



EAL guidelines for good practice for schools.

English as an Additional Language Team
Accessibility and Inclusion Service

AIS: Together we can make a difference

relationships ~communication~teamwork~achievement~compassion

Our Mission Statement:

The AIS EAL team works in partnership with parents/carers, schools and other agencies to promote equality of opportunity through the process of inclusion.

Our work involves ensuring access to the curriculum, raising self-esteem and valuing bilingual children and young people's linguistic and cultural backgrounds.

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Our team

The EAL team:

- Principal Teachers: Anne Ferrier and Moreen Milne
- Teachers: Karolina Lewandowska, Gemma Soutar, Alison Wallace and Lynzy Mitchell
- Early Years Educator: Karen Hendry
- Bilingual Assistants

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EAL team:

We are based at:
St Paul's Academy,
Gillburn Road,
Dundee.

Contact: 01382 438079/438099
accessibility.inclusion@dundeeshools.scot





Background
information

Our Aims

To support education staff in meeting the needs of bilingual children and young people.

To promote the welfare of bilingual children and young people within the school and the community so that they become successful learners, confident individuals, responsible citizens and effective contributors.
(Scottish Executive - A Curriculum for Excellence)

To work in partnership with parents/carers, schools and other agencies to promote positive relationships.

To promote equality of opportunity and to fulfil the potential of children and young people by valuing their bilingualism.

Background

- Across the city of Dundee, there are a growing number of children in nursery, primary and secondary schools for whom English is not their first language.
- Many children are part of the settled community and speak languages such as Arabic, Bengali, Polish, Punjabi or Urdu.
- Over many years there has been an increase in the numbers of international workers arriving from Eastern European countries and settling with their families.
- Furthermore, there are 'short stay' business and student communities, including asylum seekers and refugees, whose length of stay is uncertain and they have dependent children.
- Currently, 92 languages, other than English, are spoken in educational establishments in Dundee.
- In October 2022, 1485 pupils were recorded as having English as an additional language.

Defining bilingualism

- We describe all children, for whom English is not their first language, as bilingual, i.e. children and young people who function in more than one language in their daily lives.
- The term 'bilingual' emphasises that we acknowledge they already have one language, and that English is an additional language. The term does not imply an equal or specified level of proficiency in two or more languages.

Language implications for new pupils

- Bilingual children and young people may start school at any stage: nursery, primary or secondary and at any time throughout the school year. Some are immediately able to cope successfully, both socially and academically. Others, however, may be:
- Beginners in English.
- Children whose English has not yet fully developed.
- Children who speak English fluently but may not be achieving their full academic potential.
- Children who speak English but may experience difficulty adjusting to the Scottish Education System.



Responsibilities for all

Education Scotland - Inclusion

All Scotland's children and young people are entitled to support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence provides. Some children may need additional support.

Targeted support:

- Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or throughout the journey.
- Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Additional support may also be required to ensure progress in learning for the gifted and able, looked after children and young people, young carers, Gypsies and Travellers, asylum seekers and those for whom English is not a first language.
- Targeted support also encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations.
- This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise. In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff through a staged intervention process.

Getting it right for bilingual learners and their parents

All staff are responsible for meeting the needs of each learner, supported by EAL and bilingual local authority support services, as well as external agencies and community links.

It is important that parents or carers and the child or young person are involved in the learning journey at all stages of their education. Schools should have a positive and welcoming ethos.

Prioritising support

Tracking progress in English acquisition



Assessing Priority

The EAL team is an Outreach Service managed centrally. It is the policy of the EAL team to support bilingual children and young people according to their needs in collaboration with the school. When assessing a bilingual pupil's needs the following are taken into account:

- Pupil's exposure to English
- Pupil's English language proficiency (see Appendices –Stages of English Language Acquisition and Checklists)
- Age and school stage
- Previous educational experience
- Areas of under-achievement
- Length of stay (short stay are those who are here for up to 1 year)
- Additional support needs
- Previous experience of the school in supporting bilingual pupils
- Exceptional circumstances (e.g. refugees)

On-going monitoring of the needs of pupils across the city is undertaken by the team and adjustments to the type and level of support offered is made where necessary.



Tracking and monitoring progress in English language acquisition

One of our main aims is to give bilingual children and young people access to the curriculum so that they can continue to develop cognitively while acquiring an additional language. English is best learned through the completion of meaningful tasks related to the curriculum.

Bilingual pupils make progress in acquiring English as an additional language in different ways and at different rates; however there are universally recognised broad stages in this development. All bilingual pupils in mainstream classes will be at one of these stages. It is generally accepted that progression from the first stage to a good command of 'social' English takes 2 years and to fluency and a good command of 'academic' English takes a minimum of a further 5 years.

Tracking and monitoring progress – stages of English language acquisition

Stage 1 – new to English Stage

2- early acquisition Stage

3-developing competence

Stage 4-competent

Stage 5-fluent

Overview of the Stages of English Language Acquisition

'Bilingual Pupils' make progress in acquiring English as an additional language in different ways and at different rates, however there are recognised broad stages in this development. Bilingual children in mainstream classes will be at one of these stages. It is generally accepted that progression from the first stage to a good command of '*social*' English takes 2 years and to fluency takes a minimum of a further 5 years.

