of words. Completes gap-fill version of questions.
Stops video at 03.24 and facilitates paired discussion before taking feedback by asking individuals, including the band C learner. Uses appropriate concept-checking questions, including options where necessary.	Discusses key question based on the video with partner, then with class.	Discusses key question based on the video with near-peer partner , potentially making use of shared language(s). Joins discussion with class.
Checks that terms <i>mass</i> , <i>square</i> , <i>velocity</i> , and <i>joules</i> are understood by class. Elicits definitions and writes correct ones on board.	Offers definitions of key terms.	Refers to flashcards or word mat with translations and explanations of key terms (from pre-teaching or flipped learning).
Plays rest of video about key equations twice.	Watches video: first viewing is to just watch. Second viewing, answers questions about equations.	First time – views and reads closed captions if helpful. Second time – answers multiple-choice or true/false questions about equations.

Band D Competent



Listening (understanding)

Applying listening skills over an increasing range of contexts and functions.



Speaking

Competence in producing more varied and complex speech in a wider range of contexts.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Positioning the learner as an expert (e.g., using shared language(s) to help other learners, particularly those who are newly arrived and at earlier stages of English language proficiency).
- Encouraging learners to make links with their **preferred language** in order to develop their **academic literacy** in both languages (e.g., discussing class work with other speakers of the same language).
- Encouraging learners to become a buddy or Young Interpreter (bit.ly/young-interpreters) for new arrivals using EAL.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Signposting the learner and their family to local supplementary schools (bit.ly/supplementary-ed), where curriculum content will be discussed through the **home language**.



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Continuing to explicitly recap, teach, and prompt the use of technical vocabulary for each subject area. ([bell-foundation.org.uk/building-vocabulary](https://www.bell-foundation.org.uk/building-vocabulary)).
- Continuing to use collaborative learning activities ([bell-foundation.org.uk/collaborative-activities](https://www.bell-foundation.org.uk/collaborative-activities)) as an opportunity for learners to communicate with a range of peers, including those who may speak quickly or with a more noticeable accent. This will provide opportunities for learners to experience a wider range of **non-verbal** cues, such as using gestures and making eye-contact.

Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

- Providing opportunities for learners to listen to and compare a range of speakers, with a view to exploring links between formality, purpose, and audience. This should also include opportunities to discuss **paralinguistic features** and **non-verbal communication**.
- Encouraging learners to use speech-to-text tools, such as those found in Microsoft Office, may be useful for the learner to practise speaking at home. By comparing the print version to the spoken version, some learners will be able to evaluate their speaking and adapt accordingly.

Adapt teaching to ensure effective learning.

Suggestions include:

- Continuing to encourage learners to become independent in their use of relevant reference books and apps designed to support language development (e.g., Cambridge Learners' Dictionary (dictionary.cambridge.org/dictionary/learner-english)).
- Expecting learners at this band to participate fully in class discussions ([bell-foundation.org.uk/enhancing-classroom-talk](https://www.bell-foundation.org.uk/enhancing-classroom-talk)) and group work, as well as presentations. However, new arrivals may need time to settle in first. Continue to give them structured language prompts if needed (e.g., how to politely disagree using facts as evidence), as well as extra time to plan and rehearse.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

This should include:

- Identifying relevant higher order grammatical structures (bell-foundation.org.uk/focusing-on-grammar-patterns) required to engage fully with curriculum content (e.g., the use of **conditionals** to engage with the language of hypothesis in science).
- Continuing to actively widen the learner's vocabulary (bell-foundation.org.uk/building-vocabulary), including moving from informal language to more formal and **academic language**. Learners should be expected to record vocabulary so that it can be revisited.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Explicitly discussing the formation, use, and impact of structures such as the passive voice. (bell-foundation.org.uk/focusing-on-grammar-patterns).
- When engaging in class discussions, model and elicit expressions for asserting opinions, agreeing with, and refuting the opinions of others (e.g., *In my opinion X is true because...; You make a valid point, however...; I strongly disagree because...*).

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Providing opportunities which allow and expect learners to practise speaking like an expert, making appropriate use of subject-specific language as well as general **academic language**.
- Continuing to draw attention to the differences between more informal and formal spoken language, and how the choice of word and phrase changes according to the intended audience and purpose of a spoken text (e.g., teacher: "So Suraya just said '*It's gone all greeny, so it's probably got like copper in it.*' And scientifically she's absolutely right. But how would we say that slightly differently if it was a formal presentation?").
- Focusing on correct use of tenses, including more complex structures such as **conditionals** and **modals** (e.g., asking the class "*If Juliet had agreed to marry Paris, the story would have been very different. What might have happened?*", and offering prompts to elicit similar structures in the response). Allow the band D learner to hear other learners' responses as further models of the structure before expecting them to produce the language. (bell-foundation.org.uk/focusing-on-grammar-patterns).

- Continuing to provide prompts, such as sentence starters to use in discussions or presentations, in order to cement more complex structures/vocabulary (e.g., teacher: “What will happen if we heat up the reaction mixture? Tiago? ‘If we increase...’”. ([bell-foundation.org.uk/enhancing-classroom-talk](https://www.bell-foundation.org.uk/enhancing-classroom-talk)).
- Using graphic organisers ([bell-foundation.org.uk/graphic-organisers](https://www.bell-foundation.org.uk/graphic-organisers)) to generate talk and support understanding.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Where setting occurs in subject areas, checking carefully that the learner is set on their subject knowledge and not their English language proficiency. This is particularly relevant for learners who are new arrivals.
- Continuing to use information gathered during the induction process and subsequent assessments to help inform decisions around lesson planning (e.g., where a learner’s previous experience of education was heavily teacher-led, they may need time to adjust to more collaborative learning approaches. This remains true even where a learner is operating at band D (competent) for listening and speaking).
- Building a picture of prior learning (including the learner’s knowledge of subject-specific language in English) for each new topic and using this to help inform recommendations for self-directed learning through any revision software the school uses.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners’ proficiency in English.

