

OUR COMMITMENT TO SUPPORTING EAL SPEAKING AND LISTENING



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 Participates as a listener in group activities</p> <p>1.2 Relies on visual cues for meaning, by watching others and joining in activities</p> <p>1.3 Recognises names of some familiar classroom objects</p> <p>1.4 Plays or works silently or uses first language</p> <p>1.5 Beginning to respond verbally to everyday greetings</p> <p>1.6 Responds non-verbally to simple questions/instructions and may be beginning to respond verbally at times</p> <p>1.7 Repeats words and phrases used by other pupils or adults</p> <p>1.8 Beginning to use single words or short phrases in English to take part in classroom and playground activities</p> <p>1.9 Beginning to join words to make phrases</p> <p>1.10 Names some common objects with concrete and/or visual support</p> <p>1.11 Expresses needs using gestures/single word/first language</p> <p>1.12 Follows a simple story supported by visuals and repetitions</p> <p>1.13 Beginning to engage in talk in small peer groups activities such as role play and investigations</p> <p>1.14 May join in repeating the refrain of a story, poem or song</p> <p>1.15 Beginning to communicate simple meanings efficiently although these may include non-standard features such as word order and grammatical functions</p> <p>1.16 May give information on familiar topic e.g. self, home, favourite sport</p>	<p><i>Stage 1 learners will be developing their understanding of English – a silent period is not unusual. Provide good models of English for them to hear & encourage use of first language if possible.</i></p> <p>Listening</p> <ul style="list-style-type: none"> Initially use an interpreter to provide in-class support to enable the pupil to begin accessing lessons Create well-organised & clearly-labelled learning areas to facilitate early independence Introduce names of classroom objects within the context of simple instructions, e.g. <i>Bring me your book, please.</i> Use vocabulary consistently e.g. playtime/break Illustrate unfamiliar vocabulary with clear visuals, video clips, objects & actions Provide pupils with key words to tick during the lesson on hearing the word Stress key words in utterances Pre-teach key vocabulary Help pupils to predict what is being said by interpreting hand gestures and facial expressions <p>Listening and Speaking</p> <ul style="list-style-type: none"> Plan practical collaborative activities that enable the learner to participate & hear good models of English without being required to speak if they lack confidence Play board & card games that use restricted, repetitive phrases Use group/class repetition of rhythmic language such as songs and rhymes Rephrase pupils one-word utterances as a phrase or sentence Model different greeting forms at registration time <p>Speaking</p> <ul style="list-style-type: none"> Encourage use of first language with same language speakers Use puppets & story props to encourage speaking in role Frequent repetition of key words and phrases in order to improve pronunciation and fluency
Stage Two	<p>2.1 Follows the gist of curriculum-focused teacher talk with visual support and repetition</p> <p>2.2 Follows a simple sequence of instructions in a familiar context</p> <p>2.3 Engages in social talk with growing confidence</p> <p>2.4 Beginning to contribute to talk in group/whole class situation</p> <p>2.5 Beginning to expand phrases to formulate statements or questions about familiar topics or within a familiar context</p> <p>2.6 Beginning to express ideas and feelings</p> <p>2.7 Recounts a simple sequence of events</p> <p>2.8 Mainly uses the present tense with omission of some words and an absence of word endings such as plurals</p> <p>2.9 Follows the gist of a more complex story with visual support</p> <p>2.10 Retells and discusses a simple story/narrative</p> <p>2.11 Beginning to use simple adjectives and adverbs</p> <p>2.12 Beginning to use subject specific vocabulary</p> <p>2.13 Uses mainly connected utterances about familiar topics, especially in informal situations</p> <p>2.14 Beginning to use plurals and pronoun (e.g. he/she, her/him)</p> <p>2.15 Beginning to use simple past tense in narrative/reporting events.</p>	<p><i>Stage 2 learners need continued visual & kinaesthetic prompts as above but with greater emphasis on language production by the pupils themselves</i></p> <p>Listening</p> <ul style="list-style-type: none"> Use the past tense naturally in the context of personal/familiar narrative and recount Help pupils to predict content from titles/clips/learning objectives etc. Use a variety of word games to help pupils to distinguish the difference between words that sound similar, e.g. ship/sheep Dictation of simple sentences <p>Listening and Speaking</p> <ul style="list-style-type: none"> Pair EAL learners with more fluent peers at a similar intellectual level Plan collaborative group investigations in which different group members have differentiated questions to answer/investigate Play word games in which certain features of language must be included, e.g. adding adjectives to a sentence Plan opportunities for pupils to use the language structures being modelled Plan for drama and role play to develop understanding of events, settings and characters Use sequencing activities to order and explain Display illustrated subject-specific vocabulary in context <p>Speaking</p> <ul style="list-style-type: none"> Think, pair, share Precede all written work with oral rehearsal of required language structures and frequent checks on understanding Provide oral sentence starters and speaking frames to introduce and reinforce specific language structures Encourage full sentence answers, including explanations and reasons for opinions/conclusions.