At various stages in the acquisition of English a bilingual child may experience difficulty in accessing the curriculum; this does not necessarily reflect their cognitive ability to do so.

Stage	General Description	Support Strategies
New to English Stage 1	• May use first language for learning • May remain silent in the classroom • Needs considerable support to access curriculum	• Needs visuals/ observation time • Peer support/ bilingual dictionary • Cloze procedure / copying script • Small group work /tutorial input
Early Acquisition Stage 2	• Gaining in confidence to interact socially • May understand simple instructions and some subject specific vocabulary • May have developed some skills in reading and writing	• Will follow lesson with visual support • Still needs a significant amount of support to access the curriculum
Developing Competence Stage 3	• May follow abstract concepts but not all details • May be a gap between social fluency and literacy skills • There may be structural inaccuracies in the evidence of learning	• Vocabulary extension work • Writing Frames • Small group work/tutorial input
Competent Stage 4	• Successfully engages in most learning activities but written work may lack complexity. • May need clarification of subtle nuances of English usage.	• Continue to develop abstract vocabulary • Monitor children to ensure they are achieving their potential
Fluent Stage 5	• Accesses the curriculum at a level of language equivalent to that of a child who uses English as first language.	

For more detailed descriptions of the stages please see the checklists.

Tracking and monitoring progress in English language acquisition

- The stage of English Language Acquisition is recorded for every bilingual pupil by the school, in addition to CfE levels of achievement. The stage of English Language Acquisition is transferred to SEEMIS for use in city-wide data collection and for use in the Scottish Executive census carried out in September. A single level stage is required for SEEMIS, scotXed and the EAL team even though learners may show characteristics of more than one level. It is important that this information is accurate.
- EAL team members are available to support and advise throughout this process. Class/subject teachers can track and monitor progress by updating the checklists (see appendix) annually for their bilingual learners. The professional judgement of all staff working with the pupils, class-based evidence, including observation and any other assessment tools in use would support this process.
- Information gathered through the annual EAL audit and completed by schools, provides evidence of pupils' progress through the stages of language acquisition and allows the team to prioritise support.



Our roles and
responsibilities



Roles and Responsibility

- collaboration with schools/Dundee House to process placing requests for new arrivals to the city, transfers within the city, primary one intake and secondary transition (see appendices for a flowchart detailing procedure)
- collaboration with schools to set up an enrolment meeting with parents/carers to exchange information regarding pupil background and education systems, using an interpreter and translated information where possible
- on -going contact with parents / carers to provide home-school communication regarding pupil progress, school events, local community groups and classes
- annual consultation in each school with a named school link person and an EAL teacher to review needs – each school has a link teacher from the EAL team



Roles and responsibility

- supporting schools to provide accurate data on the Stages of English Language Acquisition for audits and the national census
- advising schools and nurseries on suitable resources, learning and teaching approaches, strategies, exam arrangements and other exam opportunities for bilingual learners
- direct support of identified pupils
- providing citywide ESOL classes for senior pupils
- maintaining links and developing partnership work with other agencies
- providing in service training to education staff and other agencies
- participating in DCC Education Department strategy groups



How we support additional language development

Involving Parents

Links with Other Agencies

In-Service Training

Collaboration on Target Setting and Assessment

Advising Schools on Appropriate Resources

Advising Schools on Differentiation of Resources



Direct Teaching/Partnership Teaching

Support in the Home Language



Collaborative learning /Co-operative Learning



We also aim to raise awareness among all children and staff of the diversity of Scotland's population and the need to promote equality of opportunity.



Including parents

Schools will already have procedures in place for developing partnerships with parents/carers. However, additional issues need to be considered in the case of the parents/carers of bilingual learners.

- Consider whether the underlying ethos of the school is welcoming and reflects Scotland as a multicultural, multilingual country.
- Consider the enrolment interview as an opportunity to build trust and confidence in the school/nursery and encourage the involvement of parents in all aspects of school life. An interpreter should be present at the enrolment interview so that all parties can express themselves without fear of misunderstanding.
- Parents should be made aware of how they can access school information.
- Leaflets in a range of languages should be available via the school office or websites.
- Consider whether parents who have come from a different education system understand the Scottish Education System, the curriculum, methodology, pastoral care and the key role of parents.

Links with other agencies

- Schools will already have procedures in place to identify strategies to support children and young people, such as ABL and will have established links with other agencies and organisations to support the educational and pastoral needs of all children. However, links may need to be supported with agencies in the case of bilingual children and young people.
- Bilingual children may have other additional support needs, for example, a sensory impairment, a physical disability, social, emotional or behavioural difficulties or a specific language disorder. It is important to identify at an early stage any other additional need that is affecting academic or social development. Where the child is not making the expected progress it may not be clear whether this is because of accessing the curriculum through English as an additional language or because of a specific barrier to learning.
- In such cases, we can facilitate links with appropriate agencies, the school and the parents for further assessment. For example, our Bilingual Assistants work alongside Speech Therapists, assessing overall language development in both languages and interpreting for parents.

