

OUR COMMITMENT TO SUPPORTING EAL WRITING



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 Attempts to convey meaning using pictures, English letter-like forms or some recognisable English letters</p> <p>1.2 Writes own name independently but not necessarily consistently or accurately</p> <p>1.3 Awareness of left/right directionality in English</p> <p>1.4 Attempts tasks by copy-writing</p> <p>1.5 May use first language literacy skills to develop initial literacy skills in English</p> <p>1.6 Attempting to express meaning through writing independently, showing knowledge of letter strings and/or simple words</p> <p>1.7 Beginning to use letter-sound correspondence in own writing</p> <p>1.8 Beginning to construct simple sentences in English with support from peers or adults</p> <p>1.9 Beginning to use full stops to separate sentences</p> <p>1.10 Beginning to distinguish between upper and lower case letters</p>	<ul style="list-style-type: none"> Establish as early as possible whether a pupil can write in their first language Precede all written work with oral rehearsal Use the teaching sequence of modelling → joint writing/supported writing → independent writing Make the writing process explicit with a running commentary Use first language to record class work Provide older literate EAL learners with a dual language dictionary Create a dual glossary of key words Encourage pupils to demonstrate understanding through different ways of recording (drawings, diagrams etc) Share-write with an adult acting as scribe Pair with a more fluent peer for collaborative writing and to play word games Use sentence making ICT programmes such as Clicker and 2Simple for paired writing activities Repeated reference to left-right directionality with a small dot to mark starting point Create opportunities for writing in the classroom e.g. post-it notes to add to interactive display, role play areas, lists, labelling Use mini whiteboards to rehearse spelling and draft sentences Give simple patterned sentence starters Write simple captions to photos of class activities Add speech and thought bubbles to story characters and photos of class and school events Order simple illustrated sentences about a familiar topic While completing shared writing, pause to reread at regular intervals.
Stage Two	<p>2.1 Can use a model to write sentences</p> <p>2.2 Attempts to express meaning in writing supported by oral rehearsal and visual clues</p> <p>2.3 Beginning to show some understanding of English word order and sentence structure in own writing of age-appropriate texts</p> <p>2.4 Beginning to show some knowledge of English sentence structure though use of simple age-appropriate punctuation</p> <p>2.5 Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation</p> <p>2.6 Makes use of simple conjunctions (e.g. and, but) to construct longer sentences</p> <p>2.7 Continuing to develop letter/sound correspondence, progressing to blends and digraphs</p> <p>2.8 Developing a basis written vocabulary of accurate spellings</p> <p>2.9 Beginning to use simple tenses (past and present)</p> <p>2.10 Grammatical constructions may be irregular</p> <p>2.11 Beginning to use different genres in writing at an age-appropriate level.</p>	<ul style="list-style-type: none"> Ensure key word lists are accessible for quick reference Demonstrate spelling patterns and word families Create human sentences to teach word order and appropriate use of connectives etc Encourage pupils to evaluate sentences, giving reasons for suggested changes
Stage Three	<p>3.1 Beginning to write in appropriate styles in both narrative and non-narrative form although may continue to need prompts, writing frames and/or models</p> <p>3.2 Using an increasingly varied vocabulary</p> <p>3.3 Spelling shows a growing understanding of the English phonic system</p> <p>3.4 Use of basic punctuation is generally accurate and a wider range of punctuation is beginning to be used</p> <p>3.5 Beginning to use a greater variety of conjunctions to produce longer and more complex sentences, although there may continue to be some grammatical inaccuracies</p> <p>3.6 Uses simple tenses mainly accurately and appropriately</p> <p>3.7 Beginning to produce writing that shows some structure and logical progression of ideas</p> <p>3.8 Handwriting is legible</p>	<ul style="list-style-type: none"> Precede all written work with oral rehearsal Use the teaching sequence of modelling → joint writing/supported writing → independent writing Make the writing process explicit with a running commentary Reinforce grammatical rules through games Teach focused grammar sessions within the context of a text or topic Focus on key language features of different genres Introduce more technical language for key concepts and model how to use it in written form to describe the key concept (e.g. stick → attract → attraction (magnetism)) Model the extension of nouns by adding more detail (e.g. the beast → the large beast → the large beast with strong wings)
Stage Four/	<p>4.1 Writes at greater length with increasing confidence and accuracy as appropriate to the genre.</p> <p>4.2 May try to be adventurous with vocabulary, use some words for effect and use key words although some words may not be used accurately</p> <p>4.3 Simple and complex sentences are organised into meaningful paragraphs</p> <p>4.4 Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate</p> <p>4.5 The full range of age-appropriate punctuation is usually used accurately</p> <p>4.6 Uses a range of grammatical structures with increasing accuracy but with evidence of non-native errors such as:</p> <ul style="list-style-type: none"> incorrect use of prepositions unfamiliarity with or misunderstanding of some culturally-specific English expressions inaccurate use of modal verbs (could, should, would, will, might, can) subject-verb agreement verb tenses and endings use of adverbial <p>4.7 Handwriting is joined, fluent and legible</p>	<ul style="list-style-type: none"> Precede all work with oral rehearsal Use the teaching sequence of modelling → joint writing/supported writing → independent writing Make the writing process explicit with a running commentary Continue planning for activities listed under Stage 3 but at a level that will provide appropriate challenge.
Stage Five	<p>5.1 Writes with no evidence of non-native use</p> <p>5.2 Copes as confidently and competently as an average native speaker of English of a similar age with the writing demands of all areas of the curriculum.</p>	