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Mapping ESOL provisions across Manchester: An investigation into the EAL provisions provided at four Manchester Primary schools

Joshua Cass

Alexander Michael Czesiek Gan

Peter Wallace Thomas

Daniella Francesca Waterman

Contents Page

1.0 Introduction

1.1 Terminology

1.2 Summary of background literature

2.0 Methodology

3.0 Findings

3.1 EAL Numbers

3.2 Performance at the end Key Stage 2

3.2.1 Average Scale Score

3.2.2 Percentage of pupils meeting higher and expected standards

3.2.2.1 Comparisons between EAL and Non-EAL pupils

3.2.3 Progress scores in Reading, Writing and Maths

3.2.3.1 Comparisons between EAL and Non-EAL pupils

3.2.4 Confidence intervals for progress scores

3.2.4.1 Comparisons between EAL and Non-EAL

3.3 Potential Attainment - influencing factors relevant to EAL

3.3.1 Absence and Persistent Absence

3.3.2. Utilisation of funding

3.4. Systems in place for improvement of EAL provisions

3.4.1 School provision policies and action plans

3.4.2. Partnership between Chapel Street and Kingsway Trust

4.0 Discussion

Bibliography

Appendix

1.0 Introduction

The primary aim of our research was to explore the language learning provisions available to EAL students currently attending primary schools in Greater Manchester, alongside the effects of bilingualism on the development of these pupils.

We were fortunate enough to be gifted a fantastic opportunity to work in partnership with four schools with a high percentage of EAL pupils; Green End Primary School, Ladybarn Primary School, Cringle Brook Primary School and Chapel Street Primary School. We looked closely at how these primary schools adapt their curriculum to accommodate EAL children and what opportunities/provisions are available for these students, as well as the ways in which Ofsted assess these provisions.

From a series of interviews alongside further reading, we have found that Chapel Street Primary School is performing at a significantly lower level than the Academies, though progression is present across all four schools within the EAL pupils. It can also be said that EAL success is often brought by a greater control over the use of funding as well as having teaching staff that are highly trained in the area.

1.1 Terminology

A full list of terminology can be seen in Appendix A, please consult before reading.

1.2 Summary of background literature

As part of our review of our chosen schools, we analysed Ofsted's most recent reports for each school. All Kingsway Trust Schools were awarded an outstanding rating while Chapel Street was given a Requires Improvement, one step down from their previous inspection during which it received a rating of good (Ofsted, 2012). All of the schools were commended for the provisions available for EAL beginners as well as the passion showed by teachers to provide an excellent service to pupils. However, Chapel Street were highlighted as having

lower performance in end of Key Stage 2 assessments as a result of lowering standards of teaching and a lack of a clear direction in terms of monitoring and achieving pupil progression (Ofsted, 2017). Other problems such as poor use of pupil premium funding and a shortcoming of detailed questioning from governors regarding this were also mentioned. Despite this, the Ofsted inspectors were largely positive on the recent appointment of the school's new Head Teacher and indicate improvements in provisions over the beginning of their tenure.

Cringle Brook and Green End were praised for their interaction with parents of pupils and the diversity of their curriculum (Ofsted, 2017) (Ofsted, 2015). Both of these were made possible by diligent staff members who consistently have student's best interests at heart. To compound this, considered use of the pupil premium funding allows the school to tailor its provisions to each individual pupil, creating a positive learning environment for EAL and non-EAL pupils alike.

It should also be noted all three Kingsway Trust Schools have recently gained Academy status, with Green End and Ladybarn converting in 2013 and Cringle Brook obtaining the status as soon as the school opened in 2014. This has given the schools greater control over how to structure their timetables and curriculum as well as allowing them to channel funding into streams they consider to be most important (BBC News, 2016). While all four schools receive similar funding from various avenues including PPG, DFC and various Sports funding, it is clear the Kingsway Trust Schools have more freedom to choose how this money is spent.

While all our investigated schools model good provisions for EAL, it is clear the Kingsway Trust model provides a successful template to achieve maximum success with this cohort of pupils. This has been recognised by Chapel Street, subsequently leading to a partnership forming between the schools. This cohesive approach has been recommended in other government documentation such as the archived Excellence and Enjoyment paper, which highlighted the importance of schools working together to raise academic standards. Due to Green End being in special measures as recently as 2006, forming an alliance with such an outstanding school raises Chapel Street's prospects of short-term improvement and longevity in their future.

2.0 Methodology

While the project has evolved since the original report, the structuring of our data collection and research has stayed largely the same. We carried out three professional structured interviews in one week during May, the first of which took place at Chapel Street Primary with their EAL lead on the 2nd May. The second interview took place over the phone with the EAL-ESOL lead for Ofsted, on the 4th May. The final interview took place on the 5th May at Green End Primary with the EAL coordinator for the Kingsway Trust, which also incorporates Cringle Brook Primary School and Ladybarn Primary School. Each interview was supplemented with thorough research into each School's available Ofsted reports alongside a collection of various performance indicators such as average scaled scores, progress scores and confidence intervals of pupils at the End of Key Stage 2 and the percentage of pupils meeting the higher and expected standards by the end of Key Stage 2. Where possible, whole-School as well as EAL-specific data was collected to distinguish EAL pupils from the other students and through this analyse EAL performance in isolation to develop an understanding of how these students are performing relative to the whole School. It should be noted there is no available performance data for Cringle Brook Primary School as it was recently formed in 2014 as a one-form entry school and subsequently has no children at the end of Key Stage 2. In addition, no Ofsted reports are available for Ladybarn Primary School as no inspections have been carried out since the Academy conversion was completed.

During our visits to Chapel Street and Green End Primary Schools we were provided with an extensive collection of supporting documents, EAL statistics and teaching curriculums which provided us with a rich insight into the provisions available throughout the schools and their implementation in the classroom. This data is more current than is available online through the Government's School Comparison Service, and While this has effectively led us to have two distinct data sets in some areas, we will continue to refer to both throughout the report as the discrepancies provide valuable insight into the Government's opinion of the schools on top of a clear depiction of how each school monitors and tracks EAL internally over each school year.

We have been successful at largely following our agreed time plan throughout the report, with the exception of the Phone Interview with the OFSTED EAL-ESOL lead. Conflicting schedules meant the planned date had to be pushed back, however this slight delay allowed for an easier linking of information from Ofsted with comparisons between schools as each of our interviews were conducted within one working week.

3.0 Findings

3.1 EAL Students

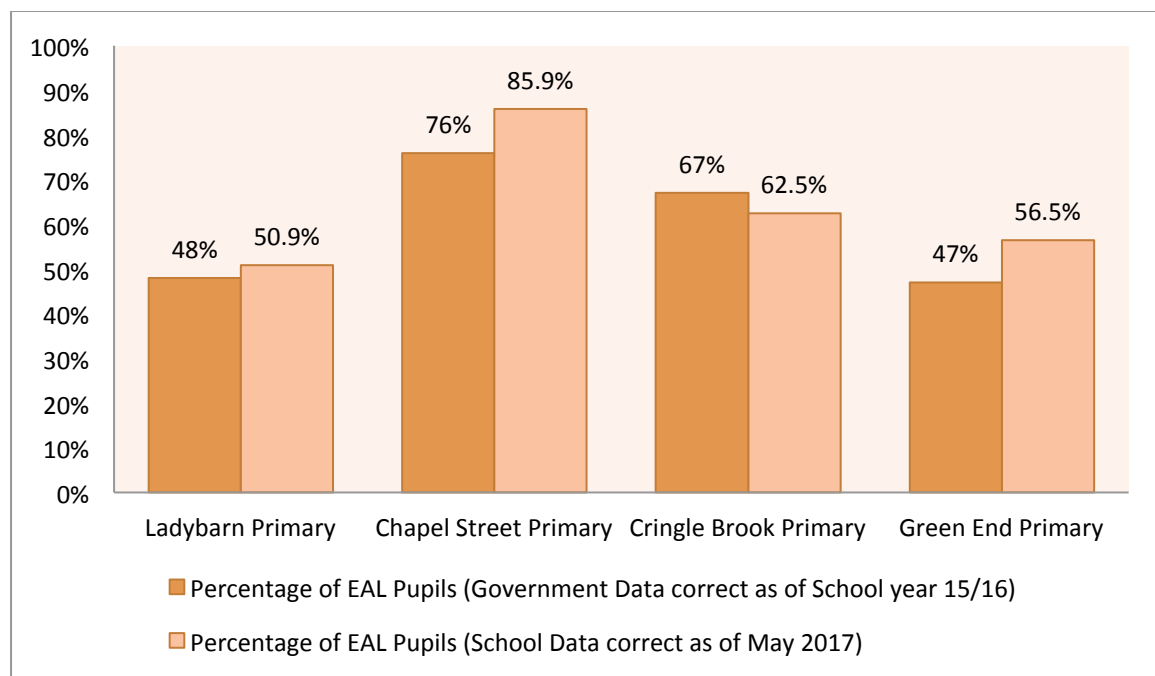


Figure 1. Percentages of EAL pupils at each school according to Government (GOV.UK, 2017i), (GOV.UK, 2017j), (GOV.UK, 2017k), (GOV.UK, 2017l) and School Data (See Appendix A)

This table contains two sets of data as the schools involved provided more current data than what was available online. It has been noted that all schools apart from Cringle Brook have seen rises in the number of EAL pupils; a general increase in EAL pupils is expected due to the communities surrounding the school but Cringle Brook may have seen a larger entry of Non-EAL due to the current success it is enjoying.

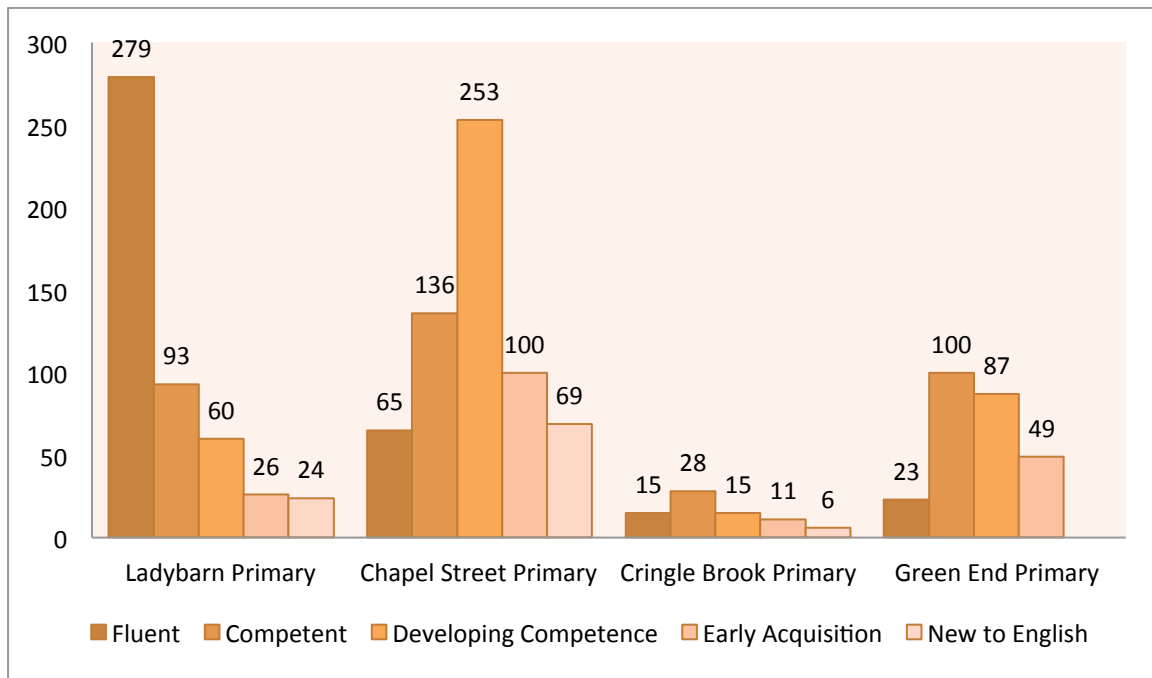


Figure 2. Variation of EAL Pupils in accordance with the Department for Education (DfE) EAL Codes (See Appendix B)

With reference to figure 2, the DfE’s EAL STEPs programme monitors the progress of students by placing them into these five proficiency categories. Kingsway Trust have extended this by separating the earlier stages of proficiency into A1-3 and B1-3 with the aim of more closely monitoring the schools ‘EAL Beginners’ . EAL pupils are assessed throughout all four investigated schools on listening/understanding, speaking, reading and writing. Chapel Street use the reading assessment to decide the overall STEP level of a pupil when the pupil originally joins.

3.2 Performance at the end of KS2

Cringle Brook Primary will not be relevant to this data as they have no pupils in year 6.