Staff training opportunities

- The EAL team can provide training suited to your school/nursery's needs.

This can be:

- Whole staff presentations
- Targeted group staff training
- Collaboration with individual teachers to explore support strategies for a specific pupil/group of pupils
- Self-study activities via the CLPL padlet
- Citywide training via MyLearn

To arrange training – contact your link from the EAL team.

There is also an e-learning module – **Valuing Bilingualism** accessible to staff.

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Ensuring inclusion for
new to English pupils



Useful resources for children new to English

- key visuals - e.g. tables, maps, diagrams - these provide information in a graphical rather than verbal form
- pictures and photographs
- artefacts and props
- bilingual dictionaries
- simplified texts and text summaries
- adapted worksheets to allow children to read and write small chunks of information
- texts in children's home language
- audio-visual resources
- games
- ICT – apps and programmes such as Clicker
- resources that reflect children's previous experience and background

Planning inclusive activities



Pair and small group work is vital, since whole class discussions are often inaccessible.



Understanding the scope and content of texts before reading gives a greater chance of making sense of the written word.



Photographs, drawings and diagrams convey meaning without reliance on text.



Labelling, matching and sentence completion provide text-reduced opportunities to show understanding of content.



Collaborative writing with other children who share the home language gives opportunities to take part in the composition process



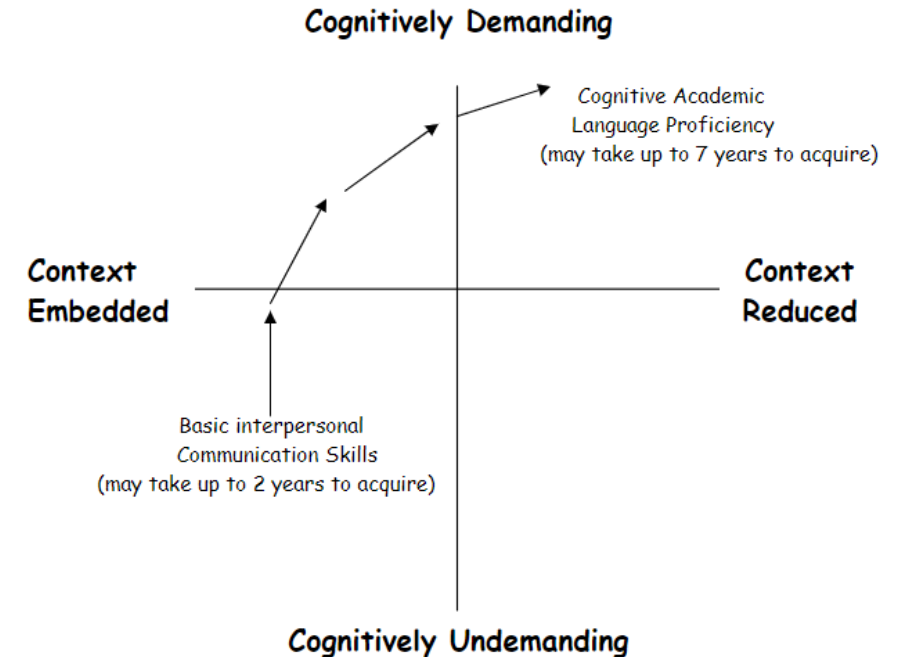
Writing from a model or a 'choice table' gives the chance to use repetitive structures while using new vocabulary.



Sequencing simple sentences to give a factual account can then be linked to form a continuous piece of writing.

Making learning challenging

- It is important to consider the level of English Language Acquisition when differentiating materials and approaches for children and young people new to English. However, consideration must also be given to the children's cognitive ability and prior attainment.
- Bilingual children should have opportunities to experience different types of thinking ranging from cognitively undemanding such as naming, copying or identifying to cognitively demanding such as hypothesising, analysing or evaluating.
- 'Cummins Quadrant'
- Cognitively challenging activities should be well-contextualised so that children can start with existing knowledge and experience and move towards making sense of new learning.
- (Cummins 1996) provides a useful tool for analysing classroom tasks





Direct teaching
support

EAL team – direct teaching

Our team members work with bilingual learners in many different ways. The content of this input will be discussed with class or subject teachers and SFL staff with targets being set and records being kept.

Stage 1 New to English children may need to be taught very basic vocabulary and phrases in order to help them in their social English.

Stage 2 and 3 learners may need to learn some specific vocabulary and phrases which will be used in the mainstream class so that they are able to engage with the lesson and their peers.

EAL team direct teaching – ESOL provision

- In Secondary schools the EAL staff deliver, assess and quality assure the SQA ESOL courses.
- ESOL could be offered as a subject choice to those bilingual pupils in S4 and above who require the language support. This generally benefits their access to and understanding of other subjects on the curriculum.
- In S5/6 NQ Higher ESOL can help bilingual pupils access University as it is a recognised English qualification.
- <https://sway.office.com/nDeFg8WC3Y6uXzxs?ref=Link>



Partnership

Partnership with schools

- This sway explains about the ways in which we can work with schools.
- <https://sway.office.com/ka9An3caxNqTCbgq?ref=Link>



Teaching in partnership

We can support class/subject teachers with the planning for teaching bilingual learners, assessment and review of child progress.