Suggestions include:

- Using the descriptors for bands D (competent) and E (fluent) of the EAL Assessment Framework ([bell-foundation.org.uk/eal-assessment-framework](https://www.bell-foundation.org.uk/eal-assessment-framework)) to monitor progress and set targets.
- Continuing to keep an open dialogue with the learner about any difficulties they encounter and to put support in place (e.g., 1:1 tutoring, [flipped learning](#)) to address these.
- Providing opportunities for band D learners to listen to recordings of themselves speaking, perhaps during preparation for the Spoken Language Endorsement in GCSE English, and encouraging them to evaluate their own performance against the speaking descriptors.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to seat the learner in supportive groups, particularly where they are new to the school. Consider gradually building in opportunities to work with larger groups or different groups of learners. Carousel activities, for example, provide a supportive structure to discussions together with the opportunity to speak to other learners.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Involving learners in opportunities to listen to and speak with a variety of people in a range of formal and informal situations. These might include speaking with visitors to the school, listening to external speakers, meeting with professionals providing careers advice.
- Setting up conversation clubs and, where possible, involving appropriate learners in running the club.
- Continuing to encourage participation in clubs and extra-curricular activities/sports in line with the learner's interests.
- Encouraging learners to take part in organised trips, for example to the theatre or local university open days. This will allow learners to listen to a wider variety of speakers. Where possible, also provide some means of demonstrating understanding including of more abstract content such as inference and viewpoint.
- Encouraging KS4/5 learners to take part in schemes such as DofE (Duke of Edinburgh) if appropriate. The volunteering element will provide authentic opportunities for meaningful communication with new groups of people.
- Encouraging suitable learners to apply to become prefects, class representatives, or where appropriate, school leadership roles. This may involve making a speech as part of the application process, canvassing votes, and if successful, could involve speaking to a variety of audiences, including parents, prospective parents, and other visitors.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Including a session about home-language examinations in any information events such as Options Evenings. Ensure that parents and carers know what is involved in any home-language examinations the learner might be preparing for. Encourage parents and carers, where possible, to help the learners at home. This might include:
 - Discussing the expectations in an exam paper;
 - Practising responses to listening and speaking tasks together;
 - Discussing the specific language skills needed for the exam.
- Encouraging parents to attend information events about opportunities at the school (e.g., a meeting about assessments, or about a forthcoming theatre visit) and wherever possible, providing opportunities for parents and carers to use their **preferred language(s)** to ask questions and clarify information. This could be facilitated through interpreters or through technology. Where appropriate, older learners might be able to support with events such as these.
- Recruiting parents of learners who use EAL as school governors if appropriate.

What might this look like in practice?

Example: Key stage 3 science – magnetism.

Teacher	Class	Band D learner
Introduces topic with either video (enabling closed captions) or practical demonstration.	Observes practical.	Observes practical, referring to translated key words for any new subject specific-language.
Provides groups with instructions and equipment for making a magnetic compass. Asks each group to record their dialogue.	Works in groups to make a magnetic compass, making an audio recording of their discussion.	Works in a group to make a magnetic compass, making an audio recording of their discussion.
Shows two or three sentences overheard during the activity on the IWB (e.g., <i>“No, not like that, you’ve got to...um...stick the needle...”</i> ; <i>“Now we need the thingy... um...put it here...”</i>). Asks learners to adapt their language choices to be more typical of an expert.	Guided by the teacher, comments on how these sentences have to change in order to be part of a more formal presentation. <i>“We inserted the needle into the cork...”</i>	Works closely with group and, using translation app if needed, comments on how these sentences have to change in order to be part of a more formal presentation
Asks groups to listen to the recording of their speech, then to verbally summarise the activity in five or six sentences.	Listens to recording of group speech. Discusses how to present formally in five or six sentences.	Listens to recording of group speech. Discusses how to present formally in five or six sentences. Uses prompt words to remember sentences for presentation.
Listens to presentations, discusses how language changes.	Makes presentation and listens to others, comments on how language changes as it is formalised.	Makes presentation and listens to others, comments on how language changes as it is formalised. Makes notes of any new vocabulary (e.g., <i>inserted</i>).

Example: Key stage 4 geography – planning fieldwork.

Teacher	Class	Band D learner
<p>Introduces the vocabulary of fieldwork: enquiry, hypothesis, methodology, data, analysis, report, risk assessment. Elicits definitions from class and puts on IWB.</p> <p>Puts learners into groups for the fieldwork, including placing the band D (competent) learner with a band A learner who has a shared language.</p>	<p>Contributes to discussion, adding to the definitions in the knowledge organiser where necessary.</p>	<p>Contributes to discussion, using a translation app where appropriate, and adding to the definitions in the knowledge organiser in their preferred language(s) where necessary.</p>
<p>Introduces the hypothesis that traffic is heaviest on a named road at a named time. Asks groups to discuss how they would conduct fieldwork.</p>	<p>Works in groups to mind map a plan for fieldwork to investigate the hypothesis.</p>	<p>Works in group to mind map a plan for fieldwork to investigate the hypothesis. Draws on shared language(s) to ensure that the new learner is included in the discussion.</p>
<p>Shows a sample field trip plan on IWB and asks learners to identify the components – enquiry, methodology, etc. Highlights each component.</p>	<p>Contributes to naming each component.</p>	<p>Contributes to naming each component. Takes notes on own copy of model, using preferred language(s).</p>
<p>Gives class another field trip idea and asks them to plan and present a field trip in groups. Monitors groups, finds time to check in with band D learner and make sure their part of the presentation is rehearsed.</p>	<p>Works in groups to discuss and plan a field trip ready to present to class naming the different components.</p>	<p>Works in group to discuss and plan a field trip ready to present to class naming the different components. Listens carefully to other group members, paying attention to their use of relevant grammatical structures (e.g., use of future tense and language of explanation). Discusses the work with band A learner using their shared language(s) and models simple sentences in English.</p>



Reading and viewing

Working with written language and accompanying visuals productively, using different strategies in response to curriculum task.