3.2.1 Average Scaled Scores

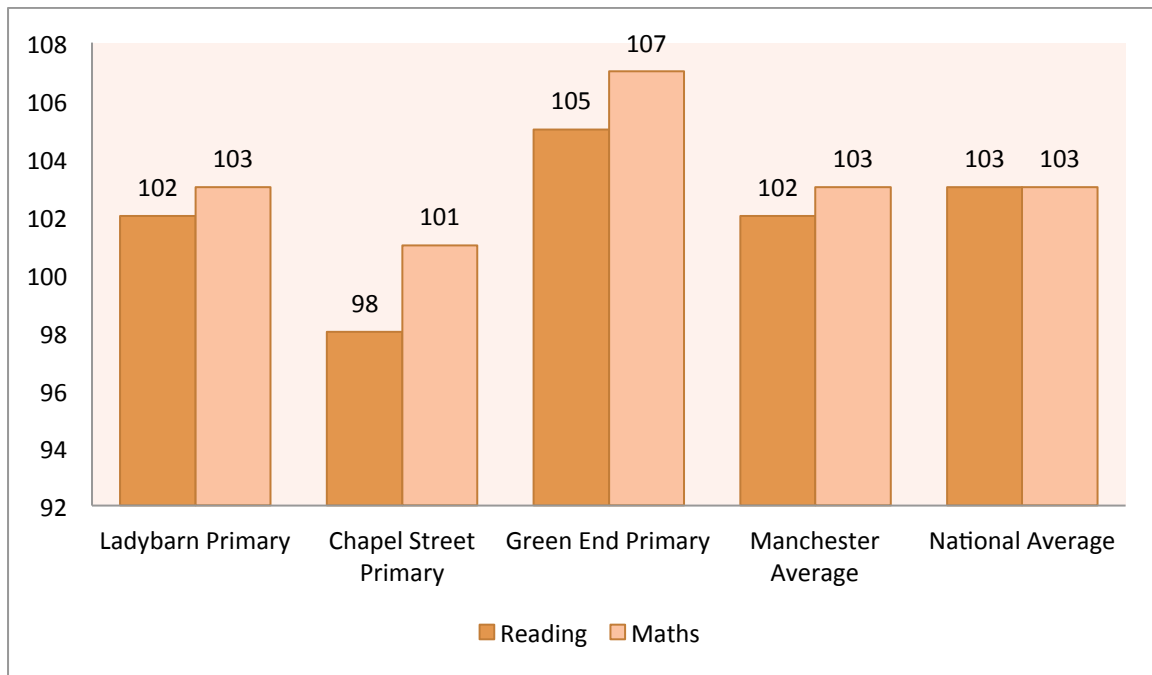


Figure 3. Average Scaled Scores for Maths and Reading across compared to Manchester and National averages in summer 2016 (GOV.UK, 2017m), (GOV.UK, 2017n), (GOV.UK, 2017o)

According to average scaled scores, Green End are the highest achieving school, comfortably exceeding the Local Authority and National Averages. Ladybarn Primary is currently only meeting the Local Authority average for reading but both the Manchester and National averages for maths. Chapel Street Primary is underperforming quite significantly with particular problems surrounding reading. However, new changes implemented by the new Head Teacher regarding improving teaching standards could may well see this figure rise at the end of the academic year (Ofsted, 2017).

3.2.2 Percentage of pupils meeting expected and higher standards

The majority of students at Green End Primary are achieving the expected standard, and an additional 7% of pupils are achieving the higher standard. Similarly, over half of students at Ladybarn Primary are meeting the expected standard, although a very small proportion of students have been able to meet the higher standard; none of which fall into the EAL cohort. In contrast, only a small number of students at Chapel Street Primary are working at

the expected standard, and they have the least number of students meeting the higher standard.

3.2.2.1 Comparisons between EAL students and whole school

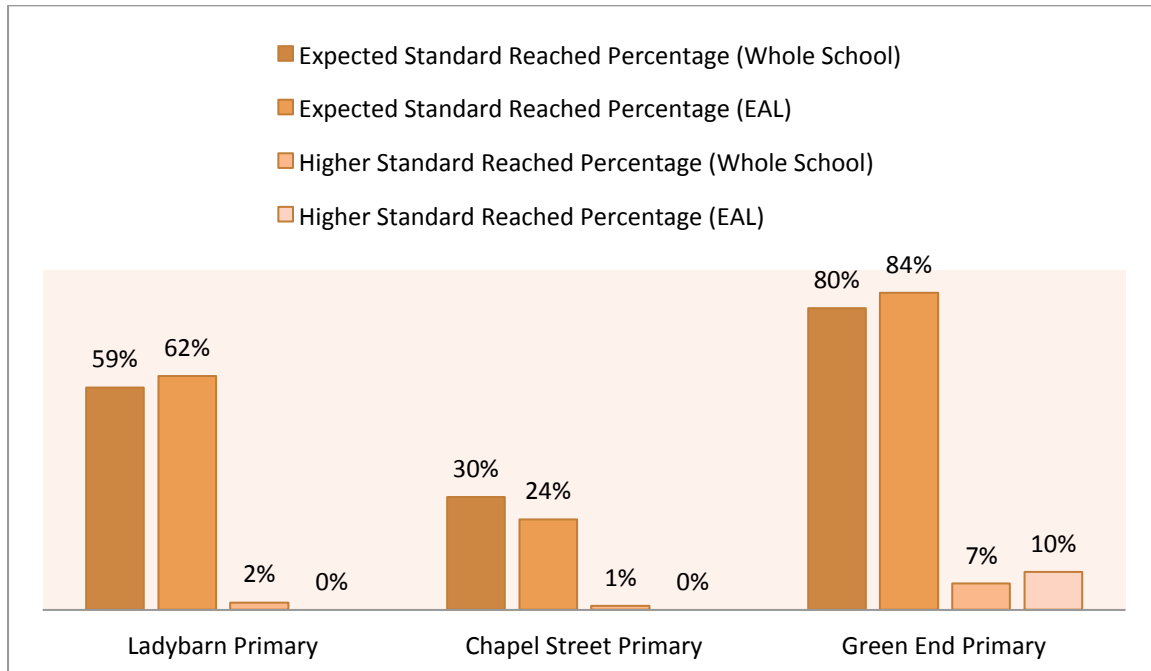


Figure 4. Comparison between EAL pupils and whole school regarding Expected and Higher Standard in Reading, Writing and Maths being reached at the end of KS2 (GOV.UK, 2017p), (GOV.UK, 2017q)

This comparison shows that EAL students within the Kingsway Trust schools are performing just as well as, if not better than, the non-EAL students. The percentage of EAL students achieving the Expected Standard is higher than that attained by the whole School in both Kingsway Trust schools, with Green End’s EAL cohort also achieving a higher percentage of pupils reaching the higher standard. However, Chapel Street does not follow this pattern, and notably low percentages in comparison to Kingsway Trust are reduced further. This could be a direct consequence of the recently removed curriculum which stunted students’ potential to achieve beyond expectations. These problems are currently being amended by a newly appointed Head Teacher and a diligent senior leadership team which all have students’ best interests at heart (Ofsted, 2017).

3.2.3 Progress scores in Reading, Writing and Maths

This comparison shows that Green End Primary are excelling in all three aspects (reading, writing and maths), achieving well over the Manchester average. Similarly, Ladybarn are also exceeding the average in all aspects. Students at Chapel Street are achieving considerably lower than the Manchester average in all aspects. One trend we can derive from this data is that pupils tend to achieve worse grades in reading than any other skill.

3.2.3.1 Comparisons between EAL pupils and whole school

Green End and Ladybarn consistently achieve higher EAL progress scores than what is represented across the whole school, with the only exception coming from EAL student’s progress in Green End which are only slightly below the School’s average. Most consistent progress across schools is in Maths; Chapel Street’s EAL pupils attain the most progression in the subject and outscore the school average while The Kingsway Trust’s EAL pupils make considerably higher progress when compared to their average. Reading shows the most inconsistent results, with EAL pupils making less progression when compared with school averages on two occasions. This may indicate why Chapel Street have chosen to focus specifically on reading levels of EAL students.

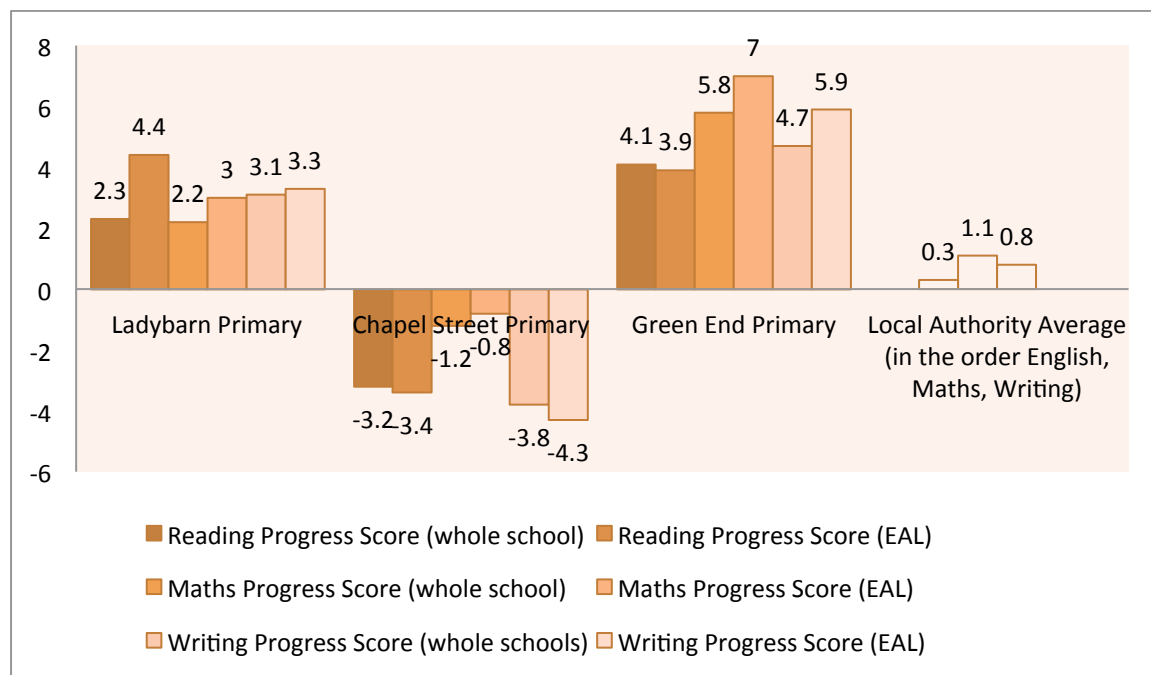


Figure 5. Progress Scores in Reading, Maths and Writing across three of the investigated schools (GOV.UK, 2017m), (GOV.UK, 2017n), (GOV.UK, 2017o).

3.2.4 Confidence intervals for progress scores and Comparisons between EAL and whole school

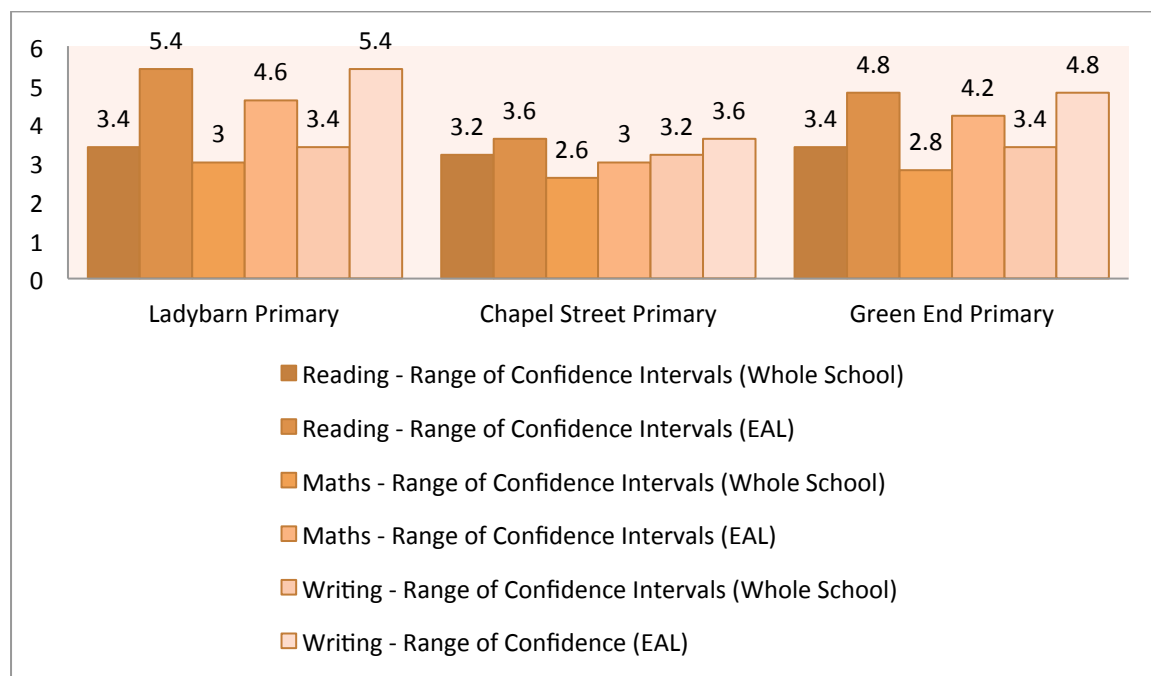


Figure 6. A comparison between the difference in range across whole school and EAL Progress Confidence Intervals (GOV.UK, 2017m), (GOV.UK, 2017n), (GOV.UK, 2017o).