- A bilingual pupil may have differentiated materials, tasks and outcomes.
- For good collaborative practice, joint planning time must be made available for school and EAL staff.
- Within the classroom EAL staff may provide more explicit instruction and concept checking. Bilingual children and young people may have prior knowledge and learning which they are unable to communicate in English.
- EAL staff can provide and highlight good models of English language and ensure the bilingual pupil has the opportunity for repetition and practice of the newly acquired language.
- EAL staff may facilitate group work so that the bilingual pupil begins to learn from their peers.
- Writing, speaking and note-taking frames may be incorporated into the lesson by the EAL staff to aid learning and help bilingual children to scaffold the language.
- Bilingual children and young people are encouraged to use their L1 and bilingual dictionaries to support their learning.

An abstract graphic design featuring a large orange circle on the right side, which contains the text "Home language" in white. To the left of the orange circle is a solid blue circle. In the top left corner, there are two short vertical yellow dashed lines. In the top center, there is a green L-shaped line. In the top right corner, there is a small yellow circle. In the bottom left corner, there is a green square outline and a series of four yellow dashed lines of varying lengths and orientations.

Home language



Valuing the home language (L1)

The home language of the pupil should be valued by the school. As the pupil progresses through the stages of language acquisition, it is vital that the home language is maintained and developed.

A strong foundation in the home language is a major factor in enhancing the achievement and self-esteem of bilingual learners. Research also shows that learners, who develop an additional language, whilst their home language is strongly supported, experience definite cognitive benefits.

Using the home language (L1)

- A strong foundation in the home language is a major factor in enhancing the achievement and self esteem of bilingual learners. Research also shows that learners, who develop an additional language, whilst their home language is strongly supported, experience definite cognitive benefits.
- Home languages and culture should be given a positive place within our schools and parents should be encouraged to work in partnership in promoting and developing their child's first language.
- Children and young people who are new to English will be able to show their competence through their home language, particularly if they have literacy skills. Whenever possible, bilingual assistants who share the home language should support children so that they can display their skills and knowledge across the curriculum.

Using the home language (L1)

In addition there is much the school can do to maintain a positive ethos towards the use of the home language.

- Encourage pupils to talk together in home languages
- Value and praise bilingual competence
- Treat heritage visits as a positive experience
- Welcome home language support from bilingual staff
- Encourage the use of bilingual dictionaries and word lists
- Encourage literate pupils to read and write in their home language
- Provide books written in different languages
- Encourage children and young people to attend community language classes
- Present senior pupils for home language examinations

Learning activities



Collaborative learning tasks

Collaborative learning activities were developed in the 1980s to provide opportunities for children and young people to use their own experience, ideas and abilities to make connections with 'new learning' and interact with other children and young people. They encourage children and young people to think and talk about subject matter in a reflective, problem-solving way. Collaborative learning activities maximise participation for all therefore giving bilingual learners a sense of belonging. Collaborative learning activities will include:



Information Gap: this is one of the simplest ways of encouraging pupils to interact. Using charts, graphs, timelines or text, one pupil has information that the other needs. They must ask and answer questions to complete the task.



Matching Activities: help pupils to explore thinking and language skills such as identifying, describing or defining cause and effect.



Sorting Activities: this type of activity encourages children to apply criteria and use the thinking and language of classification, generalising or defining a group.



Sequencing Activities: in order to complete a task pupils have to collaborate while thinking and talking about the order of events, instructions or descriptions of processes.



