

OUR COMMITMENT TO SUPPORTING EAL READING



Additional specific provision for EAL by stage of language acquisition		
Stage of language acquisition	Characteristics of stage	How to support pupil progress
Stage One/	<p>1.1 Recognises own name in English and/or L1</p> <p>1.2 Shows an interest in books in English and/or L1 and exhibits reading-like behaviour</p> <p>1.3 Understands that print carries meaning in English and/or L1</p> <p>1.4 Understands the left/right directionality of books and prints in English</p> <p>1.5 Beginning to recognise letters of the English alphabet</p> <p>1.6 Becoming familiar with the order of the English alphabet</p> <p>1.7 Beginning to match sounds with letter symbols in English</p> <p>1.8 Beginning to recognise some high frequency words in context</p> <p>1.9 Joins in with simple shared or guided reading</p> <p>1.10 Reads some familiar words with visual support</p> <p>1.11 Beginning to read simple texts in English – this might include own scribed text, class signs and labels</p> <p>1.12 May decode without full understanding of meaning</p> <p>1.13 Beginning to develop a range of reading strategies including use of phonics and visual cues</p> <p>1.14 Follows and understands simple texts with repetitive vocabulary</p>	<ul style="list-style-type: none"> Establish as early as possible whether a pupil can read in their first language Assess the reading behaviours of young EAL learners Match reading material to the age and interest level of the pupil Encourage parents to read and talk about books with their child in their first language Provide older children with a dual language dictionary Plan and deliver synthetic phonics for Stage 1 learners of all ages Use reading material with naturally repetitive structures Listen to illustrated versions of stories Make sure collections of common words are accessible and comprehensible Ensure the IWB is clearly visible and uncluttered Print lists of words in lower case Display photos of class activities accompanied by captions Use graphs, tables etc to present curriculum content with reduced language input.
Stage Two	<p>2.1 Uses the English alphabet to find words ordered alphabetically.</p> <p>2.2 Continuing to develop knowledge of English phonic system and to use this knowledge to decode</p> <p>2.3 Reads back own writing</p> <p>2.4 Beginning to read with some recall and understanding</p> <p>2.5 Developing a sight vocabulary (including friends' names)</p> <p>2.6 Reads simple texts with repeating language and structure</p> <p>2.7 Beginning to extract meaning from familiar texts by using context cues</p> <p>2.8 Follows simple written instructions</p> <p>2.9 Extracts some meaning from subject-specific text with clear context and support of pictures, diagrams etc.</p> <p>2.10 Makes reasonable inferences at a basic level, e.g. who is speaking in a story</p> <p>2.11 Beginning to use books for research purposes at an age-appropriate level, although may continue to need support</p> <p>2.12 Reads simple/short texts with visual support</p> <p>2.13 Beginning to recognise the features of some text types such as stories, letters, instructions</p> <p>2.14 Identifies key ideas by using clues in the text, e.g. title, sub-heading</p> <p>2.15 Responds appropriately to questions about texts that require information recall, e.g. names of characters, main ingredients</p> <p>2.16 Beginning to make inferences with reference to the text</p>	<ul style="list-style-type: none"> Continue with synthetic phonics sessions as appropriate Introduce new texts in the pupil's first language Create shared and individual structured reading texts based on the pupil's own experiences or familiar stories Use texts with high quality illustrations that are representative of a range of children's cultural backgrounds, experiences and interests Pair/group pupils with more experienced users of English to read and follow instructions to complete collaborative tasks Introduce and use all subject-specific vocabulary within a meaningful context and supported by visuals and/or real objects Revisit texts and use appropriate questioning to ensure comprehension Plan for pupils to hear a range of stories and poems with repetitive text supported by visuals and/or real objects Use drama and role play to support understanding of events, settings and characters Sequence images and actions to support understanding of different texts Match different parts of a text (e.g. sentences or captions to pictures).
Stage Three	<p>3.1 Reading with increasing fluency, confidence and understanding</p> <p>3.2 Approaches unfamiliar texts with growing confidence, using context cues for meaning</p> <p>3.3 Identifies key ideas in a range of texts</p> <p>3.4 Understands some of the detail of more complex texts with visual support/explanation</p> <p>3.5 Beginning to use inference and deduction more confidently</p> <p>3.6 Beginning to use books independently for research purposes (with reference to contents, index etc.)</p> <p>3.7 Follows most written instructions</p> <p>3.8 Beginning to recognise the features of a wider range of text types</p> <p>3.9 Identifies the main points of a text although there may be some misunderstanding</p>	<p>Before reading activities:</p> <ul style="list-style-type: none"> Predict from an illustration, key words, title or first sentence Relate the subject matter to a personal experience Create a concept map of what pupils already know about the topic or text Make a collection of questions that pupils would like to ask about the text Sequence a small selection of illustrations from the text and justify their decisions <p>During reading activities:</p> <ul style="list-style-type: none"> Scan for information Pause and predict Ask questions about specific words and phrases that might be unfamiliar Analyse some of the language features (e.g. <i>why is the text written in the first person?</i>) Encourage pupils to ask each other comprehension questions and clarify meanings for each other as part of a small group. <p>After reading activities:</p> <ul style="list-style-type: none"> Match topic sentences to sub-headings and paragraphs Distinguish between true and false statements Represent the information in the text in graphic form (e.g. timelines) Summarise the text Create cloze activities Create cartoon strips with speech bubbles Act out short sections of the narrative text with a narrator and character dialogue.
Stage Four/	<p>4.1 Reads independently and for meaning over a wide range of texts, including reference books</p> <p>4.2 Beginning to scan texts for identified purposes</p> <p>4.3 Beginning to skim texts for gist</p> <p>4.4 Recognises the function of paragraphs in a text</p> <p>4.5 Identifies features (language, form and structure) of different genres</p> <p>4.6 Recognises the attitudes of writers, though may continue to need help with this</p> <p>4.7 Becoming familiar with culturally-specific English expressions, e.g. idioms (see Appendix)</p> <p>4.8 Infers meaning from texts which may be accurate although the evidence may not be rooted securely in the text</p>	<ul style="list-style-type: none"> Continue to plan for the activities for Stage 3 with appropriate challenge and development Use comprehension questions based on Bloom's Taxonomy to develop higher order thinking skills and a deeper understanding of the text Give jumbled paragraphs for pupils to put in the correct order, using pronouns, topic sentences, time connections etc to help Continue to encourage pupils to work together in a small group, asking each other comprehension questions and to clarify meaning for each other.
Stage Five	<p>5.1 Reads fluently and in an age-appropriate way over a wide range of texts</p>	