	Ladybarn Primary	Chapel Street Primary	Cringle Brook Primary	Green End primary
Confidence Intervals for Reading Progress (whole school)	0.6 to 4	-4.8 to -1.6	N/A	2.4 to 5.8
Confidence Intervals for Reading Progress (EAL)	1.7 to 7.1	-5.2 to 1.6	N/A	1.5 to 6.3
Confidence Intervals for Maths Progress (whole school)	0.7 to 3.7	-2.5 to 0.1	N/A	4.4 to 7.2
Confidence Intervals for Maths Progress (EAL)	0.7 to 5.3	-2.3 to 0.7	N/A	4.9 to 9.1
Confidence Intervals for Writing Progress (whole school)	1.4 to 4.8	-5.4 to -2.2	N/A	3 to 6.4

Writing Progress (whole school)	Confidence Intervals for	0.6 to 6	-6.1 to -2.5	N/A	3.5 to 8.3
Writing Progress (EAL)					

Figure 7. Upper and Lower Confidence Intervals - A comparison between whole school and EAL (GOV.UK, 2017m), (GOV.UK, 2017n), (GOV.UK, 2017o).

The confidence intervals provide a seemingly clear insight into EAL attainment. While Figure 6 shows EAL pupils always achieved more sporadic results in last year’s examinations across all three schools, the upper and lower values in figure 7 on almost every entry show EAL pupils achieve more progress at both the low and high end of the spectrum. This gives a clear indication EAL children are matching and often exceeding the progress of their peers; this trend is consistently followed in the most improving EAL pupils who exceed the upper confidence values in all but one field (writing progress in Chapel Street) across all three schools while the Kingsway Trust EAL pupils who make less progress consistently equal, if not exceed the lowest progression levels made in Maths across the schools.

3.3 Potential Attainment - influencing factors relevant to EAL

While other factors such as free school meal percentages and the number of eligible pupils for pupil premium funding is consistently linked to EAL as well as academic performance in ethnic minority groups (Ofsted, 2014), we have chosen to focus this section on absence figures and the utilisation of funding. During our interviews at Chapel Street and Green End, it was stressed that regular high attendance is essential for pupils to ascertain consistent progression, with both believing high attendance positively correlates with increased progress. Funding utilisation featured prominently throughout the schools’ recent Ofsted reports.

3.3.1 Absence and Persistent Absence

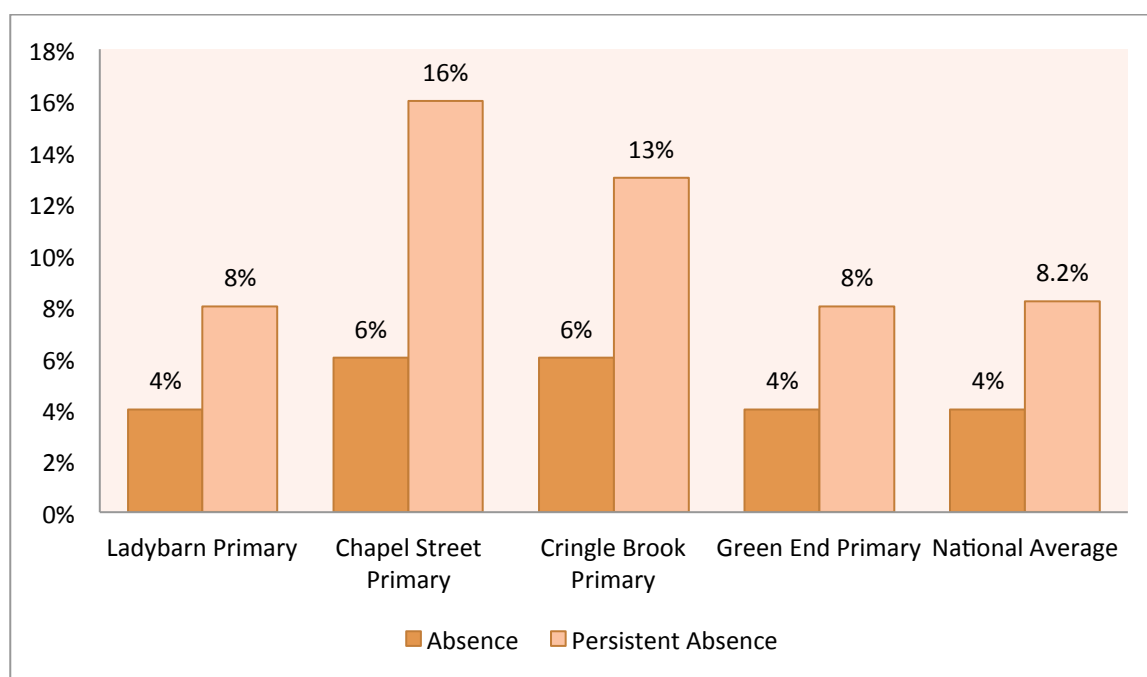


Figure 8. Absence and Persistent Absence data for all four schools (GOV.UK, 2017i), (GOV.UK, 2017j), (GOV.UK, 2017k), (GOV.UK, 2017l).

Chapel Street and Cringle Brook exceed the national averages on both fronts. However, Ofsted highlights the leadership teams of both schools are addressing this issue; Cringle Brook have seen reduced absence rates over the beginning of the 2016/17 school year while Chapel Street are working hard to eliminate safeguarding as a major reason behind absences (Ofsted, 2017) (Ofsted, 2017).

3.3.2. Utilisation of funding

	Green End	Ladybarn	Cringle Brook	Chapel Street
DFC	£9,163.75	£9,179	£4,945	£11,623
PPG	£264,000	£265,320	£33,000	£303,600
Sports Funding	£9,815	£9,825	£8,270	

Figure 9. Funding Received in selected areas across 16/17 Academic year (GOV.UK, 2017r), (GOV.UK, 2017s), (GOV.UK, 2017t).

Poor use of funding and a lack of government questioning was keenly criticised in Chapel Street's recent Ofsted. As shown in figure 9, the well-documented bridge in funding between Academies and state-maintained schools is not obviously noticeable in these

funding areas. While Ofsted praises the use of Sports funding to increase participation and enjoyment of P.E in Chapel Street, the investigators report that funding from other areas is not being sufficiently tailored to meet the needs of the pupils; something which needs to be amended due to the specific needs of the school's EAL cohort.

3.4. Systems in place for improvement of EAL provisions

On visiting Green End and Chapel Street, the schools provided us with extensive documentation on their current EAL policies and strategies. Both interviewees lead EAL teams that provide frequent interventions for pupils at the A-C stages while continuing to monitor these children as they advance further. With particular reference to Chapel Street, a clear action plan has begun to be implemented across the school with the aim of improving EAL performance. Early indications suggest the strategies are proving successful.

3.4.1. Partnership between Chapel Street and Kingsway Trust

A major reason why Chapel Street has seen improvement in provisions in EAL is through a new partnership formed with The Kingsway Trust. Through regular meetings with the Kingsway Trust EAL co-ordinator and her team, the Chapel Street EAL division is currently rolling out a whole school action plan to improve standards and results have been almost instantaneous. With frequent interventions focusing particularly on reading with elements of phonics, EAL pupil progress is beginning to soar with methods such as pre-teaching and interventions massively boosting a large percentage of EAL pupil's Reading Recovery Level (an education programme used to boost the reading standards of the pupils most struggling) and the number of English proficiency STEP levels they are able to advance through. In most cases, the pupils had progressed through two or more Reading Recovery and STEP levels between September 2016 and March 2017. This seems to be a direct consequence of following the broken down English proficiency STEP levels from The Kingsway Trust.

4.0 Discussion

From our findings, interviews and extended readings around the topic, we have identified the following discussion areas as particularly relevant to our investigated schools.

4.1 Forming partnerships rather than converting to Academies has been the main reason behind the recent success of The Kingsway Trust

Academy numbers significantly increased under the coalition government with schools seeking independence from the local authorities (BBC, 2016). While converting to Academies has clearly benefitted the Kingsway Trust Schools in terms of channelling their funding into preferred avenues and developing their EAL curriculum to fit the needs of the pupils, it does not follow that Academies represent the majority of Primary schools within the upper echelon of attainment. Of the 78 schools across England whose KS2 EAL pupils all achieved the expected standard in the end of Key Stage exams, only fifteen were Academies (compare schools reference). Supporting results can also be found in reading, writing and maths; with no more than three of the top ten schools for a subject being academies. This indicates the well documented advantages of academisation are largely reliant on the internal workings of the school with schools requiring high quality leadership and efficient strategies to maximise the achievement of EAL pupils.

In contrast, it is clear the formation of The Kingsway Trust has increased standards across all three schools. Green End, having been in special measures as recently as 2006, are now a top five performing school in England when compared with schools with similar levels of attainment at KS1. Moreover, Chapel Street have seen major improvements in results while following more scrutinised systems with proven success records. In many ways, it could be argued this partnership has broadened Chapel Street's perspective on how much control state maintained schools possess when it comes to interpreting the curriculum, something which has been reinforced since the publication of the Excellence and Enjoyment Paper (DfE, 2017). Combining this partnership with an experienced Head Teacher and a focused EAL department is likely to generate a very similar level of success.

4.2 Parental Involvement in pupils' learning is essential

Parents are often the gateway to triggering aspiration and ambition in pupils. As is shown in data collected from Roma students, improving links with parents has had positive implications on the attendance and performance of children (Ofsted, 2014). This impact extends to aspiration of the pupils; ethnic minority parents in London are claimed to raise children with higher aspiration and excel progress through the GCSE years, with the high performance fully accounting for the perceived 'London Effect' on GCSE results (Burgess, 2014).

All the schools are commended for their established links with parents, with constant communication an underlying positive. The importance of positive relations with parents was reinforced in our interview with the OFSTEAD EAL-ESOL lead, who indicated the level of parental aspiration is significantly more important than their education level. Parents are intricately involved within the Kingsway Trust with regular coffee mornings, language acquisition classes and active parent governors a major component of the school. Chapel

Street's links with parents are also good, though proposed language classes didn't embed in the school due to scheduling difficulties. As this was so successful in the Kingsway Trust, reinventing those classes may benefit the school significantly.

4.3 Consistent whole-school approaches are required to attain consistent progress throughout the whole curriculum in EAL

In each of the Kingsway Trust's recent Ofsted reports, they are praised on their consistent approach to teaching and monitoring progress of EAL students. This has been brought about by fully utilised teaching staff who are all trained annually by the EAL co-ordinator. This generates a universalised approach to EAL provision that leads to continuity in the student's learning and allows them to develop understanding in all subjects. Ofsted state that this system was not followed well enough in Chapel Street prior to the appointment of the new Head Teacher, with the excessive focus on literacy skills stunting the progression of students in other areas of the curriculum (Ofsted, 2017). This is beginning to be improved, with all new teachers being trained in EAL provisions and 'task bags', a collection of resources aimed at specific degrees of English fluency, being introduced and promoted across the school. This is a significant step forward and genuinely underlines the passion with which Chapel Street conducts its EAL provisions. To improve this further, the EAL team can continue to expand their support to accommodate the additional demands of a wider curriculum and so even better prepare the students for further education.

4.4 High quality interventions used to supplement, not replace, classroom based learning

A main message gained from interviewing the school-based EAL leads is the importance of providing high quality intervention sessions which do not intrude on the pupil's ability to access classroom based learning. This follows the current advice given by many EAL specialists, who highlight permanently removing EAL pupils from a mainstream classroom as detrimental to their social and cognitive development (Costley, 2014). As a result of this, all four schools are clearly promoting EAL inclusion throughout the entire school, with each teacher being provided with key teaching strategies to use with children at the beginner stage of the EAL fluency STEPs programme; techniques such as making a point to speak to children every lesson as well as including an abundance of visual cues make the content more accessible to students at the lower end of the spectrum.

Meanwhile, pupils at the 'EAL beginners' stages (A1-B3 on Kingsway Trust's EAL STEPs programme) attend interventions every day for thirty minutes; with additional support being implemented as is necessary. Interventions for pupils are gradually reduced as they begin to progress through the proficiency STEPs programme. These sessions are tailored to fit the requirements of each pupil with strategies such as pre-teaching being used to allow students to access lesson content prior to entering the classroom. This is a technique well implemented across the Kingsway Trust, while Chapel Street are beginning to filter it into

their provisions. Again, a whole school approach is essential for pre-teaching to benefit pupils as teachers need to be well prepared well in advance of each lesson.

4.5 Multilingualism is a valued skill. EAL provision should be given with the aim of maintaining pupils' interest in their own language

This point is one which signifies the importance of celebrating diversity across our school systems. While the importance of acquiring English to a high standard to fully access our education system must not be forgotten, students from varying backgrounds must always be proud of their heritage and focus on acquiring English to supplement their already diverse language knowledge. All four schools are consciously aware of this, with Ofsted praising staff and pupils for their awareness and appreciation of the wide range of religions and ethnicities. While visiting Green End and Chapel Street, it was easy to notice the multilingual influence with a plethora of posters and pictures demonstrating how much each school values the diversity of its pupils. This must never be forgotten, and all schools around the country would do well to follow the wonderful examples set by The Kingsway Trust and Chapel Street.

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Appendix

Appendix A – Glossary of Terms

The ‘compare school and college performance’ service is a government led online resource which allows the public to access tables of performance data for all children aged 3-18 in English education.

Key Stages 1 (KS1, pupils aged 5-7) and 2 (KS2, pupils aged 7-11) represent different sections of the National Curriculum (GOV.UK, 2017a). A child’s performance and progression are monitored at the end of each Key Stage.