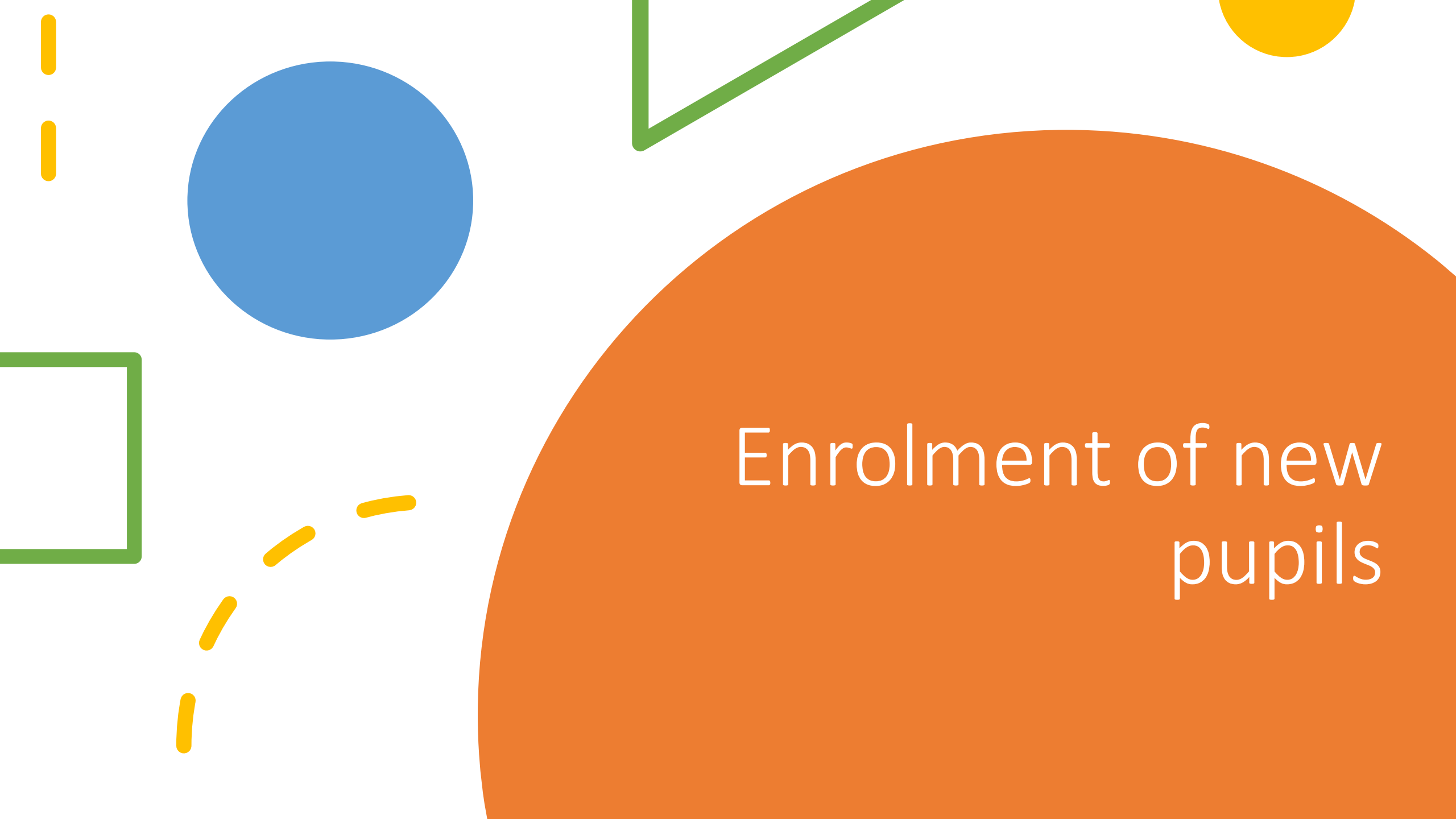
Ranking Activities: by organising items or people according to a given criteria, pupils are encouraged to evaluate, estimate, measure or judge while using the appropriate language required.

Co-operative learning

All co-operative learning should have the 5 basic elements

- Positive Interdependence
- Individual Accountability
- Group Processing
- Social skills
- Face to Face Interaction

- It may be that the bilingual pupil can contribute to the task in his/her home language or may have some skills or knowledge from their previous educational experience.
- The team building exercises in co-operative learning should help the bilingual pupil feel confident enough to make a contribution. These elements will also contribute to the development of English Language Acquisition.
- The language components of the activities and the role given need to be well planned for a bilingual pupil at the early stages of ELA.
- Bilingual pupils will benefit linguistically from being part of the group both academically and socially.