Writing

Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Positioning the learner as an expert (e.g., helping other speakers of the *home language(s)* at earlier stages of English language proficiency, particularly with decoding and pronunciation).
- Continuing to encourage the learner to make use of their full language repertoire in order to learn subject content (e.g., accessing translated versions of word lists and texts; watching videos from Khan Academy ([khanacademy.org](https://www.khanacademy.org)) or similar; making use of technology to access translations.) This might be more relevant for learners who are recently arrived and may have gaps in their subject-specific language.
- Contributing to [multilingual](#) displays around the school.
- Adding a column written in a [community language](#) to a school newsletter.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Ensuring, wherever possible, that books/magazines in the learner's language(s) are available in the library.
- Talking to parents/carers about the value of reading and writing in the [home language](#).



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Continuing to encourage learners to become independent in their use of relevant reference books and apps designed to support language development. (e.g., Cambridge Learners' Dictionary (dictionary.cambridge.org/dictionary/learner-english/) and CGP's EAL for ages 11-16. Book 3 (cgpbooks.co.uk/info/english-as-an-additional-language)).
- Providing a calendar of upcoming topics so that learners can think ahead for the lessons, activating prior knowledge and, where appropriate, completing initial preparation to fill any gaps.

Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

- Explicitly discussing unfamiliar **colloquial** or **idiomatic** language.
- Exploring abstract meaning such as extended metaphors and differences in register and style.
- Checking understanding of **tier two homographs**, particularly those which vary between subject areas (e.g., prison cell in history; skin cells in biology; cells and batteries in physics; cells in a spreadsheet in computer science).

Adapt teaching to ensure effective learning.

Suggestions include:

- Providing opportunities to read aloud in groups and in front of the whole class, in order to practise demonstrating subtleties of understanding through the use of intonation, speed and stress.
- Continuing to check comprehension of reading. For example, by:
 - Asking questions at word, paragraph, and whole text level;
 - Asking questions which encourage inference and deduction;
 - Jointly exploring viewpoint and intention.
- Using reading comprehension techniques such as prediction, jigsaw reading (bell-foundation.org.uk/darts), and graphic organisers (bell-foundation.org.uk/graphic-organisers).

- Using a process-based approach to teaching writing. For example, by:
 - Identifying the purpose of the text and the intended reader;
 - Mind mapping ideas using appropriate graphic organisers;
 - Identifying useful vocabulary;
 - Examining models of similar texts;
 - Jointly constructing a text, as a whole class, teacher-led activity;
 - Writing a text with appropriate writing frames (bell-foundation.org.uk/speaking-and-writing-frames) and eventually reducing this scaffolding;
 - Providing opportunities for peer reviews of written work;
 - Providing opportunities to redraft and edit written work.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Interrogating topics and tasks for language features that might be new for band D (competent) learners, and identifying opportunities to revisit language that is not yet mastered. This should be at word, sentence, and text level, and should aim to build on the learner's prior knowledge of English (e.g., the structure and use of the **past perfect tense** could be included in a lesson describing a character's past actions: *The Inspector had already interrogated Mr Birling when he spoke to Sheila*).
- Interrogating exam syllabi, exam papers, and mark schemes to identify language expectations needed to fully demonstrate knowledge and understanding.
- Including **tier 2 and 3 vocabulary**, as well as relevant grammatical structures, in any spaced retrieval activities (e.g., forming and using **abstract nouns** such as oxidation, reduction, and calcification).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for viewing/reading and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Expecting learners to keep vocabulary notebooks for each subject;
- Providing opportunities to explore and record **synonyms** and **antonyms**.
- Drawing attention to **collocations** (e.g., *perform/commit/solve a crime*);
- Discussing unfamiliar **idiomatic language** and **colloquialisms**;
- Deconstructing texts to look for the effective use of **cohesive devices** (e.g., *firstly, secondly, ...as a result... one example of this is... in conclusion*).

- Drawing attention to the differences between informal, neutral, formal, and [academic written language](#).
- Encouraging learners to use programmes such as Quizlet ([quizlet.com](#)), and recommending relevant sets of cards.
- Explicitly modelling how to plan and write longer pieces of text such as those found in essay questions. This should include:
 - How to generate sufficient ideas, using source materials and a learner’s own ideas where appropriate;
 - How to structure the response to reflect the demands of the form and purpose.

Provide opportunities for learners to practise reading and writing using language of the curriculum.

Suggestions include:

- Focusing on the meaning of [tier 2](#) words, including imperatives which may occur in examinations (e.g., *compare, explain, analyse, discuss, evaluate*, etc. For example:
 - Explaining nuances of expectations between subjects. (What are the similarities and/or differences between a “Compare....” question in a geography exam and an English language exam.)
 - Providing questions and model answers from past papers, and asking the learners to match them.
 - Highlighting the instruction words in the questions (e.g., *compare*, and the words and phrases in the answers which respond to these instructions, e.g., *whereas, both, neither*).
- Co-constructing model answers as a class or in groups, before moving on to individual text writing. Verbalising the metacognitive thinking ([bit.ly/eef-megacognition-guidance](#)) around responding to a task, including the language demands required, will support learners in developing their own metacognitive skills (e.g., “*I’m going to add in some extra detail to my answer by using ‘which’ – There are main roads in the area which provide easy access to ...*”).
- Using dictogloss ([bell-foundation.org.uk/dictogloss](#)) to model text construction for the whole class. This is particularly effective where responses to exam questions follow a recognisable pattern.
- Helping learners to develop greater independence in the editing process by moving away from error correction to developing greater clarity, economy, and sophistication in their use of the English language. Peer- and self-review checklists to support with this should include more ambitious, focused recommendations such as:
 - Extending noun phrases;
 - Using a range of subordination and coordination effectively;
 - Using a range of vocabulary including [synonyms](#) for higher frequency words;
 - Using a range of [cohesive devices](#) to develop ideas.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Identifying anomalies between data from verbal and non-verbal assessments where scores suggest that proficiency in English is preventing the learner from achieving their potential. This information might be used to inform intervention programmes, for example during form periods or after school.
- Collaborating with other subject teachers and appropriate members of the leadership team to identify persistent and significant patterns in a learner's areas of development in reading and writing across subjects (e.g., technical vocabulary, specific grammatical structures, paragraphing, interpreting instructions) and putting support in place to tackle these through 1:1 tuition, homework clubs, [flipped learning](#), etc.
- Keeping an open, ongoing dialogue with the learner about difficulties they are experiencing with reading and writing, and sharing any relevant information with other staff.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands D (competent) and E (fluent) of the EAL Assessment Framework to monitor progress and set targets for English language proficiency development. (bell-foundation.org.uk/eal-assessment-framework).
- Including the language demands of a subject in low stakes tests (e.g., modelling [tier 2 and 3 vocabulary](#) in true/false statements, particularly those typical of exam questions).
- Identifying areas in which the learner continues to make grammatical errors, such as the use of modal [verbs](#) or continuous tenses, and finding time to address these.
- Allowing a bilingual dictionary and extra time, in line with JCQ's Access Arrangements and Reasonable Adjustments (<https://bit.ly/access-arrangements-exams>) for internal assessments as well as final examinations.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to seat the learner in supportive groups for writing and editing tasks, particularly where they are new to the school. Build in opportunities to work with larger groups or different groups of learners, including those who will offer academic and linguistic challenge to the learner.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging suitable learners to apply to become prefects, class representatives, or where appropriate, to take on school leadership roles. This may involve writing an application or reading out a speech, following minutes at meetings etc.
- Encouraging learners to attend optional revision classes, particularly where there will be a focus on reading and responding to longer texts.
- Encouraging learners to set up their own clubs, including supporting with the promotional work around it.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Ensuring that parents and carers are kept informed about any optional study groups or revision classes. This may need to be communicated in the family's preferred language(s).
- Ensuring that parents and carers know where to access information about curriculum content and examination requirements and, where necessary, checking that this information can easily be translated, for example, straight from the website.