Progress Scores are a comparison of a school’s average Key Stage 2 progress across Reading, Writing and Maths to pupils across the country who achieved similar results at Key Stage 1 Level. They are recorded to reflect the average scaled score marks given on end of KS2 summer examinations with a negative score corresponding to the pupil achieving less than what is expected given their circumstances, and vice versa for a positive score. A score of zero shows the pupil is in line with the progress expected of them. It is important to note a negative score does not equate to negative progress, more that the pupil is behind the expected level of achievement (GOV.UK, 2017b).

Confidence Intervals for Progress Score - A confidence interval of above zero means a school is above average. The size of confidence intervals varies according to school size, with smaller schools generally having larger confidence intervals (GOV.UK, 2017b)

Average Scaled Score are an average score ranging from 80-120 either in maths or reading. The expected standard is 100 and a higher standard requires a score of 110+. (GOV.UK, 2017c)

STEP levels are expected achievement benchmarks that are required to progress to the next level of learning, for example the DfE's A-E coding system to quantify a pupils' level of fluency. 'A' represents a pupil who is new to English and requires significant EAL support, while 'B', 'C' and 'D' show a child's progress through 'early acquisition', 'developing competence' and 'competent' levels respectively, ultimately leading to a child being fluent in English as represented by 'E'.

Persistent Absence occurs when a pupil is absent for 10% or more of all their sessions (GOV.UK, 2017d)

Academies are provided with flexibility to adapt the national curriculum amongst other freedoms such as controlling the use of all funding. While they must still follow set admission policies, the school is largely led internally through a board of governors (GOV.UK, 2017e). Academies such as those of the Kingsway Trust have elected to convert from maintained schools and are so-called academy converters.

Maintained Schools (including community and voluntary-aided schools) are overseen by the local authority and follow set rules such as those set out in the national curriculum (New Schools Network, 2015).

Free Schools are government run, not-for-profit schools which have greater levels of control than maintained schools and can be set up by a wide range of people/organisation (GOV.UK, 2017f)

Multi-academy Trusts (MATs) such as the Kingsway Trust consist of a number of academies and aim to improve/maintain the educational standards across multiple schools. Despite having a local governing body, MATs take responsibility for the performance of the other schools comprising the trust (UHY Hacker Young Chartered Accountants, 2017)

The Pupil Premium Grant (PPG) equating to £1320 per eligible pupil is given to public funded schools and aims to close the gap between disadvantaged students and their peers. (GOV.UK, 2017g)

Devolved Formula Capital (DFC) is provided to academy trusts and maintained schools to be spent on improvements to buildings/facilities (GOV.UK, 2017h)

Appendix B – The EAL Policy of the Kingsway Trust Schools which details the ways in which EAL pupils are integrated into school life and instructs teachers on how best to accommodate the pupils in their lessons

TRUST Policy for EAL

EAL Policy - Classroom Practice

November 2016

Review Date: November 2019

Introduction

Terminology

The term EAL (English as an additional language) can refer to:

EAL beginners – International New Arrivals (INAs) who are new to English. This category can also include EYFS children who have not been exposed to much English before starting school.

Early stage EAL learners – children who have been here for over a year and will have learnt BICS (Basic Interpersonal Communicative Skills)

Advanced EAL learners – is a term used by Ofsted to describe children who have had considerable exposure to English and are no longer in the early stages of English language acquisition. These are children who, often born in this country, appear to be fluent in ordinary everyday conversational contexts (BICS) but require continued support in order to develop the cognitive and academic language proficiency necessary for academic success. (CALP)

The new *DFE EAL SIMS Codes* for Autumn 2016, (See **Appendix C**), reflect these EAL categories, using these codes: **A** and **B** for EAL Beginners, **C** for Early Stage EAL children and **D** for Advanced EAL learners.

This policy will mainly focus on EAL Beginners/ Early Stage children due to the numbers of INAs we have in the trust.

Ethos

In our schools we will:

- Take account of the social, emotional, cultural, linguistic and academic* needs of EAL children and recognise the positive contribution they can make to our school.
- Welcome EAL beginners with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals. (Please refer to the **'Parents' Interview form for INAs'**)
- Positively reflect the new arrivals' language and culture throughout the school environment.
- Continue to have high expectations of all children, while at the same realising *"Pupils learning English as an Additional Language (EAL) share many common characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, EAL pupils also have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning."* (NALDIC 1999)
- Build partnerships with parents as an essential element of working with EAL beginners.

Children who are new to English face two tasks in school. They have to learn English and they have to learn through English.

Key messages for teachers

- A silent period is quite normal for some EAL beginners and is also quite useful as they are absorbing what is going on around them.
- Children who have a well developed first language have a lot of transferable skills, concepts, and knowledge about how language works.
- Continuing to develop the first language and using it for cognitively demanding purposes will support achievement and help the development of English. The use of support staff in preteaching key concepts and language as well as bilingual dictionaries for KS2 children, is highly recommended.
- EAL beginners can become conversationally fluent in a relatively short length of time - 2 years. (BICS) It takes much longer and requires specific support to develop language for learning (CALP) – 5 to 7 years.
- Scaffolding language and learning, as part of QFT, is key in accelerating CALP, through the use of: visuals, practical tasks, speaking and listening opportunities, questioning, graphic organisers, writing frames, modelling, preteaching etc
- Strategies that support children learning EAL benefit a lot of other pupils too.

Please see **Appendix A: Access to the curriculum: making contexts supportive for children learning EAL**

Communication

A buddy must be allocated for the EAL beginner, from day one, preferably of the same language as the child.

Teachers will be given Playground fans to use with children, these will also be carried by lunchtime organisers. EYFS have communication cards.

Bilingual support staff (Arabic, Urdu and Kurdish) are also available. A preteaching focus is an important and useful strategy for them to use. Please see the '*EAL Teachers' booklet*' for details of the bilingual staff available.

Groupings

It is important NOT to automatically place the EAL beginner in the SEN group. Children acquire new linguistic forms most readily from peers, who are good language models, in situations where the language has to be used for a real purpose.

Support

The EMA leader meets teachers, termly, to discuss the progress of EAL children, offering advice and support. Support is also available in a team teaching capacity, particularly for NQTs.

In addition to inclusive well scaffolded teaching which meets their needs on a daily basis, as with all children, EAL children may require short – term intervention to fill gaps and accelerate their progress in a particular area.

For EAL Beginners in the trust, in Key Stage 1 and 2, an intervention focusing on developing children's language and literacy skills, through using books, is available on a daily basis.

EAL Early Stage children also usually access an intervention, particularly if they are behind due to language and especially if they came to the school as INAs and still need that crucial language and literacy support.

EAL Advanced children receive interventions as appropriate e.g reading comprehension or writing - focusing on grammar.

In EYFS, the focus for EAL Beginners there, is Parallel talk and Preteaching with a bilingual emphasis where possible.

Please refer to the '*EAL Teachers' booklet*' to see all the different types of interventions available and the trained staff who are able to deliver these. All resources are also listed in here.

EAL Steps and EAL Task bags

For EAL beginners in our school, in KS1 and KS2, we have six levels – derived from the DFE EAL Codes A and B - for listening and understanding, speaking, reading and writing, in order to improve targets and ensure progression. These are: A1 A2 A3 B1 B2 B3 (the latter is very close to the old NC 1c)

Please refer to **Appendix B - the six EAL step breakdowns** which also include key teaching suggestions recommended for teachers, with reference to resources available.

Each EAL Beginner, In KS1 and KS2, will receive a task bag, (also levelled appropriately) to use in class to practise key language and literacy skills - for dip in purposes only, as EAL beginners should be included in all lessons as much as possible. However, some resources in these, such as the 'EAL Picture Dictionary' and the EAL friendly Phonics mats have been designed to help support classwork. 'Topic Word banks' (for each topic from Years 1 – 6) are available to help with in class support and are used by bilingual staff first.

Task bags also model important activities / strategies to staff.

Early Stage EAL children, will also usually receive a task bag if appropriate.

Assessment:

Initial assessments in first language, for KS1 and KS2 children, will take place within a few weeks of the child's arrival, by the EMA Leader. This will involve testing language, literacy and maths to build up a picture of the child's ability in their first language to help teaching and learning, setting realistic but high expectations. Standards in English will also be assessed. (Please refer to the '*EAL Beginners Initial Assessment Overview sheet*')

EAL Midyear assessments by the EAL team, for EAL Beginners in KS1 and KS2, will involve assessing children for listening and understanding, speaking, reading and writing against the six EAL step breakdowns. For children above EAL Steps, writing will be assessed using our new Curriculum EAL Early Stage objectives (See **Appendix D**). For all children - a reading book level will be established, using our colour banded Benchmark books, taking into consideration both decoding and understanding. Phonics is also tracked. Maths must be assessed in English, although first language information is helpful to have.

Early Years practitioners should take into account the entitlement to assessments in first language when making judgements of the new pupil against the ELGs - particularly for Knowledge and Understanding which can be assessed in first language.

Any concerns about the progress of EAL beginners, Early Stage EAL learners or Advanced EAL learners should be brought to the attention of the SENCO and EMA Leader who will investigate further e.g. through First Language assessments.

Benefits for other pupils:

The really good news is that scaffolding strategies that support EAL children are often equally useful for many other children who are underachieving due to their lack of language for the curriculum. Teachers in schools and settings where all or almost all the other children are white UK pupils will derive benefit from adopting a focus on developing language in their classroom.

"Good for EAL, good for all."

Appendix C – Slides providing background information/general context about EAL pupils and an overview of EAL work within the Kingsway Trust



EAL Leadership Across the Trust



Context of the School

Three-quarters of all pupils are from minority ethnic groups. More than half speak English as an additional language - there are over 33 languages in the school.

EAL Definition

Pupils learning English as an Additional Language (EAL) share many common characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, EAL pupils also have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning.”
(NALDIC 1999)

EAL Beginners

INA -International New Arrivals

EYFS children with limited exposure to English at home

Early Stage EAL children

Children who have been here a couple of years , may have BICS (basic interpersonal communicative skills) but not CALP (cognitive academic language proficiency) fully.

Advanced EAL children

“ Children who have been here longer or who were born here. May still have gaps in CALP e.g. comprehension, language, grammar.

Key Strategies – High Expectations

- High profile of EAL in the school
- We really distinguish between SEN and EAL!
- Monitor progress - termly feedback reports to SLT
- Termly EAL teacher meetings with EMA Leader, for advice, support and to ensure the challenge is there
- Staff meetings / Parent workshops – as needed (from looking at data, staff requests etc)

Key Strategies – Interventions

- Targeted interventions at Beginner (INA), Early and Advanced stages of EAL by EAL specialist staff.
- INA and Early Stage EAL children have a daily intervention. Throughout the week they focus on: speaking and listening, language, phonics, reading and writing in the context of a book.
- INAs are tracked using our 6 EAL Step breakdowns for speaking and listening, reading and writing. Taskbags with activities matching to these Step breakdowns, are used in class to help support learning (e.g in literacy – the Picture Dictionary and EAL friendly phonics resources) and as a ‘dip in’ to reinforce language, literacy and thinking skills at the right level.
- Advanced stage EAL interventions focus on reading comprehension, writing, maths word problems – whatever the gaps from Pupil Progress meetings suggest are requirements to target.
- EYFS support for target EAL children, focuses on developing the language stages in nursery through Parallel talk and topic related language activities. In reception, Preteaching key concepts and language of the topic and maths, is a highly effective strategy. In the Summer term, staff work alongside teachers on ‘gap – filling’ objectives.

Key Strategies – Bilingual Support

- As well as communication:
- Admission and Induction
- Assessment - initial and if any concerns are present
- Preteaching e.g. using topic wordbanks for literacy which feedback in class.
- Extra bilingual reading support targets developing strategies for reading (using phonic, meaning and sentence clues) and comprehension (for the latter skills transfer from first language to English when questions are asked in first language)
- Pastoral
- Family intervention including targeted workshops

Key Strategies – Inclusion in Class

- Interventions are alongside, not instead of, high quality class provision
- Promoting oracy in everything including talk partners. Allowing for thinking time.
- Scaffolding of language and learning in class – graphic organisers, planning / talk / writing frames, drama, questioning etc. Displays including determiners, target language.
- Use of bilingual staff to access learning e.g., preteaching
- The EMA Leader team teaches with NQTs to promote the ‘Good for EAL, Good for All’ mantra

Ofsted quotes on EAL provision in our school - Summer 2015

“Support for pupils with English as an additional language is exemplary. This ensures that they settle into school quickly and make outstanding progress.”

“Specialist teachers and teaching assistants are highly skilled in ensuring pupils and children in the early years, with little or no English, are always fully engaged in learning activities. Teaching staff do this through their highly focused one-to-one work, small-group teaching activities and in providing support in class. On several occasions during the inspection, pupils with English as an additional language were observed making accelerated progress in class. Work in books confirms that all such pupils make outstanding progress over time.”