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Enrolment of new
pupils

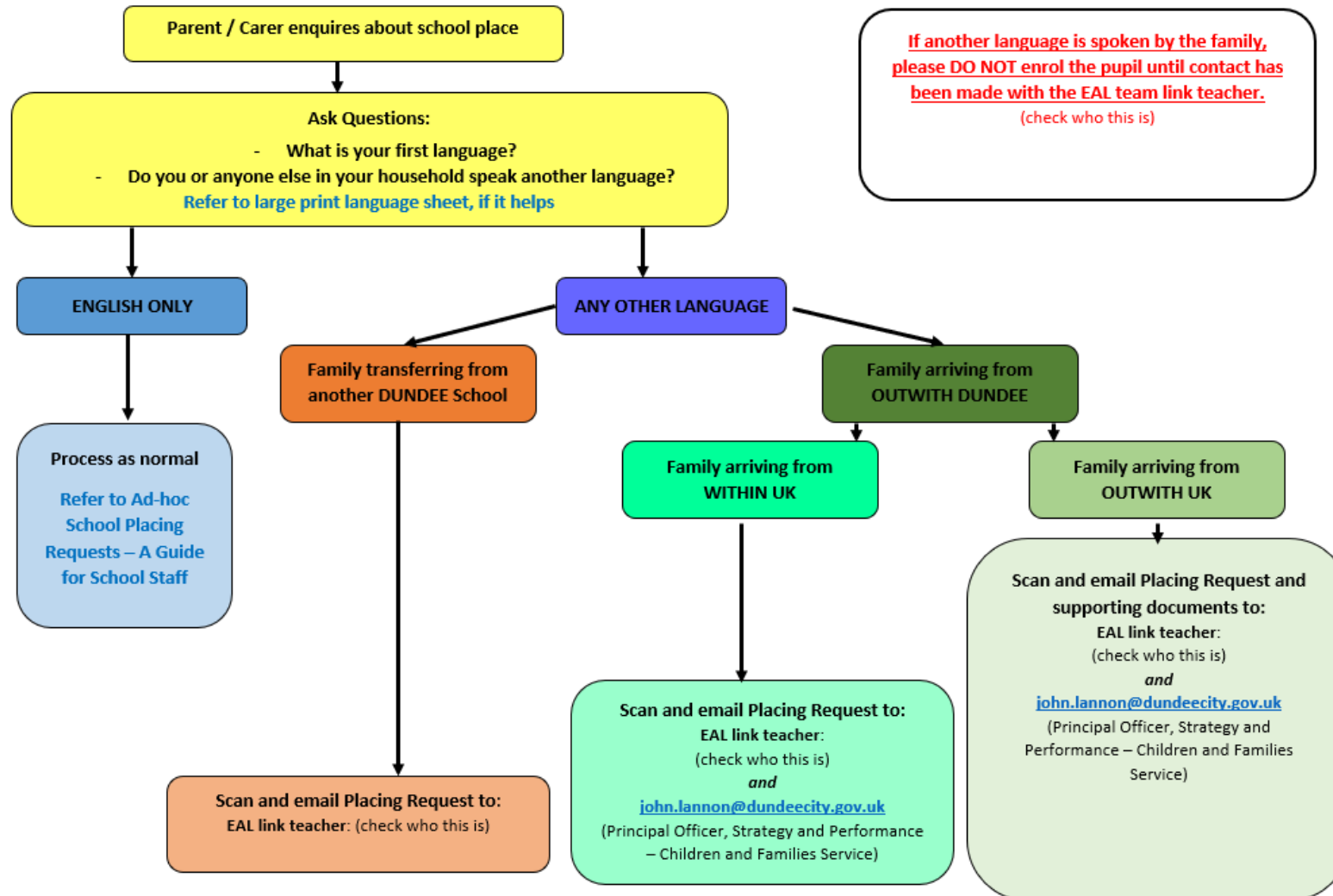
Admission procedures

- For full procedure – see the flowchart

Best practice –

- Check the home language spoken by the child.
- If it is not English - Send the placing request to:
- Your EAL link teacher
- Accessibilityinclusion@dundeeschools.scot
- Do not enrol the child without contacting your EAL link teacher.
- All EAL pupils should be allocated a space in the appropriate year group for their age – regardless of level of English.

Placing Requests – Bilingual Families



Enrolment Procedure for Bilingual New Arrivals

The enrolment process is the key to a smooth transition into school. It provides an opportunity to establish good home/school relations and develop confidence in parents, children and staff.

Arrange the enrolment meeting in partnership with your EAL teacher.

Your EAL teacher will:

- Arrange an interpreter for the meeting.
- Make contact with the family via the interpreter to agree a date for an enrolment meeting.
- Attend the enrolment meeting and share key information from the checklist and support parents with data collection.
- Collect background information about the pupils' prior learning to share with school staff.

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Early stages of learning English

The Early Stages of Learning English

This outline of the development of young children's learning of English as an additional language draws on research findings. Although the process follows a particular sequence, it is flexible. Rather than moving through stages, think of the development in terms of waves - moving forward, receding, then moving forward again. (Olsen Edwards 1994)