What might this look like in practice?

Example: Key stage 3 history – medieval Britain.

Teacher	Class	Band D learner
Tells class they are going to finish their work on medieval Britain with a sentence auction. Checks that everyone knows what an auction is and how it works.	Responds when asked for definition or details.	Checks concepts of auction and bidding with teacher/ TA. Translates explanation if necessary.
Puts class into pairs. Explains they are going to receive ten sentences about medieval Britain. Seven of the sentences are worthless because they contain errors, which could be linguistic or historical. Three sentences are valuable. Shows examples of good and bad sentences on IWB then gives out sheets.	<p>Listens to teacher.</p> <p>Works in pairs to read sentences and identify errors. These could be historical (<i>the motte of a castle refers to the low courtyard</i>) or linguistic (<i>Henry III marry with Eleanor of Provence in 1236</i>).</p>	Works with friendly peer who is a high achiever and a good language role model. If there is an odd number in the class, works as part of a three.
Joins pairs with other pairs to compare answers. If possible, band D learner joins a pair with another speaker of the home language .	Compares their answers and makes final decision on which sentences are valuable.	Compares their answers and uses language of explanation to reach final decision on which sentences are valuable.
Explains that each group has £500 to spend and that bids will be taken in £10 units. Demonstrates a bidding process.	Listens.	Listens.
Runs auction.	Groups bid for their identified valuable sentences until they run out of “money”.	Groups bid for their identified valuable sentences until they run out of “money”. Where bidding is a new concept, band D learners can observe other learners familiar with the practice, before taking their own turn.

Puts copy of all sentences on IWB and goes through, cold calling individuals to identify and correct the errors. When asking the band D learner, the teacher chooses a sentence which focuses on an area of language known to be one of their targets.	Makes corrections to sentences on worksheet and contributes when called on.	Makes corrections to sentences on worksheet and contributes when called on.
Declares the winners, who have purchased the most correct sentences and the fewest valueless ones.	Calculates how much money they spent on good and bad sentences.	Calculates how much money they spent on good and bad sentences.

Example: Key stage 4 PE – exam preparation.

Teacher	Class	Band D learner
Draws attention to instruction words – identify, explain, describe, discuss, analyse, evaluate used in past GCSE papers.	Matches instruction words with definitions.	Matches instruction words with definitions and finds translations in home language where necessary. Completes a graphic organiser (e.g., a Frayer diagram) in English for any new words.
Sets up highlighting task, monitors groups, takes time to make sure band D learner is on task and fully understands.	Looks at sample answers to exam questions and underlines the words and structure which constitute identifying, explaining, describing, etc.	Working with sympathetic group including other first-language speakers, looks at sample answers to exam questions, and underlines the words and structures which constitute identifying, explaining, describing, etc.
Monitors groups, gives feedback on answers, both for subject knowledge and correct interpretation of instructions. Reminds class of the mark scheme and in particular how to move to higher band.	Working with group, edits sample answers to exam questions to further improve response to instruction verbs . Pays particular attention to the language structures more typical of full marks response.	Working with group, constructs own answers to exam questions in response to instruction verbs. Actively makes suggestions of how the writing could be improved, and asks for explanations, where appropriate, or for peers' recommendations.



Listening (understanding)

Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.



Speaking

Developing competence in fluent, creative use of English.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Positioning the learner as an expert. At band E (fluent), learners will be able to support other learners who share a common language by becoming a [near-peer role model](#). Elevating learners to the position of expert will increase their sense of self-efficacy, which will in turn impact their attitude and performance in school.
- Continuing to encourage the learner to make use of their full language repertoire in order to learn subject content.
- Encouraging learners to take an active role in identifying and creating opportunities for inclusion in the school. This might be through helping to set up and run [multilingual](#) clubs.
- Developing opportunities for learners to speak to prospective new students, using their repertoire of languages. This might be incorporated into the transition process with feeder primary schools. (bell-foundation.org.uk/transition-guidance).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Encouraging learners to become involved in schemes such as Young Interpreters (bit.ly/young-interpreters) or peer mentoring opportunities, in order to use their language(s) to help others. Where learners are already experienced in such roles, consider creating opportunities for them to train new interpreters and mentors.
- Considering inviting speakers of other languages to converse with [plurilingual](#) learners where opportunities allow. For example, sixth formers or learners from local universities.



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Identifying regular opportunities when the learner can hear and use more complex or sophisticated language. This might include opportunities to hear formal presentations from experts in the field.
- Creating regular opportunities for learners to ask and answer more complex questions in terms of language structure and thinking: What would happen if ...? What could you have done differently ...? Is there any evidence for ...?
- Continuing to use collaborative learning activities (bell-foundation.org.uk/collaborative-activities), as an opportunity for learners to communicate with a range of peers, including those who may speak quickly or with a more noticeable accent or dialect. This will provide opportunities for learners to experience greater variation in the use of stress, rhythm, and intonation. These might include tasks that require recognising and responding to viewpoints.