Ofsted quotes on EAL provision in our school - Summer 2015

“Pupils with English as an additional language, including those who enter the school mid-way through the year and with little or no English, quickly integrate into the school and progress outstandingly well. This is due to the exceptional care, support and teaching that they receive from highly-skilled and knowledgeable teachers, teaching assistants, and support workers. These pupils’ progress at the end of Year 6 in 2014 was at least good in all subjects and outstanding in writing and grammar, punctuation and spelling. Pupils from all minority ethnic groups make good progress in all subjects across Key Stages 1 and 2. For example, the attainment of the school’s largest minority ethnic group, Pakistani pupils, was above average at Level 5 in grammar, punctuation and spelling at the end of Year 6. However, the school is careful to ensure that other ethnic groups, White British, for example, progress well too. Inspection evidence, including the school’s own data shows that these pupils are making at least good progress in all”

Ofsted quotes on EAL provision in our school - Summer 2015

“Children enter the Nursery class with skills and abilities which are below those typical for their age in all areas of learning. The skills of many children are especially weak in language and communication and a high proportion has little or no English. However, teachers ensure that pupils’ lack of English does not become a barrier to their learning. All children get off to an excellent start in the Nursery class because of the exceptionally good care and support that they receive from highly-skilled and effective staff. In 2014, an above average proportion of children, including those with English as an additional language made outstanding progress through the Nursery and Reception classes, and were well prepared, with the personal and academic skills needed for the next stage of their learning in Year 1. This year children continue to make outstanding progress and an even higher proportion have the necessary skills and abilities for the next phase of their learning.”

Appendix D – Criteria for writing objectives in early stage EAL pupils showing that they are hitting criteria/learning objectives at their specific level

APPENDIX D



EAL Early Stage (DFE Code C) Writing objectives (after EAL Step B3 for Threshold to help access in class learning.

Composition

I can compose sentences orally before writing them

I can sequence sentences to form short pieces of writing

My writing has a beginning, middle and end

I can re-read to check what I have written makes sense

I can make simple additions, revisions and corrections to my own writing

I can re-read to check that my writing makes sense and that verb tenses and time are used correctly and consistently, including verbs in the continuous form e.g. 'He's getting...'

I can proof-read to check for errors in spelling, grammar and punctuation

I can encapsulate what I want to say, sentence by sentence

**Vocabulary,
Punctuation
and Grammar**

I can demonstrate, in some pieces of writing, a range of understanding of grammatical features such as: word, sentence, letter, capital letter, full stop, singular, plural, question mark, exclamation mark, punctuation.

I can use these simple determiners correctly: *the a my your an this that her their some all lots of many more those these*

In most of my sentences, I use full stops, capital letters, exclamation marks, question marks and/or commas in a list

I can use simple prepositions in my writing: inside, outside, towards, across, under

Most of my sentences are grammatically accurate
can use expanded noun phrases to describe e.g. *the shiny, red box*

I use similes using 'as and as'

I can sometimes use adverbs

I can use conjunctions: and, but, then

I make some attempt to use subordinating conjunctions when, if, that, because to join clauses

I can use a phrase to mark the beginning and end

I use sentences with different forms: statement, question, exclamation, command

I use apostrophes for contracted forms

I show consistent understanding of grammatical conventions in my writing: verb tense, past, present, adjective, noun, suffix, apostrophe, comma

I can use these prepositions: *behind above along before between after*

I can use the present tense correctly

can use adverbs for description and information

	<p>I can use the past tense for regular ed words correctly and consistently</p> <p>I can use the irregular past tense correctly and consistently in most of my writing</p> <p>I can sometimes include the progressive form of both the present and past tenses e.g. Present Progressive: <i>I am in my room.</i> Past Progressive: <i>I was playing on my bike when I heard the bang.</i></p> <p>I can write the grammatical agreement (matching verbs to nouns/pronouns), e.g. <i>I am/the children are</i></p> <p>I can use adjectives which show adventurous language choices e.g <i>spooky, dangerous, amazing,</i></p> <p>I can write compound sentences with or</p> <p>I can use additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i></p>
<p>Sentence Types</p>	<p>I can use adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave.</i></p> <p>I can use adverbial phrases: 'where', 'when' or 'how' starter e.g. <i>A few days ago, we discovered something strange in the garden.</i></p> <p>I can use an -ing verb opener e.g. <i>Running quickly, they left the shops and never looked back.</i></p> <p>I can use a range of powerful verbs e.g. <i>She wormed her way out of the crowd. The rocket spiralled out of control.</i></p> <p>I can use fronted adverbials followed by a comma e.g. <i>Later that day, I heard the bad news.</i></p> <p>I can use inverted commas for direct speech e.g. <i>"I'll be back home soon," Jim shouted to his mum.</i></p>



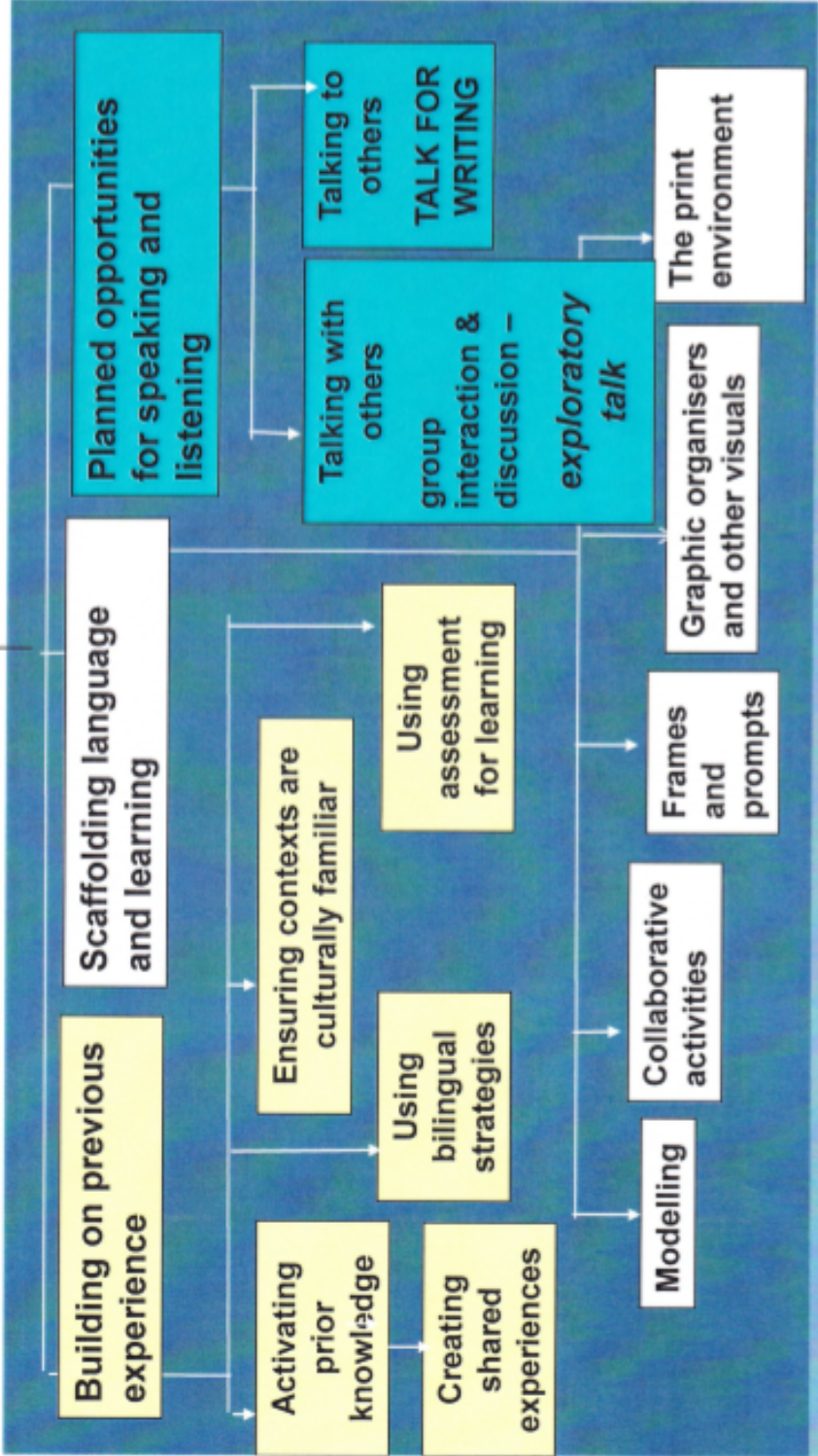
Black – from Year 1

Red – From Year 2

Blue – From Year 3

Green – From Year 4

APPENDIX A **Access to the curriculum:**
making contexts supportive for children learning EAL



taken from Kingsway, but adapted slightly by Chapel Street.

**EAL Early Stage (C) Writing objectives (after EAL Step B3 for INAs) :
Threshold to help access in- class learning.**

Composition

I can compose sentences orally before writing them

I can sequence sentences to form short pieces of writing

My writing has a beginning, middle and end

I can re-read to check what I have written makes sense

I can make simple additions, revisions and corrections to my own writing

I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form e.g. 'He's getting...'

I can proof-read to check for errors in spelling, grammar and punctuation

I can encapsulate what I want to say, sentence by sentence

**Vocabulary,
Punctuation
and Grammar**

I can demonstrate, in some pieces of writing, a range of understanding of grammatical features such as: word, sentence, letter, capital letter, full stop, singular, plural, question mark, exclamation mark, punctuation.

I can use simple determiners correctly:

- Definite and indefinite articles: the, a, an
- Possessive adjectives: my, your, his, her, its, our, their (to be taught together with possessive pronouns: mine, yours, his, hers, ours, theirs?)
- Quantifiers: some, any, much, many
- Demonstrative adjectives: this/ that, these/ those

In most of my sentences, I use full stops, capital letters, exclamation marks, question marks and/or commas in a list

I can use simple prepositions in my writing: see Appendix

Most of my sentences are grammatically accurate.

I can use expanded noun phrases to describe e.g. *the shiny, red box*

I use similes using 'as and as'

I can sometimes use adverbs: (E.g. a simple time adverbial *first, then, after, next, later, before long, suddenly*) **see Appendix**

I can compare 2 things/ people by adding the suffix *-er* to short adjectives. **see Appendix**

I can compare 3 or more things/ people by adding the suffix *-est* to short adjectives. **see Appendix**

I can use co-ordinating conjunctions: **and, but, or**

I make some attempt to use subordinating conjunctions: **because, when, if, that**, to join clauses. **See Appendix**

I can use a phrase to mark the beginning and end.

I use sentences with different forms: **statement, question, exclamation, command**. **See Appendix**

I show consistent understanding of grammatical conventions in my writing: **verb, tense, past, present, adjective, noun, prefix, suffix, apostrophe, comma**

I can use a larger range of **prepositions**: **See Appendix**

I can use **adjectives** which show adventurous language choices e.g *spooky, dangerous, amazing,*

I can use **expanded noun phrases** **See Appendix**

I can use **adverbs** for description and information. **See Appendix**

I can use the present and past tenses correctly and consistently in most of my writing

- Present simple tense. He goes., they go..
- past simple tense for regular **-d/ -ed** words correctly and consistently
- irregular past tense
- Present Progressive: *I am sitting in my room.*
- Past Progressive: *I was playing on my bike.*

	<p>I can write with grammatical agreement (matching verbs to nouns/pronouns), e.g. <i>I am/the children are</i></p> <p>I use apostrophes for contracted forms</p> <p>I can use additional subordinating conjunctions: what/while/when/where/because/ then/so that/ If/to/until</p>
<p>Spelling and Handwriting</p> <p>(refer to Spellings from the new curriculum for Year 1 and Year 2)</p>	<p>I can spell by segmenting words into phonemes and represent them with the correct graphemes spelling some correctly</p> <p>I can spell some common exception words correctly</p> <p>The spacing between my words is mostly consistent</p> <p>Across my writing, there is some consistency in the size of letters including capitals</p> <p>I can spell by segmenting words into phonemes and represent them with the correct graphemes spelling many correctly</p> <p>I can spell many common exception words correctly</p> <p>I can write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters</p> <p>I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p>
	<p><i>Black – from Year 1</i></p> <p><i>Red – From Year 2</i></p> <p><i>Blue – From Year 3</i></p> <p><i>Green – From Year 4</i></p> <p><i>Purple- Chapel Street additions</i></p>

Sentence
Types (Y3 /Y4)

I can use adverb starters to add detail
e.g. *Carefully, she crawled along the floor of the cave.*

I can use adverbial phrases: 'where', 'when' or 'how' starter
e.g. *A few days ago, we discovered something strange in the garden.*

I can use an -ing verb opener
e.g. *Running quickly, they left the shops and never looked back.*

I can use a range of powerful verbs
e.g. *She wormed her way out of the crowd. The rocket spiralled out of control.*

I can use fronted adverbials followed by a comma
e.g. *Later that day, I heard the bad news.*

I can use inverted commas for direct speech
e.g. *"I'll be back home soon," Jim shouted to his mum.*

I can use conjunctions to begin a sentence: *as well as, since, while*

I can use 'ly' adverbs in different positions within a sentence

e.g. Beginning – *Quietly, the hero crept closer to the dragon.*

Middle – *The cat smiled sinisterly at him and licked her lips.*

End – *The knight bent low to the ground and crept forward silently.*

I can write a compound sentence with a co-ordinating conjunction: *for, nor, yet.*
e.g. *I wanted to return my ipad, for it did not work.*

I had to get up early, yet it was still dark.

The old man wasn't angry, nor was he sad at the result.