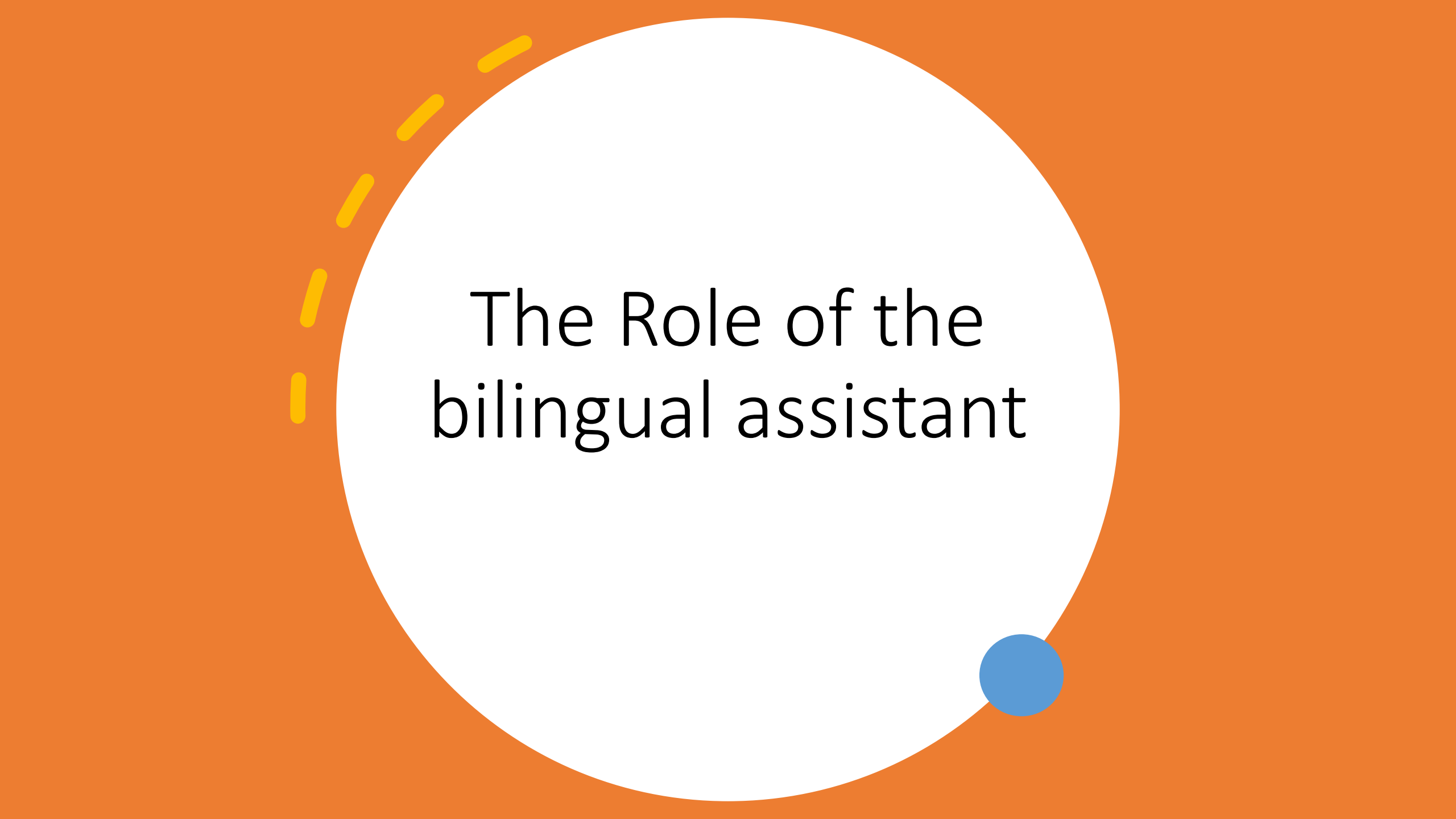
- Many children at the early stages of learning English go through a 'silent period'. This can last up to six months or longer. This is not a passive stage. Children will be listening and making sense of their new environment. They should not be pressurised to speak until they feel comfortable, however, adults should continue to talk to the children and involve them in activities.
- During this wave, children may begin to use non-verbal gestures in response to questions or to indicate a need. Understanding is in advance of spoken language.
- Many children may begin to 'echo' single words and short phrases used by adults and peers. All attempts at speech should be encouraged and praised.

The Early Stages of Learning English

- There will be a development of 'formulaic' language (chunks of social speech) e.g. 'Mummy come soon', 'My turn'. Children may also begin to join in with story refrains and songs.
- Chunking will continue, but children will increasingly begin to use one-word utterances (frequently nouns) which will perform a range of language functions. (e.g. questioning, responding, naming)
- Children will then begin to generate their own 'telegraphic' sentences, using two or three word utterances. The main concern will be communication of meaning. Holistic phrases (a development of chunking) will continue during this wave.
- Children will begin to use extended phrases or simple sentences which contain surface developmental errors in use of plurals, tenses, personal pronouns, function words and articles.

The Early Stages of Learning English

- Increasingly children will develop more control in their use of functional language. Surface errors will continue until the children understand the use of different grammatical structures in the target language, which may be very different from the home language.
- Adapted from NALDIC working paper 4: 'The early Stages of Learning English'



The Role of the bilingual assistant

The role of the bilingual assistant

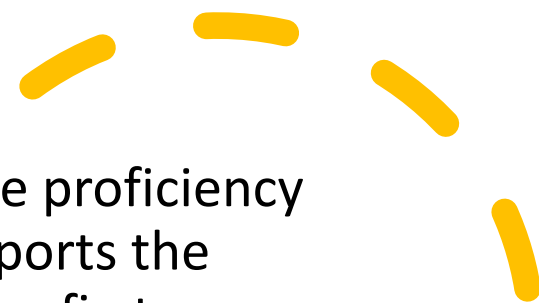
Supporting Learning in the Classroom

1. Using the first language to

- interpret teacher's instructions.
- help pupils complete tasks by redefining words and phrases critical to understanding in English or L1.
- develop skills for learning (use of dictionary/developing vocabulary)
- support conceptual development by oral explanation.
- discuss any social /emotional issues

2. Provide access to new learning by making links with previous learning, knowledge, home values and culture.

3. Contribute to pupil assessments and reports by feeding back to school staff on pupil progress.



Supporting the Development of the First Language



- A common underlying language proficiency (Dr James Cummins 1997) supports the development of both languages; first language proficiency supports the development of second language proficiency.

What to do -

- encourage parental support;
- develop transferable skills – sequencing, describing, giving reasons, asking questions etc.
- develop thinking skills.

Supporting Home/School Liaison

provide support for parents
at school events through
interpreting information

home/school liaison
including home visits for
specific purposes.