Stage Three	<p>3.1 Understands most curriculum-focused teacher talk with visual support and repetition</p> <p>3.2 Follows most instructions</p> <p>3.3 Beginning to understand more abstract figures of speech such as metaphors</p> <p>3.4 Increasingly confident and fluent in contributing to group/class discussion</p> <p>3.5 Engages confidently with peers in curriculum-focused collaborative activities</p> <p>3.6 Continues to broaden understanding of subject-specific vocabulary and uses it with increasing accuracy</p> <p>3.7 Engages in talk involving predicting</p> <p>3.8 Beginning to recognise and use appropriate registers according to the situation</p> <p>3.9 Demonstrates a widening general vocabulary</p> <p>3.10 Speech demonstrates a growing control of grammatical features such as verb tense, subject-verb agreement and use of pronouns and prepositions</p>	<p><i>Talk continues to play a key role in modelling language structures and use of vocabulary. However, of equal importance are the planned opportunities for pupils to rehearse these structures and use the vocabulary in appropriate contexts</i></p> <p>Listening</p> <ul style="list-style-type: none"> Prompt pupils prior learning by using visual, auditory or kinaesthetic clues Anticipate the need to explain potentially unfamiliar idiomatic English phrases <p>Listening and Speaking</p> <ul style="list-style-type: none"> Ensure that teacher talk does not dominate but is focused instead on modelling the structures and vocabulary needed to achieve the learning objective Use flexible groupings and pairings to provide pupils with sufficient intellectual challenge together with appropriate language support Target and vary questions to challenge or support development of oral English as appropriate Gradually introduce new vocabulary within the context of a meaningful activity and follow this with frequent checks on understanding <p>Speaking</p> <ul style="list-style-type: none"> Initiate explicit discussions about language structures and vocabulary such as position of adjectives, origins of words etc. Plan activities that will give students opportunities to discuss the meaning of what has been said Encourage extended speech by asking pupils to use sequence markers to keep going (e.g. Tell them their answer must include the words <i>firstly, secondly</i> and <i>finally</i>)
Stage Four/	<p>4.1 Understands and uses English confidently in most contexts</p> <p>4.2 Engages in sustained conversation with peers/adults</p> <p>4.3 Expresses more complex ideas and concepts using subject-specific vocabulary</p> <p>4.4 Recognises a range of registers and uses them appropriately according to a different situation</p> <p>4.5 Becoming familiar with culturally-specific English expressions</p>	<p><i>Talk continues to play a key role as a tool for developing thinking and learning</i></p> <p>Listening</p> <ul style="list-style-type: none"> Encourage the development of higher order thinking skills via effective questioning techniques <p>Listening and Speaking</p> <ul style="list-style-type: none"> Ask pupils to summarise main points of what has been heard Encourage pupils to ask each other questions that will show that they have understood hidden messages, meanings and structures Continue to be aware of the need to explain, rephrase and model unfamiliar vocabulary and language structures Continue to plan for the activities listed under Stage 3 but at a level that will provide appropriate challenge Reformulate a pupil's utterance using a more appropriate register, especially in the use of academic English
Stage Five	<p>5.1 Uses English fluently and age-appropriately with understanding of culturally specific English expressions.</p>	<p>Speaking</p> <ul style="list-style-type: none"> Continue to plan for opportunities for pupils to orally rehearse different registers of English