Support the learner with specific areas of language development related to curriculum learning.

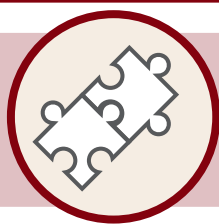
Suggestions include:

- Recognising and explaining cultural references that learners may not understand. This will include intertextuality in the study of literature.
- Discussing, modelling and encouraging the appropriate and increasingly sophisticated use of discourse markers, including in more formal spoken presentations.

Adapt teaching to ensure effective learning.

Suggestions include:

- Continuing to check, rather than assume, that the learner has understood heard content, especially finer details, implied meanings, and nuances.
- Making it clear that you expect the learner to participate fully in class and group discussions, and in giving presentations. (New arrivals may require some settling-in time first and less confident individuals might benefit from speaking frames or prompts).



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Continuing to develop a learner's breadth and depth of vocabulary (bell-foundation.org.uk/building-vocabulary) and exploring nuances of meaning. One way of doing this might be to adopt a word of the week either across the school, or across a department, which could be explored and used in different ways throughout the week. Suitable **tier 2 words** could be taken from Coxhead's academic word list. (eapfoundation.com/vocab/academic).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Analysing spoken text types (e.g., persuading, explaining, recounting), by listening to examples and exploring/commenting on the use of language.
- Explicitly teaching, in context, more complex structures and nuances of meaning to use in speaking activities (e.g., *It might have worked better if we had.... This source might be biased because.... The accuracy of this account is in doubt because...*).
- Continuing to point out and practise the differences between informal and formal spoken English, for example discussion with friends vs formal debate.

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Providing speaking prompts to practise using the language of persuasion, explanation, and recount.
- Providing paraphrasing practice. Ask learners to feed back what someone (the teacher or a peer) has just said but using different words.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment, and/or ongoing assessments, to inform lesson planning and support.

Suggestions include:

- Ensuring that decisions made around timetabling, setting, and exam entries for new arrivals assessed as band E (fluent) are based on discussions with the learner and their family about previous experience of education.
- Adapting support to recognise spiky profiles where a learner has greater proficiency in writing for example, than in speaking. Scaffolding might still be required for learners who are less confident in speaking in groups.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for band E (fluent) to monitor progress and set targets for English language proficiency development.
- Analysing the learner's spoken English in the academic context, and highlighting areas for development and challenge in grammar, sentence construction, spoken text structure, register, appropriacy, use of intonation to convey feelings, etc.
- Maintaining an ongoing dialogue with the learner about their progress in learning English and accessing the curriculum, and sharing any concerns with all teachers.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to seat the learner in supportive groups, particularly where they are new to the school. Build in opportunities to work with larger groups or different groups of learners, including those who will offer academic and linguistic challenge to the learner.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging learners to play a more significant role in the extra-curricular activities which interest them. This might be through helping to run clubs, or taking on a more senior role in school-wide initiatives. Most extra-curricular activities will provide opportunities for social talk; some, such as drama clubs and debating groups, will also provide opportunities to rehearse more formal speech.
- Encouraging key stage 4/5 learners to take part in external opportunities if appropriate, such as volunteering, the Young Leader Award (sportsleaders.org/programmes), or entering competitions (e.g., debating), as these will facilitate a deal of group interactions and provide real-life practice situations for social and [academic English](#).

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Including a session about home-language examinations in any information events such as Options Evenings. This will ensure that parents and carers know what is involved in any home-language examinations the learner might be preparing for. Encourage parents and carers, where possible, to help the learners at home. This might be by:
 - Discussing the expectations in an exam paper;
 - Practising responses to listening and speaking tasks together;
 - Discussing the specific language skills needed for the exam.
- Considering recruiting parent governors from different community groups so that they have a voice in key discussions.

What might this look like in practice?

Example: Key stage 3 history – Black Death.

Teacher	Class	Band E learner
Recaps on the language of the topic of the Black Death symptoms and synonyms: plague, black death, pestilence; and on the causes of the plague as they were perceived at the time.	Contributes orally, as teacher writes notes on IWB.	Contributes orally, as teacher writes notes on IWB.
Puts class into four groups. One group will be medieval physicians, one will be medieval priests, the other two groups will be villagers asking questions about the black death. Monitors groups, finds time to ensure band E learner is confident with the material.	Works in groups to prepare questions or answers about Black Death causes and cures.	Works in a group to prepare questions or answers about Black Death causes and cures.
Sets up hot-seating activity in groups whereby villagers ask local “experts” about the Black Death. Monitors groups, finds time to ensure band E learner is confident with the material.	Works in groups to ask and answer questions about the Black Death. Uses prompt sheet of key vocabulary if desired.	Works in groups to ask and answer questions about the Black Death. Uses prompt sheet of key vocabulary if desired.

Example: Key stage 4 – English literature – An Inspector Calls

Teacher	Class	Band E learner
Double-checks that the class and band E learner understand the adjectives used, e.g., judgmental, hypocritical.	Group work: discusses text of An Inspector Calls to prove/disprove statements about characters: <i>Mrs. Birling is judgmental; Eric Birling is hypocritical, etc.</i>	Adds adjectives to their bilingual word log, joins in task as part of mixed-language group.
Takes feedback from groups, leads class discussion. Reinforces understanding of adjectives by establishing quotes/actions of characters which prove/disprove character traits. Asks learner to paraphrase from time to time, to check understanding.	Listens, comments, paraphrases.	Listens, comments, paraphrases, takes notes in preferred language if desired.
Draws attention to the differences between nouns and adjectives, e.g.: <i>is a hypocrite vs. is hypocritical</i> . Sets up individual speaking tasks by modelling a good answer.	Individually prepares three sentences about two characters and share with group/class.	Uses speaking prompts, e.g., <i>Mr. Birling shows he is inflexible by... when he says.... Eric Birling is a hypocrite because...</i> Band E learner listens to examples used by peers and asks for clarification where appropriate. Band E learners share their own sample sentence(s), taking the opportunity to recast it to add detail or clarity as appropriate.