I can use powerful verb and adverb pairs for dialogue

e.g. *"Hello," she whispered shyly.*

I can use a simile opener

e.g. *Running as fast as the wind, Coraline set off in pursuit of the villain.*

Appendix E - EAL Action plan for Chapel Street Primary School

Sept 2016-July 2017

Chapel Street Primary School E.A.L Team Action Plan linked to SDP priorities;

To raise standards in Reading, Writing, SPaG throughout the school.
 To accelerate the progress of disadvantaged pupils in Reading, Writing and SPaG.

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
Implement and consolidate a new whole-school approach to the provision for those children with EAL, or who are new to English, so that their progress towards age-related expectations is rapid.	<p>EAL Team: Teachers: FA (0.8), GM (0.9), MS (0.6) TAs: NC (1.0), AW (0.2)</p> <p>1. Reading: A co-ordinated system of support across KS1 and KS2 with regular guided reading sessions for all EAL learners working within the Reading Recovery banded levels. (except those with significant learning/behaviour issues)</p> <p>Programme will be tailored to address the needs of Beginners and Early stage learners of English. Sessions will include language development; (vocabulary, grammar) and writing skills.</p>	<p>Explain to all staff our new method of working and implications for their timetables. Purchase of additional books (KWCT recommended) Analysis of need. Collating year group Reading levels across KS1 KS2</p> <p>Initial Benchmarking of target readers in KS2, and grouping children by level in KS1 and KS2</p> <p>Timetabling support</p> <p>More detailed initial assessments of target groups</p> <p>Contd. Guided Reading/writing sessions for groups in KS1 and KS2 delivered at least x3 per week. Ongoing</p>	<p>FA KWCT</p> <p>FK, FA DC, MA</p> <p>FA, MS, GM, AW</p> <p>GM, AW, F A MS, CTs MS, FA GM, AW</p> <p>FA GM MS AW</p>	<p>All by 19/9/16</p> <p>By 21/10/16</p>	<p>Assessments show 85% of Children move up by 2 Reading Recovery levels or more each term. (Though at a variable rate)</p>	<p>Done</p> <p>Meeting with CTs to review progress. Some ch (with additional needs) showing slow progress compared to group.</p> <p>In Y1 some target children appear to be making very rapid progress through class reading levels.</p> <p>(31/10/16) meeting with Y1 team and FK to audit levels/consistency</p> <p>FK to benchmark some children. Adjust groups</p> <p>System working very well</p> <p>Most children making good or better progress. See below</p> <p>Progress continuing to be good/better. Re-assess fully in March. See below</p>

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
		Attend Pupil Progress meetings, Liaise closely with SENCO where progress is slow and additional reading/learning difficulties are apparent. Ongoing		Ongoing Reviews (to tie in with P.P meetings) Oct 2016 Dec 2016 Feb 2017 Mar 2017 May 2017 July 2017	Y1 support to continue until children are reading at RBL6 in Dec or RBL 12 in July Y2/KS2 Support to continue until pupils are reading at RR level 24. Assessments show 85% of Children move up by 2 Reading Recovery levels or more each term.	New focus groups now drawn from Y2 Meeting with KWCT SEN team was very productive for future organisation of support Reading rulers used as part of our reading sessions Appears to be having a positive impact on reading confidence/willingness in our groups
		Meet SEN and EAL team at KWCT to discuss co-ordinated approach to address these pupils' difficulties Some Dyslexic friendly resources ordered	KP FA RA (KWCT)	5/2/17 15/3/17		
		Selected children to receive an additional 1-1 read. (eg those with dyslexic elements, limited home support or reluctance in a group) Ongoing	GM			

15/12/16																																																																																																																																																															
Reading Recovery Level 24 roughly corresponds to 8-9 year old																																																																																																																																																															

<p>Children making 2+ RRL progress each term</p>	<p>Y1 22/32 = 66%</p>	<p>Y2 20/25 = 80%</p>	<p>Y3 16/21 = 76%</p>	<p>Y4 19/21 = 90%</p>	<p>Y 5/6 24/26 = 92%</p>																																			
<p>Y1</p>	<p>17/32 all children supported are now on track (12 of these no longer need support, but 5 will continue) 7 of the children have additional needs. There have been 4 INAs since Nov 16</p>																																							
<p>Y2</p>	<p>4 pupils made 4+RRL progress in a term. 6 pupils have additional needs. There have been 2 INAs since Jan 17</p>																																							
<p>Y3</p>	<p>3 pupils made 4+RRL progress in a term. 6 pupils have additional needs. There has been 1 INA since Jan 17</p>																																							
<p>Y4</p>	<p>5 pupils made 4+RRL progress in a term. 7 pupils made 3RRL progress each term. 8 children have additional needs. There have been 3 INAs since Nov 16 and all of these have made 2+ RRL progress in the term</p>																																							

						<p>Y5/ 6 10/29 children have reached RRL 23+ and support has/will stop. 2 of these children are now on track for their age group and 2 more are expected to be at ARE by the end of the year. 7 pupils made 4+RRL progress in a term 5 pupils made 3RRL progress each term 2 children have additional needs There have also been 4 DNAs since Oct 16</p>
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Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	<p>2. Establishment of a new 5/6 class to cater for the specific needs of recent INAs (new to English /at the early stages of learning English)</p>	<p>Select skilled teaching staff with relevant EAL experience. Re-organise rooms to set up new class in Y6 area. Resource classroom appropriately. Identify children for new class and inform parents. Transfer records and information from previous CT.</p> <p>Establish support requirements for a group of 6 INAs; English Induction programme (see below) and shared reading sessions with ORT resources (until Feb 2017)</p> <p>Carry out initial assessments as needed, (including STEPs assessments for beginners) Share resources, model lessons for AM</p> <p>Monitor and review delivery and progress of children.</p> <p>FA to complete the TESOL intervention 3x p week</p> <p>AM to continue the ORT intervention until 10/3/17</p>	<p>SL DC AC FA MA AM Class Teachers</p> <p>FA AM</p>	<p>by 11/11/16</p> <p>by 11/11/16</p> <p>Dec 2016 Feb 2017 extended to March 2017 May 2017 July 2017</p> <p>until 6/3/17</p>	<p>Assessments completed. Lessons modelled.</p> <p>English Induction and Reading programme timetabled and delivered</p> <p>Teacher voice: initial and final evaluations</p>	<p>Attractive learning environment established and resourced, records transferred. Class group established and beginning to settle.</p> <p>Lesson observations (AM) 18/1/17 TESOL: Children have made significant progress in oral competency and confidence using English, but need to be encouraged to respond in full sentences. Some issues around delivering programme to timetable and room restrictions. READING AM to timetable sessions and ensure they are delivered when he has support TESOL and ORT Sessions completed; All children have made good or better progress with English language (See TESOL Evaluation below)</p>

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	<p>3. Induction programme for beginners in English.</p> <p>A rolling 4 week programme of survival language in English to develop oral confidence and enable more rapid integration into class</p>	<p>Initial assessment (STEP+/ phonics) Sessions timetabled (30 min sessions x4 per week) for 4 week duration on a Rolling programme</p> <p>Ongoing Ongoing Ongoing Ongoing</p>	FA	<p>From 31/10/16 4 weeks then return to class.</p> <p>Regroup with new arrivals</p>	<p>Monitor with teacher voice: initial and final evaluation sheets</p> <p>Children are able to express basic needs in English, follow simple instructions and respond to simple questions in class.</p>	<p>Started 1st group. Working well. Children already growing in confidence.</p> <p>CTs initial and final evaluations show progress for all children and very positive progress for 4/6 children</p> <p>Sessions continue to deliver high impact on pupil confidence and oral fluency</p> <p>CTs evaluations (Teacher voice) show all children have made significant improvements in their confidence in understanding and using English in class.</p> <p>On a scale of 0-10, All 14 children made at least 5 points progress over the 4 weeks with the average improvement being 7 points. (3 children made 9 or 10 points progress.)</p>
	<p>2 additional 30 min sessions per week to focus on English phonic system.</p>	<p>Phonics boosters (30 mins x 2 p week) for 4 week duration</p> <p>Ongoing Ongoing Ongoing Ongoing</p>	GM			

		<p>More advanced learners to have the EAL Excellence and Enjoyment programme as part of their literacy</p> <p>Review work in class so that literacy tasks are differentiated appropriately and sufficiently challenging. Assist with planning and developing modified resources as needed. Ongoing/Ongoing/Ongoing</p>		<p>To start 28/2/17</p> <p>Spring 2</p>	<p>Children are making rapid progress through STEP levels.</p> <p>Children are making good or better progress in reading.</p> <p>Growing independence on tasks and confidence using English with minimal scaffolding to access the curriculum.</p>	<p>STEPs levels in this class show that of the 6 INAs who come as beginners in English since May 2016 4/6 are now at STEP C, 1/6 is at B3 and another, who is being assessed by SENCO, is at B1</p>
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Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	<p>4. Pre-teaching in first language for EAL beginners Individual or small group support, in Urdu or Romanian, in advance of the lesson to access the curriculum.</p>	<p>Planning and resources made available to Nazia/ Mirela in advance each week (during PPA sessions or prior to lesson)</p> <p>Provision of sample "sentence-makers" to CTs to complement Topic/Class text.</p> <p>Pre-teaching support (Urdu/Romanian) in class or as a withdrawal session for target children</p> <p>Ongoing/Ongoing Ongoing</p>	<p>NC MS and Class Ts</p> <p>KWCT MS NC, EMA Team and Class TAs</p> <p>NC MS</p>	<p>Sessions timetable and underway by 26/9/16</p> <p>Spring 2 onwards</p>	<p>Teachers report that target children are able to complete tasks with greater independence.</p> <p>Progress through EAL STEP levels is significant</p>	<p>Pre-teaching* focus is underway but needs more monitoring</p> <p>Some issues regarding communication of forward planning</p> <p>Review and re-assess (End of Spring 2)</p> <p>Following further support from KWCT</p>
	<p>5. Catch-up support activities for beginners to address gaps</p>	<p>First language, Maths/ English assessment of New Arrivals before SEN referral.</p> <p>Ongoing/Ongoing Ongoing</p> <p>New assessment materials considered to enhance accuracy.</p> <p>Short sessions to plug specific gaps in English, (eg phonics/key words/letter formation) or maths</p> <p>Ongoing/Ongoing Ongoing</p>	<p>GM NC MS</p> <p>NC, Class Ts</p>	<p>Sessions timetable underway by 26/9/16</p> <p>Spring 2</p>	<p>See NC timetable</p> <p>See NC timetable</p> <p>See NC timetable</p> <p>See NC timetable</p>	

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	6. Phonics support in Y1 as part of year group organisation	Identify target group. Review $\frac{1}{2}$ termly Daily phonics sessions delivered	FK GM Class Ts GM	Sept 2016- July 2017 Ongoing Ongoing review with CTs	85% children in the group are secure at Phase 5 and pass the Y1 phonics test in June 2017	Group established and underway. Interim phonics testing (Oct 16) showed ALL ch in group made progress, 3/15 moved to higher groups. 1 to lower. Dec phonics test showed all had made progress. 11/16 had improved their initial score by 8 + points and 7/16 had improved their score by 12 + points. GMs group now changed. Now teaching a HA group who are all on track
	7. Phonics/writing support in Reception A programme of Early reading/writing support delivered in 20 min sessions x 2 per week for each group	Identify target groups Regular additional phonics/writing sessions delivered	KN, KO AH, FA FA	By Jan 2017 From Jan -June 2017 Ongoing review with CTs	60% children in the group are secure at Phase 3 and pass ELG for Reading in June 2017	NOT STARTED YET due to lack of time and prioritising support for KS1/2

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	4. Pre-teaching in first language for EAL beginners Individual or small group support, in Urdu or Romanian, in advance of the lesson to access the curriculum.	Planning and resources made available to Nazia/ Mirela in advance each week (during PPA sessions or prior to lesson) Provision of sample "sentence-makers" to CTs to complement Topic/Class text. Pre-teaching support (Urdu/Romanian) in class or as a withdrawal session for target children Ongoing/Ongoing Ongoing	NC MS and Class Ts KWCT MS NC, EMA Team and Class TAs NC MS	Sessions timetable and underway by 26/9/16 Spring 2 onwards	Teachers report that target children are able to complete tasks with greater independence.	Pre-teaching* focus is underway but needs more monitoring Some issues regarding communication of forward planning. Review and re-assess (End of Spring 2) Following further support from KWCT
	5. Catch-up support activities for beginners to address gaps	First language, Maths/ English assessment of New Arrivals before SEN referral. Ongoing/Ongoing Ongoing New assessment materials considered to enhance accuracy. Short sessions to plug specific gaps in English, (eg phonics/key words/letter formation) or maths Ongoing/Ongoing Ongoing	GM NC MS NC, Class Ts	Spring 2	Progress through EAL STEP levels is significant	See NC timetable See NC timetable See NC timetable See NC timetable


Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	6. Phonics support in Y1 as part of year group organisation	<p>Identify target group. Review $\frac{1}{2}$ termly</p> <p>Daily phonics sessions delivered</p>	FK GM Class Ts GM	<p>Sept 2016- July 2017</p> <p>Ongoing</p> <p>Ongoing review with CTs</p>	<p>85% children in the group are secure at Phase 5 and pass the Y1 phonics test in June 2017</p>	<p>Group established and underway</p> <p>Interim phonics testing (Oct 16) showed ALL ch in group made progress, 3/15 moved to higher groups, 1 to lower.</p> <p>Dec phonics test showed all had made progress. 11/16 had improved their initial score by 8+ points and 7/16 had improved their score by 12+ points.</p> <p>GMs group now changed. Now teaching a HA group who are all on track</p>
	7. Phonics/writing support in Reception A programme of Early reading/writing support delivered in 20 min sessions x 2 per week for each group	<p>Identify target groups</p> <p>Regular additional phonics/writing sessions delivered</p>	KN, KO AH, FA FA	<p>By Jan 2017</p> <p>From Jan -June 2017</p> <p>Ongoing review with CTs</p>	<p>60% children in the group are secure at Phase 3 and pass EL6 for Reading in June 2017</p>	<p>NOT STARTED YET due to lack of time and prioritising support for KS1/2</p>

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	8. Introduce a new system of assessing proficiency in English for EAL learners in line with the DfES proficiency codes.	<p>Using KWICT modified STEP levels, assess and record all INAs and beginners in English on a STEP scale (A1-B3) and report levels and progress to CTs and S.L.T.</p> <p>Assess and record all children at the Early Stages of English (C) who are currently supported on a language and literacy programme.</p> <p>Create a simple data base to monitor progress. Following visit to Cringle Brook.</p> <p>Inform CTs of new Assessment criteria and engage them in assessment process for other EAL learners in advance of Census in Jan 2017</p> <p>Set up new codes on SIMS</p> <p>Teachers orange EAL files set up and distributed with explanation of how to use</p>	<p>RA FA GM MS</p> <p>RA FA GM MS</p> <p>RA FA</p> <p>FA GM MS AW</p> <p>FA DC</p> <p>EMA Team</p>	<p>2 days Oct/ Nov 2016</p> <p>Review Dec 2016 Mar 2017 June 2017</p> <p>Dec 2016</p> <p>Nov /Dec</p> <p>Jan 2017</p> <p>Jan INSET</p>	<p>Census data collated</p> <p>Files set up</p> <p>Files in use by staff to input data on SIMS</p> <p>Staff familiar with EAL levels and able to see where their children are at</p>	<p>All Beginners and Early stage learners tracked.</p> <p>Support evaluated and adjusted so that new arrivals access help within their first month and children with low level SEN needs are assessed regularly in conjunction with SENCO to find most appropriate provision.</p> <p>March STEP's data shows following progress... 23/65 children have come off the steps (Beginner levels A -B) and are now accessing Blue and above reading books and are at DfE EAL code C.</p> <p>All Children are making progress through the STEP's, except in a few cases where there are significant S/L or learning issues)</p> <p>Progress from Sept 2016: 10/60 4+ STEP's = 17% 21/60 3 STEP's = 35% 22/60 2 STEP's = 37% 7/60 1 STEP = 10%</p>

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	<p>9. Develop task bags to support EAL learners at STEP's A-B levels in class. Roll out as a school system</p> <p>(in conjunction with SENCO providing appropriate SEN materials for this group)</p>	<p>Development of basic support materials for CTs as a sample of work (matched to pupils' level of English)</p> <p>Joint visit with SENCO to look at how task bags are used in class by teachers (for EAL or SEN groups)</p> <p>Time to consider available resources and develop master copies appropriate for each step sub level (A123 B123)</p> <p>Production of finely levelled EAL task bags. Rationale and materials shared with class teachers and T.As</p> <p>Distribution to children Y1-Y6</p> <p>Review use of bags (pupil voice and CTs feedback)</p> <p>Class TA time given to generate and supplement collections for future use.</p>	<p>FA GM MS AW NC</p> <p>FA KP</p> <p>FA GM MS AW NC</p> <p>CTs TAs</p>	<p>16/12/16</p> <p>By Dec 23rd</p> <p>Jan INSET</p> <p>Feb/ March 2017 June/ July 2017</p>	<p>Children are engaged in productive and appropriately levelled work in class.</p> <p>Pupils make good progress through STEP levels</p>	<p>Materials collated and given to relevant teachers in Y3,4, Y5, Y6</p> <p>Resources made and stored centrally</p> <p>Resources distributed to classes Jan 2017</p> <p>Re-assigned according to new STEP levels Mar 2017</p> <p>NB (Mar 2017) Some classes are using the bags consistently. Others are not making use of them at all</p> <p>Monitor and evaluate why.</p> <p>(In some cases this is due to Ts growing confidence in differentiating work for these children.)</p>

Action	What will it look like?	How to achieve this?	Who could support this?	Time Frame	Success criteria linked to pupil outcomes	Outcome/ Evaluation
	8. Introduce a new system of assessing proficiency in English for EAL learners in line with the DfES proficiency codes.	<p>Using KWICT modified STEP levels, assess and record all INAs and beginners in English on a STEP scale (A1-B3) and report levels and progress to CTs and SLT.</p> <p>Assess and record all children at the Early Stages of English (C) who are currently supported on a language and literacy programme.</p> <p>Create a simple data base to monitor progress. Following visit to Cringle Brook.</p> <p>Inform CTs of new Assessment criteria and engage them in assessment process for other EAL learners in advance of Census in Jan 2017</p> <p>Set up new codes on SIMs</p> <p>Teachers orange EAL files set up and distributed with explanation of how to use</p>	<p>RA FA GM MS</p> <p>RA FA GM MS</p> <p>RA FA</p> <p>FA GM MS AW</p> <p>FA DC</p> <p>EMA Team</p>	<p>2 days Oct/ Nov 2016</p> <p>Review Dec 2016 Mar 2017 June 2017</p> <p>Dec 2016</p> <p>Nov /Dec</p> <p>Jan 2017</p> <p>Jan INSET</p>	<p>Census data collated</p> <p>Files set up</p> <p>Files in use by staff to input data on SIMS</p> <p>Staff familiar with EAL levels and able to see where their children are at</p>	<p>All Beginners and Early stage learners tracked.</p> <p>Support evaluated and adjusted so that new arrivals access help within their first month and children with low level SEN needs are assessed regularly in conjunction with SENCO to find most appropriate provision.</p> <p>March STEP's data shows following progress... 23/65 children have come off the steps (Beginner levels A -B) and are now accessing Blue and above reading books and are at DfE EAL code C.</p> <p>All Children are making progress through the STEP's, except in a few cases where there are significant S/L or learning issues)</p> <p>Progress from Sept 2016: 10/60 4+ STEP's = 17% 21/60 3 STEP's = 35% 22/60 2 STEP's = 37% 7/60 1 STEP = 12%</p>

Appendix F - EAL Steps for KS1 and KS2 pupils which details the criteria for each stage and the teaching strategies and aims for each step A-E



APPENDIX C

 Chapel Street Primary

Change to School Census 2016-2017 : Proficiency in English
 As you will be aware, from September 2016 schools have been asked to report levels of proficiency in English for pupils developing English as an additional language (EAL). This data will then be collected annually, from Spring Term 2017. Pupils will be assessed from A – E (A describing a pupil who is new to English, an 'EAL Beginner', E describing a pupil who is 'fluent').

steps taken from KIR

Code	Description	EAL STEPS
A	<p><u>New to English</u></p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>	<p>EAL BEGINNER STEPS</p> <p>A1 A2 A3</p>
B	<p><u>Early acquisition</u></p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>	<p>EAL BEGINNER STEPS</p> <p>B1 B2 B3</p>
C	<p><u>Developing competence</u></p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>	<p>C</p> <p>EAL EARLY STAGE</p>
D	<p><u>Competent</u></p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks</p>	<p>D</p> <p>EAL ADVANCED</p>

the words of Chapel Street

focus on reading

focus on writing

to get from A-C = 2 years (support steps)
 to get from A-E = 7 years

RRL (Reading Recovery Level) ← *maybe related to step C.*



Chapel Street Primary

E	Fluent Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum
N	Not yet assessed
O	Not applicable – NOT VALID WITHIN THE SCHOOL CENSUS

APPENDIX B – KS1 & KS2 EAL STEPS

EAL STEP A1

Listening and Understanding:

- Uses non-verbal cues / actions
- May respond to own name
- Responds to visual images predominantly – uses Playground Fan and Task Bag

Speaking:

- May use home language
- 'Silent period' dominant
- Expresses needs through visual cues e.g. Playground Fan / non-verbal language

Reading:

- May be aware of English alphabet with a focus on the names of the letters
- Uses pictures heavily to aid comprehension

Try Pink 1 Reading level book. (Songbirds Phonics Initially)

Writing:

- May be able to attempt own name
- May know some letters
- Can overwrite although may not be aware of most corresponding sounds
- Begins to form letters



Kingsway
Community Trust

TEACHING STRATEGIES

- **Do not place child on the SEN table – good language role models are needed.**
- Refer to Parent Interview form and Initial assessments for a full profile of the child.
- Buddy system – choose a child who speaks the same language if possible.
- Lead with 'Playground fan' - leave it somewhere visible for children to use when they want to. (LOs have them too)
- Promote Task bags to develop thinking and language skills, where they are used as a 'dip in' when class work is finished. Task bags can also support children in lessons through the Picture Dictionary e.g. adjectives, Key Visuals being filled in about the topic in class using pictures and words – use EMA staff's Topic Word banks as a model.
- Use lots of visual cues in all lessons.
- Promote activities such as sorting and DARTS (Directed Activities related to Text) e.g. Sequencing pictures, Matching, Labelling, Cloze Procedure, etc, as modelled in the task bags but linked to the topic.
- Access the 'Racing to English' CDs for readymade resources and activities available on different topics. (available on the system under EMA)
- Encourage EAL friendly Alphabet mats (in task bags) to be used to aid both reading and writing.
- Provide bilingual dictionaries and bilingual reading books if the child has literacy skills in their first language. (Available from EMA dept)
- Allow for notes and drafts to be done in own language if applicable – skills will transfer over despite grammar being an issue.
- Speak in a clear voice in straightforward sentences, avoiding rapid speech.
- Make a point of speaking to the child in every lesson even though they may not understand.
- Encourage children to answer simple closed questions.
- Allow for thinking time. (about ten seconds)
- Provide reading books with simple repetitive sentences and high quality pictures.

APPENDIX B – KS1 & KS2 EAL STEPS

EAL STEP A2

Listening and Understanding:

- Watches others and joins in activities and routines
- Will respond to own name and greeting
- May respond to buddies and peers
- Begins to follow single instructions relying on key words and gestures
- Begins to follow simple routine instructions where context is obvious
- Recognises the names of some familiar objects found in the classroom (e.g. pencil, book, table, chair)

Speaking:

- Expresses basic needs using single words / phrases
- Copies words that have been used in class
- Is beginning to respond to simple closed questions e.g. through thumbs up / down to indicate Yes / No.
- May use translanguaging e.g. 'Meh toilet janna' (I want to go to the toilet)
- May be able to name some familiar classroom / everyday objects (e.g. chair, table)
- Pronunciation is often unclear (e.g. learner may show lack of confidence with pronunciation of multi – syllabic words)

Reading:

- Handles English language books with correct directionality: front cover, left to right, top to bottom.
- Shows awareness that words are separated by spaces (by pointing to words)
- Can identify 's a p i n' letters and objects (match initial sounds and pictures)



TEACHING STRATEGIES

- Do not place child on the SEN table – good language role models are needed.
- Continue Buddy system.
- Promote Task bags to develop thinking and language skills, where they are used as a 'dip in' when class work is finished. Task bags can also support children in lessons through the Picture Dictionary e.g. adjectives, Key Visuals being filled in about the topic in class using pictures and words - use EMA staff's Topic Word banks as a model.
- Use lots of visual cues in all lessons.
- Promote activities such as sorting and DARTS (Directed Activities related to Text) e.g. Sequencing pictures, Matching, Labelling, Cloze Procedure, Sentence openers etc, as modelled in the task bags but linked to the topic.
- Use the early Reading for Meaning books containing many DART activities (available from the EMA dept.)
- Access the 'Racing to English' CDs for readymade resources and activities available on different topics. (available on the system under EMA)
- Encourage EAL friendly Alphabet mats (in task bags) to be used to aid both reading and writing.
- Provide bilingual dictionaries and bilingual reading books if the child has literacy skills in their first language. (Available from EMA dept)
- Allow for notes and drafts to be done in own language if applicable – skills will transfer over despite grammar being an issue.
- Speak in a clear voice in straightforward sentences.
- Make a point of speaking to the child in every lesson even though they may not understand.
- Encourage children to answer simple closed questions.
- Allow for thinking time. (about ten seconds)
- Gradually include the child into whole class discussion through questioning.
- Provide reading books with simple repetitive sentences and high quality pictures.