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Further ways
bilingual
assistants
can support

- Working in Collaboration with Other Professionals
 - Providing Cultural Background and Religious Information to the School
 - Contributing to Pupil Assessment (where appropriate)
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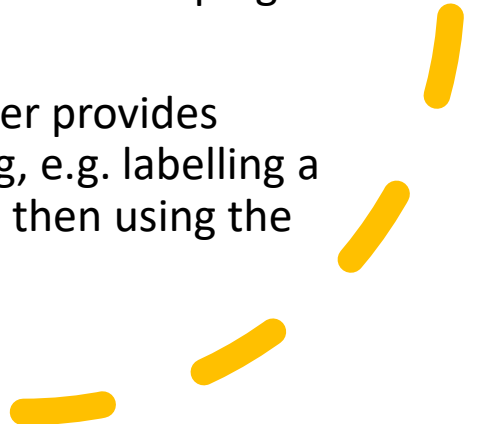
Advice to Teachers- Working with a Bilingual Assistant

- Research shows that bilingual assistants are most effective when they are class-based and support ongoing class work rather than withdrawing pupils to support an alternative curriculum.
- Working in a 1:1 situation has been shown to be less effective than group work. However, bilingual assistants may be required to work with individual bilingual pupils on subject-specific tasks that require tutorial type input.
- Class and subject teachers have responsibility to plan for, teach and assess the needs and achievements of bilingual pupils.
- Bilingual assistants will carry out tasks delegated to them by teachers to aid bilingual pupils to access the curriculum.
- Bilingual assistants will consult and provide feedback to school staff at key points in the support process.
- The majority of the bilingual assistants' time should be spent in contact with pupils and parents.



Good practice –
advice for teachers

Advice to Teachers- Good Practice in the Classroom

- Concepts can be developed in any language; they do not have to be developed in English. Bilingual assistants in the classroom, parents and other pupils who share the same language can facilitate this type of learning.
 - Be a good model of spoken and written English, modelling the language for pupils to repeat. Be aware that pupils may go through a 'silent' period. This can last up to six months or longer. This is not a passive stage. Pupils will be listening and making sense of their new environment.
 - Collaborative group work gives pupils a supportive environment for communication and at the same time articulate pupils provide good models of language.
 - Facts and ideas conveyed through key visuals such as charts, diagrams and tables reduce the amount of language content while keeping the cognitive level appropriate.
 - Transforming information from one mode to another provides support for bilingual pupils to demonstrate learning, e.g. labelling a diagram, then using the labels to complete a chart, then using the chart as a basis for text.
- 

Classroom Strategies for the Support of Bilingual Pupils

"Every teacher is a language teacher"

Create a supportive learning environment

- Ask pupils to sit next to a good model pupil
- Designate a buddy/buddies (and make their role clear)
- Be consistent in classroom routines
- Encourage use of bilingual dictionary / working with a partner who shares the first language
- Be aware that some pupils may remain silent for some time. They are actively listening and observing.
- Be aware that some pupils may become tired due to the considerable concentration required to access the lesson in an additional language
- Be aware that pupils new to English will require longer thinking time.

Classroom Strategies for the Support of Bilingual Pupils

Consider the language and materials needed by pupils

Give direct instructions, speaking slowly and clearly

Consider your questioning style - be direct, ask one question at a time

Consider how you clarify and check understanding of the lesson with the pupil

Provide key words and phrases in various formats, e.g. On whiteboard, flashcards, glossaries

Ask literate bilingual pupil to record new vocabulary in a notebook

Model the language needed to complete tasks with speaking or writing frames.

Classroom Strategies for the Support of Bilingual Pupils

Present the lesson in a linguistically clear way

- Present information both verbally and visually
- Use graphics such as mind-maps, timelines, Venn diagrams, graphs and charts
- Be aware that some pupils are not familiar with Roman script so write legibly on the board and handouts
- Be aware that bilingual pupils at stages 1 and 2 may be confused by idioms or colloquial phrases; try to avoid using these to explain key concepts

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Classroom Strategies for the Support of Bilingual Pupils

Plan activities and tasks which consolidate any newly learned language

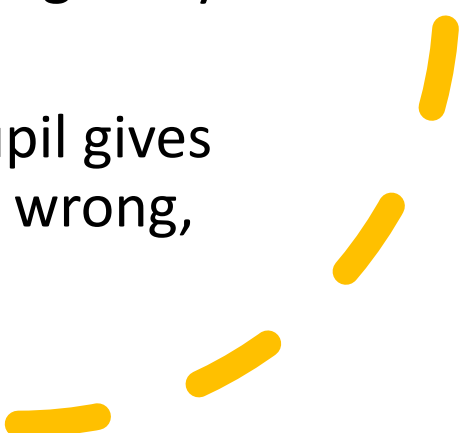
Include all pupils by asking them questions appropriate to their linguistic ability, in order to boost confidence

Help pupils to analyse reading texts by asking them to highlight or underline key words and phrases

Organise groups to provide effective 'good' language and learning models for collaborative tasks

Use active listening activities such as listing 5 key points of a presentation

Encourage active oral participation. If pupil gives correct information but is grammatically wrong, repeat the answer in the correct form.

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