Reading and viewing

Engaging with curriculum-related reading activities independently and productively in different subject areas.



Writing

Demonstrating competence in writing accurately and independently in a variety of genres, and in critically evaluating various resources to support their writing.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Positioning the learner as an expert. At band E (fluent), learners will be able to support other learners who share a common language by becoming a **near-peer role model**. Elevating learners to the position of expert will increase their sense of self-efficacy, which will in turn impact their attitude and performance in school. In particular, learners might draw on their knowledge of languages, including English, to make comparisons between languages which will help in developing reading and writing skills.
- Continuing to encourage the learner to make use of their full language repertoire in order to engage more deeply with reading and writing activities.
- Developing opportunities for learners to write letters/emails in their **home language(s)** for authentic reasons (e.g., to provide information for prospective new students, including those who are joining as mid-phase arrivals).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Exploring opportunities for learners who are fully literate in their **home language** to sit home-language exams, as these will test them at an age-appropriate level. For instance, GCSEs (e.g., aqa.org.uk/subjects/languages), **IGCSEs** (e.g., bit.ly/cambridge-igcse-subjects), and A levels (e.g., bit.ly/pearson-edexcel-alevels). Provide sample papers for learners to familiarise themselves with the expectations and practise their responses at home.
- Continuing to encourage parents to ensure the learner reads widely for pleasure in the language(s) of the home as well as in English.



2. High expectations with appropriate support

Plan opportunities for learners to engage with key curriculum learning, making use of multiple mediums.

Suggestions include:

- Ensuring learners have access to and are encouraged to use an English dictionary and thesaurus including online dictionaries designed for English language learners. (e.g., bit.ly/cambridge-advanced-learners-dictionary-4th).
- Continuing to signpost upcoming topics and encouraging learners to complete initial preparation (watching videos, reading articles) for the lessons, particularly where the learner is a new arrival and may need to fill any gaps in either their conceptual understanding or their knowledge of the vocabulary in English.

Support the learner with specific areas of language development related to curriculum learning.

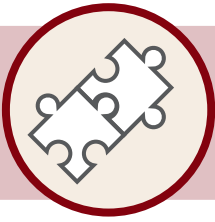
Suggestions include:

- Drawing attention to metaphor and simile use in context and encouraging learners to use them in their own writing when appropriate.
- Checking learner's understanding of **idiomatic language** and cultural references encountered in texts.
- Continuing to build vocabulary, especially of subject-specific words and phrases, making notes of **synonyms** and **antonyms** as well as common **collocations**.

Adapt teaching to ensure effective learning.

Suggestions include:

- Providing opportunities for peer reading/writing/editing with high-achieving language role models.
- Continuing to use a process-based approach to longer writing tasks: mind mapping the topic first; considering audience and purpose; revising the key features of the genre, and providing a model.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Continuing to interrogate topics, exam syllabi, and mark schemes for language features necessary to demonstrate higher level understanding and engagement with a task.
- Interrogating sample exam responses to understand the nuances of language use necessary for securing the highest marks.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for viewing/reading and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Analysing longer and increasingly sophisticated texts (e.g., using highlighting activities or reconstruction tasks) in context to teach **coherence** and **cohesion**.
- Distinguishing objectivity from subjectivity, for example when reading historical sources, newspaper articles, and blogs, to develop critical awareness.
- Focusing on nuance and modality when the opportunity arises (e.g., *It is likely that... / it is probable that... / it is (just) possible that... / it might be that...*).
- Modelling, in context, complex structures, such as;
 - Passive voice (e.g., *over time, the cliff has been eroded; effectiveness of the physical training programme must be monitored*).
 - Nominalisation (e.g., *King Charles I was beheaded on 30 January 1649. The beheading of King Charles 1 took place on...*).
- Modelling the skills necessary to synthesise and summarise ideas from texts.

Provide opportunities for learners to practise reading and writing using language of the curriculum.

Suggestions include:

- Helping learners to develop greater independence in the editing process by moving away from error correction to developing greater clarity, economy, and sophistication in their use of the English language. Peer- and self-review checklists to support with this should include more ambitious, focused recommendations such as:
 - Extending noun phrases;
 - Using a range of subordination and coordination effectively;
 - Using a range of vocabulary including **synonyms** for higher frequency words.
 - Using a range of **cohesive devices** to develop ideas.

- Using dictogloss (bell-foundation.org.uk/dictogloss) to model text construction for the whole class. This is particularly effective where responses to exam questions follow a recognisable pattern.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment and/or ongoing assessments to inform lesson planning and support.

Suggestions include:

- Gathering a comprehensive picture of a learner's prior education, including which language(s) were used in their school, and which subjects and topics were studied. Where learners are less experienced in reading longer passages in English, like those found in some GCSE exams, focused intervention can help to develop their resilience.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands D (competent) and E (fluent) to monitor progress and set targets for English language proficiency development.
- Encouraging learners to participate in peer-marking and self-marking using success criteria. Where appropriate, encourage learners to include descriptors from the Assessment Framework.
- Identifying areas across subjects which need development. This should take place in conjunction with the learner and other subject teachers and should be specific where possible. These might include grammatical structures, organisational techniques, or technical vocabulary and will be different for each learner.
- Arranging appropriate support to address these areas, such as 1:1 tuition, homework clubs, [flipped learning](#).



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to seat the learner in supportive groups for writing and editing tasks, particularly where they are new to the school. Build in opportunities to work with larger groups or different groups of learners, including those who will offer academic and linguistic challenge to the learner.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging participation in writing for or editing the school newspaper/magazine.
- Encouraging participation in events which might involve reading aloud to different audiences, such as governors, parents, and visitors.

Find opportunities to ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Making sure that parents understand the UK curriculum and exam system, by providing translated information (bell-foundation.org.uk/english-education-system) and/or running information evenings, with interpreters if necessary.
- Ensuring that parents and carers know where to access information about curriculum content and examination requirements, and where necessary, checking that this information can easily be translated, for example, straight from the website.
- Where learners are sitting home-language qualifications, involving family members as experts by ensuring that they are familiar with the rubric for the examination and signposting sample papers, mark schemes, and sample responses, in order to facilitate support with reading and writing at home.