<ul style="list-style-type: none">• Can sequence a series of pictures for a story• Can use busy pictures to understand meaning• Follows a simple text read aloud with support• After walkthrough and modelling of a guided reading book might be able to read some words using initial sounds and pictures <p><i>Try Pink 1 / Pink 2 Reading book level (Songbirds Phonics Initially)</i></p> <p><u>Writing:</u></p> <ul style="list-style-type: none">• Copies and writes own name• May be able to write some satpin sounds• May be able to make some satpin words	<ul style="list-style-type: none">• Ensure bilingual support, if available, is well utilised – a focus on pre teaching is a very valuable strategy. Share key learning outcomes with support staff in advance. <p>Silent period may still be present where receptive language is taking place. With support and encouragement, task bag can be accessed more readily. Behaviour is more settled</p>
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APPENDIX B – KS1 & KS2 EAL STEPS

EAL STEP A3

Listening and Understanding:

- Can identify and correct deliberate errors through use of visual support e.g. bat instead of cat
- Has the confidence to recognise the concept of a theme / topic e.g. animals at the zoo and identify the odd ones out
- Can understand simple questions
- May be able to understand some simple prepositions e.g. in, on, under, on top

Speaking:

- Demonstrates the ability to communicate feelings
- Expresses themselves if they don't understand something
- Uses short phrases
- Is able to use determiners in speech after modelling
- Takes turn in conversation when required
- Joins in action rhymes with more confidence
- Is able to answer simple Yes / No (True / False) type questions
- Uses simple adjectives to describe / add emphasis 'big truck, today cold'
- With support, may be able to form own simple questions.
- Beginning to describe positions of objects correctly (e.g. on, in, under, on top)

Reading:

- Knows more sounds and their letter correspondences



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TEACHING STRATEGIES

- Do not place child on the SEN table – good language role models are needed.
- Continue Buddy System.
- Task bags can support children in lessons through the Picture Dictionary e.g. adjectives, Key Visuals being filled in about the topic in class using pictures and words - use EMA staff's Topic Word banks as a model.
- Task bags can also be used occasionally as a 'dip in' to continue to develop thinking and language skills, when class work is finished.
- Use lots of visual cues in all lessons.
- Promote activities such as DARTS (Directed Activities related to Text) e.g. Sequencing, Matching, Labelling, Cloze Procedure, Sentence openers etc, as modelled in the task bags but linked to the topic.
- Use the Reading for Meaning books containing many DART activities and comprehension exercises (available from the EMA dept.)
- Access the 'Racing to English' CDs for readymade resources and activities available on different topics. (available on the system under EMA)
- Encourage EAL friendly Alphabet mats and EAL friendly phoneme phrases mats (in task bags) to be used to aid both reading and writing.
- Provide bilingual dictionaries and bilingual reading books if the child has literacy skills in their first language. (Available from EMA dept)
- Allow for notes and drafts to be done in own language if applicable – skills will transfer over despite grammar being an issue.
- Speak in a clear voice in straightforward sentences.
- Ask closed and open questions.
- Allow for thinking time. (about ten seconds)
- Make an effort to include the child into whole class discussion.
- Repeat the child's answers in longer sentences to model correct speech.
- Encourage use of group and paired work.
- Provide reading books with high quality pictures with the opportunity to practise phonemes required.

<ul style="list-style-type: none"> • Can segment and blend some VC and CVC words in the context of a book, using pictures to help • Can sequence a simple cut up sentence from the book with support • Becoming more confident in sequencing simple stories or events • Matches words to pictures more confidently, in relation to the text • When reading uses pictures for understanding to aid comprehension questions <p><i>Try Pink 2 / Red 3 Reading book level (Songbirds Phonics initially)</i></p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Writes letters accurately when sounds are given orally. • Writes simple familiar CVC words (e.g. hat, sun) • After talk for writing and modelling, uses cloze procedure independently to do with a picture. e.g. <i>It is / It has</i> • Is starting to write more independently. e.g. when a sentence structure is modelled, they can attempt their own simple sentence. • Can draw simple diagrams / pictures and label them. • Is becoming aware of simple spelling patterns. • Writes some high frequency common words with some accuracy • Begins to use basic punctuation to show understanding of sentence division (full – stops) 	<ul style="list-style-type: none"> • Ensure bilingual support, if available, is well utilised – a focus on pre teaching is a very valuable strategy. Share key learning outcomes with support staff in advance. <p>Silent period may still be present where receptive language is taking place.</p>
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APPENDIX B – KS1 & KS2 EAL STEPS

EAL STEP B1

Listening and Understanding:

- Understands common conversational phrases and questions e.g. 'What did you do last night?' or 'What did you eat for breakfast?'
- Understands more language than they use
- Takes turn in conversation when required
- Listens attentively and contributes to show understanding
- Understands simple repetitive stories and is able to respond appropriately when questioned
- Understands that intonation, volume or stress are used with different effects (shout a warning, whisper in a group)
- Understands the function of time connectives (first, next, then)

Speaking:

- Can respond to common conversational phrases and can ask questions related to the topic
- Beginning to initiate informal conversation about themselves / likes / dislikes etc
- Expresses negative sentences using 'no' e.g. 'I no speak, no go school.'

Reading:

- As well as using picture and phonic cues, uses sentence cues
- Can confidently predict words / themes of the story
- Can sequence simple cut up sentences from the book more independently



TEACHING STRATEGIES

- Do not place child on the SEN table – good language role models are needed.
- 'Task bags' can still support children in lessons through the Picture Dictionary e.g. adjectives, Key Visuals being filled in about the topic in class using pictures and words - use EMA staff's Topic Word banks as a model.
- Task bags can also be used occasionally as a 'dip in' to continue to develop thinking and language skills, when class work is finished.
- Use lots of visual cues in all lessons.
- Promote activities such as DARTS (Directed Activities related to Text) e.g. Sequencing, Matching, Labelling, Cloze Procedure, Sentence openers etc as modelled in the task bags but linked to the topic.
- Use the Reading for Meaning books containing many DART activities and comprehension exercises (available from the EMA dept.)
- Use Key Visuals more e.g. tables and Writing frames to scaffold language and learning across the curriculum.
- Access the 'Racing to English' CDs for word banks on different topics... (available on the system under EMA)
- Encourage EAL friendly Alphabet mats and EAL friendly phoneme phrases mats (in task bags) to be used to aid both reading and writing.
- Provide bilingual dictionaries and bilingual reading books if the child has literacy skills in their first language. (Available from EMA dept)
- Allow for notes and drafts to be done in own language if it helps children.
- Ask closed and open questions.
- Allow for thinking time.
- Make an effort to include the child into whole class discussion.
- Repeat the child's answers in longer sentences to model correct speech.
- Encourage use of group and paired work.
- Provide reading books with high quality pictures with the opportunity to practise phonemes required.

- Completes simple cloze exercises based on a familiar text
- Can sequence events of a longer story with some support
- Is beginning to retell story with support
- Can retrieve key info from the text.
- Is beginning to answer 'Why' and 'How' questions about the text.

Try Red 3 / Red 4 Reading book level (Songbirds Phonics Initially)

Writing:

- Attempts to make meaning, supported by oral work / pictures
- Reads and spells simple words
- Writes familiar words using phonic knowledge independently with accuracy
- Some sentence like features
- Can explain coherently more than they have written

- Ensure **bilingual support**, if available, is well utilised – a focus on **pre teaching** is a very valuable strategy. Share key learning outcomes with support staff in advance.

Silent period may still be present in class where receptive language is taking place

APPENDIX B – KS1 & KS2 EAL STEPS

EAL STEP B2

Listening and Understanding:

- Understands and follows a sequence of instructions
- Understands more language than they use
- Beginning to understand a wider range of stories
- Can listen to the class teacher and peers
- Understands time references at the beginning of a sentence (Yesterday, Today and Tomorrow)

Speaking:

- Can initiate informal conversations about themselves
- Shows some control of English word order – ‘Can I have a pen please?’
- Begins to self-correct their speech
- Can answer direct open / closed questions
- Uses basic compound sentences with simple conjunctions with some inaccuracies (e.g. ‘I go school and I talk with my friends and I eat my lunch’)

Reading:

- Uses sentence and phonic cues more when reading
- Can retell a story with more detail – visual support is still needed
- Can sequence a longer cut up sentence from the book with support
- Can sequence events of a longer story independently
- Can begin to form opinions on a story
- Can answer retrieval questions about the text with support



TEACHING STRATEGIES

- Do not place child on the SEN table – good language role models are needed.
- Pupils should be fully involved in all aspects of the curriculum.
- Check the pupil has the appropriate vocabulary for each topic – Task bags may include some e.g. the Picture dictionary for adjectives for literacy. Use EMA staff's Topic Word banks which can be extended.
- Provide access to further word banks and simple picture dictionaries e.g. the 'Racing to English' CDs which are available on the system under EMA.
- Task bags - continue to use as a 'dip in' only when work is completed. It will also model ideas for resources for class work.
- Use lots of visual cues in all lessons.
- Use the Reading for Meaning books containing many DART activities (Directed Activities related to text) and comprehension exercises (available from the EMA dept.)
- Use Key Visuals e.g. tables and Writing frames to scaffold language and learning across the curriculum.
- Encourage more independence in literacy being aware of issues such as comprehension and grammar.
- Model correct grammar rather than correct mistakes.
- Allow EAL friendly Alphabet mats and EAL friendly phoneme phrases mats (in task bags) to be used to aid both reading and writing.
- Provide bilingual dictionaries and bilingual reading books if the child has literacy skills in their first language. (Available from EMA dept)
- Allow for notes and drafts to be done in own language if it helps children.
- Ask closed and open questions.
- Allow for thinking time. (about ten seconds)
- Encourage use of group and paired work.
- Provide reading books with high quality pictures with the opportunity to practise phonemes required.

- Can more confidently answer 'How' and 'Why' questions about the text
- Reads previously encountered words in new contexts (common exception words)


Try Red 4 / Red 5 reading book level (*Songbirds Phonics Initially*)

Writing:

- Begins to form captions and simple sentences independently
- Writes some high frequency common words accurately
- Conveys more meaning
- Writes a paragraph of at least 2 – 3 sentences with contextual / visual support / frames / models but writing still contains inaccuracies (incorrect verb endings, omission of determiners etc)
- Usually has spaces between words

- Ensure bilingual support, if available, is well utilised – a focus on pre teaching is a very valuable strategy. Share key learning outcomes with support staff in advance.

Silent period may still be present in class where receptive language is taking place.

<p>APPENDIX B – KS1 & KS2 EAL STEPS</p> <p>EAL STEP B3 Listening and Understanding:</p> <ul style="list-style-type: none"> • Understands more language than they can use. • Can listen attentively to a wider range of speakers • Can understand most classroom instructions and interactions • Can understand most conversations when scaffolded / supported <p>Speaking:</p> <ul style="list-style-type: none"> • Can initiate conversations about themselves confidently • Can explain own ideas. • Can retell a simple story • Uses time markers, 'yesterday, today, last week, tomorrow.' • Relays simple messages, able to give a short sequence of instructions, 'First...then...finally' • Uses formulaic question tags, 'Isn't it OK?' • Uses adverbial phrases of time and place, 'in the holidays, on the table.' • Uses past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs (e.g. I went, I did, I had, I got) appropriately although with some inaccuracies. <p>Reading:</p> <ul style="list-style-type: none"> • Understands the function of a book, e.g. knows text features (e.g. cover, title, blurb, author etc) • More confidently reads using a mixture of phonic, sentence and meaning cues. • Segments and blends letters and letter clusters in unfamiliar words 'straight, special.' 	<div style="text-align: right;">  <p>Kingsway Community Trust</p> </div> <p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> • Do not place child on the SEN table – good language role models are needed. • Pupils should be fully involved in all aspects of the curriculum. • Task bags - use as a 'dip in' only when class work is completed. Also use as a model for ideas for class work. • Check the pupil has the appropriate vocabulary for each topic – Task bags may include some e.g. the Picture dictionary for adjectives for literacy. Use EMA staff's Topic Word banks. • Visuals are still needed in lessons. • Use the Reading for Meaning books containing many DART activities (Directed Activities Related to Text) and comprehension exercises (available from the EMA dept.) • Use Key Visuals e.g. tables and Writing frames to scaffold language and learning across the curriculum. • EAL friendly Alphabet mats and EAL friendly phoneme phrases mats (in task bags) can still be used to aid both reading and writing. • Provide bilingual dictionaries and bilingual reading books if the child has literacy skills in their first language. (Available from EMA dept) • Ask closed and more open questions. • Allow for thinking time. (about ten seconds) • Encourage more independence in literacy being aware of issues such as comprehension and grammar. • Re – reading and checking a piece of text more with a child. • Model correct grammar rather than correct mistakes. • Encourage use of group and paired work. • Provide reading books with high quality pictures with the opportunity to practise phonemes required. • Ensure bilingual support, if available, is well utilised – a focus on pre teaching is a very valuable strategy. Share key learning outcomes with support staff in advance.
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Silent period may still be present in class where receptive language is taking place

- Starting to demonstrate and understand the functions of basic punctuation (e.g. capital letters, full stops, question marks)
 - With more confidence retrieves information from the text and attempts to explain their opinions when asked inferential questions.
 - Identifies dialogue and speech in narrative
 - Modifies intonation to differentiate questions when reading aloud
 - Follows pronoun references for people and things (the children...they, the candle...it)
 - Recognises different purposes of text at this level.
- Try Red 5 / Yellow 6 Reading book levels (*Songbirds Phonics Initially*)

Writing:

- Communicates meaning through phrases and some simple sentences.
- Writes unfamiliar words using phonic knowledge, with increasing accuracy
- Beginning to use past simple tense regular forms (e.g. I played, I listened) and common irregular forms (I went, I saw)
- Beginning to use plurals, articles, pronouns, prepositions, though with some errors.
- Demonstrates and understands the functions of basic punctuation (e.g. capital letters, full stops, question marks)
- Demonstrates some features of a specific form in their writing, as appropriate to the audience, purpose and context. May need support of models and writing scaffolds.
- Uses sentences with conjunctions such as 'and / because' (e.g. 'I like Biff because she is funny') Also 'then' to link sentences.