What might this look like in practice?

Lessons which are rich in opportunities to explore and develop curriculum-related language are good for band E learners, as they are for all learners. At band E, you can expect any adaptations to be nuanced.

Example: Key stage 3 history – Black Death.

Teacher	Class	Band E learner
Ensures that vocabulary of Black Death symptoms and their synonyms : plague, black death, pestilence – are included in knowledge organisers/glossaries and are covered before the topic begins. Signposts relevant videos or information for the band E learner, to fill any gaps in cultural/historical knowledge needed for the lesson.	Completes relevant knowledge organiser activities to review/learn key vocabulary before the topic begins.	Completes relevant knowledge organiser activity. Where the language is completely new, the band E learner makes use of bilingual dictionaries/translation apps to gain a full understanding of the word. Watches relevant video before the lesson to gain cultural knowledge essential for the lesson.
Reads text with class about the perceived causes of the plague – astrology, the four humours, the supernatural – and perceived “cures”, such as bloodletting, drilling holes in the scalp. Explains reading task, puts EAL learner with sympathetic mixed-language group.	Reads text. Works on reading and sorting activity in groups, matching snippets of conversations from sources to the perceived causes and cures, e.g., “I saw a strange star”; “God is angry because I envied my neighbour”; “I bought some fresh leeches.”	Reads text with class, referring to vocabulary list if necessary. Reading and sorting activity (group) matching snippets of conversation to the perceived causes and cures, e.g., “I saw a strange star”; “God is angry because I envied my neighbour”; “I bought some fresh leeches”.
Sets writing task to write a dialogue between two villagers who have heard about the plague in nearby towns. Provides a model as an example.	Learners write dialogue, some using model.	Analyses model with partner, highlights useful vocabulary to use. Works from model to write dialogue.

Example: Key stage 4 – English literature – An Inspector Calls.

Teacher	Class	Band E learner
Shares past exam question: <i>“How does Priestley use the character of Gerald to explore the theme of responsibility?”</i> Asks class to mind map their ideas in pairs.	Mind maps in pairs, makes notes.	Mind maps in pairs, using relevant glossary/knowledge organiser, and makes notes.
Takes feedback and writes key ideas on IWB. Gives each group a section of the play to read closely and make notes under headings on fishbone diagram. Finds time to check on band E learner.	Reads the allocated section of play. Makes notes under headings on fishbone diagram.	Reads the allocated section of play and discusses nuances. Checks in with partner about understanding of headings (hypocrisy, male behaviour towards women, middle-class behaviour towards working class, stage directions). Pairs start to complete their diagram.
Takes feedback from groups. Fills in fishbone diagram on IWB. Asks some questions to check comprehension and elicit more detailed responses from band E learner.	Gives feedback. Fills in fishbone diagram from other groups’ feedback.	Gives feedback. Fills in fishbone diagram from other groups’ feedback. Clarifies any queries about meanings.
Shows a model paragraph using PEE construction to answer a different GCSE question.		
Directs class to write PEE paragraph answering one aspect of the question using one section of the diagram.	Uses model to construct PEE paragraph(s).	Uses model to construct PEE paragraphs. Uses checklist, including language targets from proficiency in English assessment, to edit work before sharing with partner for peer review.

Glossary

Word/Acronym	Definition
Abstract noun	A noun denoting an idea, quality or state, which generally can't be touched. For example: <i>honesty; beauty; wilderness</i> .
Academic language/ literacy/vocabulary	The language learners need to understand and use in order to carry out cognitively complex activities and to achieve success academically. Used in textbooks, tests, and in formal classroom discourse.
Antonym	A word which has the opposite meaning of another, e.g., <i>loud</i> and <i>quiet</i> , <i>tall</i> and <i>short</i> .
Article	Indefinite articles "a/an" and definite article "the" are used to precede nouns and noun phrases, and indicate whether something is specific, e.g., " <i>The big house which belongs to my cousin</i> ", or unspecified: " <i>A house is usually more expensive than a flat in the same area.</i> "
Bilingual	A learner who uses two or more languages to communicate and has access to more than one language at home and at school.
Coherence	Where the ideas or points in a text or utterance are organised in such a way as to make sense to the receiver. This might be through the logical use of paragraphing.
Cohesive device	A word or expression which connects ideas together and contributes to the cohesion, or flow of a text.
Cold calling	A questioning technique whereby the teacher selects and calls on named pupils to respond, rather than asking for volunteers.
Collocation	Words which go together to form a fixed relationship. For example, we talk about a <i>high</i> temperature rather than a <i>big</i> or <i>great</i> temperature. Some words collocate with particular verbs – such as <i>make</i> (a bed, a suggestion) or <i>do</i> (a dance, a test).
Colloquialism	A word or expression which is most used in informal speech or informal written text. Examples include " <i>I get it</i> ", meaning " <i>I understand</i> "; " <i>How's tricks?</i> ", meaning " <i>How are you?</i> ". Colloquialisms can vary between different English-speaking countries, and different regions within them.
Community language (Heritage English)	The languages spoken and used, other than English, in a local community.
Complement	Words which follow the verb and add more information about the subject or object. For example: <i>Husna became a surgeon</i> (more information about the subject, Husna). <i>Honey makes this cake sweet</i> (more information about the object – this cake).

Comprehensible English	Comprehensible English is used to communicate more clearly and effectively with learners who are at the earlier stages of English language acquisition. Strategies include speaking more slowly and clearly, eliminating unnecessary words and phrases, repeating key points, and using visuals and gestures to amplify meaning.
Conditional clause	A subordinate clause which often begins with <i>if</i> or <i>unless</i> . The main clause tells us the likely result of the conditional. For example: <i>If it rains today, we will not go to the park.</i>
DARTs (Directed Activities Related to Texts)	Activities that encourage the learner to analyse how a text is constructed and how its meanings are expressed at word, sentence, and text level.
Derivation	The formation of a word from another word or base, often by adding a prefix or suffix. For example: <i>employ, employment, unemployment.</i>
Determiner	A word used before a noun, in order to distinguish it from others. For example: <i>my book, that tree.</i>
Diamond 9	A graphic organiser for ranking or prioritising. Good for enabling and structuring group discussions.
Direct feedback (see also Indirect feedback)	Feedback in which learners' errors are corrected and they are provided with the correct responses.
Disciplinary literacy	A cross-curricular approach to improving literacy, in which all subject teachers are seen as literacy teachers.
Figurative language	Linguistic devices, such as metaphor, simile, and hyperbole, which make written or spoken language more entertaining, and are not to be interpreted literally. For example: <i>She could run like a cheetah. School terrified the very life out of Peter.</i>
First language (L1)	The first language to which the learner is exposed. This is not necessarily the learner's preferred language.
Formative assessment	A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.
Flipped learning	A pedagogical approach in which learners are given tasks to complete before a lesson, rather than after it.
Frayer diagram	A graphic organiser for building vocabulary, in which a word or term is explored in four quadrants.
Global errors (also see Local errors)	Errors in speech or writing which may cause misunderstanding or incomprehension in the listener/reader.
Home language	The language used most frequently at home. Learners may speak a number of languages.

Homograph	Words which are spelled the same but not always pronounced the same, and which have different meanings. For example: <i>bow</i> in the hair, <i>bow</i> to the King, <i>bow</i> of a ship, <i>bow</i> and arrows.
Idiom/Idiomatic language	Idiomatic expressions such as <i>down to earth</i> or <i>pie in the sky</i> are expressions where the words used together have a distinct meaning unrelated to their individual meanings.
IGCSEs (International General Certificate of Secondary Education)	An internationally recognised qualification for students, typically in the 14–16 age group. It is similar to the GCSE in England, Wales, and Northern Ireland. Cambridge IGCSE is intended to be suitable for students whose first language may not be English and this is acknowledged throughout the examination process. IGCSEs are not taken into account in the school league tables.
Indirect feedback (see also Direct feedback)	The teacher gives feedback that an error has been made, but does not offer the correction. The learner has to identify and correct the error themselves.
Local errors	Errors in spoken or written discourse which do not impede communication.
Loop games	Games in which learners follow on from each other matching questions to answers.
Modal verb	An auxiliary verb that indicates possibility, necessity, likelihood, ability, permission, request, capacity, or advice. For example: <i>might, can, should, will.</i>
Multilingual	Describes contexts, such as urban schools, where there are speakers of many different languages. Multilingual is also sometimes used to describe learners who use a number of languages.
Near-peer mentor/partner	A peer mentor who is of similar age and has other factors in common with the learner (e.g., gender, cultural background, home language) and who can act as a role model for language learning and/or behaviour.
Non-verbal communication/cues	Communication without words, using strategies such as body language, gesture, and facial expression.
Noun (see also abstract noun)	The word or words used to identify any class of people, places or things (boy, river, dog), or to name a specific example (Harry, Thames, German Shepherd).
Object	Objects can be direct or indirect. A direct object is the thing or person that is affected by the action of the verb. Example: <i>Timothy stole a box of jewellery. The student achieved a high grade.</i> An indirect object is the recipient of a direct object: Example: <i>Timothy chose his mother a gold chain. High crime rates give the area a bad reputation.</i>

Paralinguistic features	Non-verbal features of communication, including using sounds which are not words. See also Non-verbal communication.
Perfect tense:	Perfect tenses are formed with the auxiliary verb to have and are used to refer to actions or occurrences which are completed at a point in time.
<ul style="list-style-type: none"> • Past perfect • Present perfect • Future perfect 	<p>For example: Past perfect: <i>She had already left.</i></p> <p>Present perfect: <i>I have recently visited Angola.</i></p> <p>Future perfect: <i>We will have finished this module by October.</i></p>
Phonics	Reading methods which emphasise sound-symbol relationships in written language.
Phonemes	Speech sounds which are distinctive within the sound system of a particular language.
Plurilingual	To describe a speaker of more than two languages.
Preferred language	The language which a learner prefers to use; this may be the same as the language, or one of the languages, spoken at home.
Prefix	A letter or letters added to the beginning of a word to form a new word. E.g., <i>recreate, incomplete, autograph, homophone.</i>
Preposition/ prepositional phrase	A word which usually precedes a noun and which establishes a relationship between that noun and another part of the clause. For example: <i>She arrived before school started. They put all the toys into the box.</i>
Realia	Objects to illustrate a topic or lesson. For example: ration books or gas masks in a lesson about WW2.
Recast	Saying something again, in a different way, in order to model the correct language. For example: Child: <i>I goed to the zoo.</i> Teacher: <i>You went to the zoo! How lovely!</i>
Silent period	The time when learners of a language prefer to listen before producing language.
Subject	The part of the clause or sentence that usually indicates who or what performs the action, e.g., <i>the cat strolls in the garden.</i>
Subordinate clause/ dependent clause	A clause which provides extra information about the main clause and makes no sense on its own. For example: <i>The car slowed down when it reached a traffic jam.</i> The subordinate clause often begins with a subordinating conjunction. For example: <i>when, because, although, if.</i>
Suffix	A letter or letters added to the end of a word to form a new word, e.g., <i>imagination; playful; efficiently.</i>

Summative assessment	Generally more formal assessments used to evaluate learning at the end of a unit of work or a period of time. Summative assessments are generally standardised. They are generally designed for learners whose first language is English.
Synonym	Words with the same meaning in certain contexts, e.g., <i>sitting</i> room and <i>living</i> room.
Tier 1 language	Words typically found in oral language, e.g., <i>hello</i> .
Tier 2 language	Words used in many different contexts and curriculum areas, e.g., <i>table</i> .
Tier 3 language	Highly subject specific words, e.g., <i>stanza</i> .
Translanguaging	A recently developed term used to describe the ways that multilinguals make choices from their language repertoires to express their meanings and perform identities in the ways most appropriate to them. Unlike codeswitching, it helps us consider languages as fluid and seamless, rather than separate and isolated systems.
Verb	The word or words in a sentence which conveys action, occurrence, or state of being. The verb communicates information about the subject of the sentence. For example, The boy <i>ran</i> into the park. Ms Khan <i>was feeling</i> perplexed.
Word mats	A printed bank of words, which could include translations, to help learners access a particular topic.

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