

Section 10

ENGLISH AS AN ADDITIONAL LANGUAGE (OPTIONAL)

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PRE-COURSE ACTIVITY (EAL)

FINDING OUT ABOUT YOUR SCHOOL

Find from a senior teacher, your mentor or the Ethnic Minority Achievement (EMA) co-ordinator the answers to the following questions about your school:

- How many pupils learn English as an additional language?
- How many languages are spoken?
- What are the main languages spoken?
- Does your school have a policy for teaching English as an additional language?
- If so, what are the key elements of this policy?

Please also read the background notes on 'Pupils for whom English is an additional language' in the TA file. In the file for primary schools this appears in the General section, as subsection 9.5.4. In the file for secondary schools the relevant document is in the Role and Context module, subsection 1.2.6.

INTRODUCTION

This module is linked with the other modules of the Induction course for TAs. It is assumed that you are familiar with the approaches advocated for supporting teaching and learning in the English and Mathematics modules, either from having attended the training or from your own experience. Key ideas such as ‘scaffolding’, which are embedded in this module, are covered in more detail in those modules.

It is important to understand that all subjects of the curriculum have considerable potential for motivating pupils to learn English as an additional language (EAL). For example, the vocabulary and use of language associated with mathematics, science and art offer rich opportunities for developing EAL.

A key objective of this module, therefore, is to make sure that you become ‘language aware’. In other words, you need to understand that you are in a very strong position to support the teaching and learning of English as an additional language in the many and various encounters you have with pupils in the normal course of your work. This is because valuable opportunities for language learning occur whenever you are engaged in communication with the pupils within and outside lessons.

Often TAs are able to listen and converse with pupils who lack confidence, and need more time to practise using English than formal lessons allow. For example, one TA reported: ‘I try to talk with Ahmed, or rather get him to talk to me whenever we meet. He was really shy at first but now we chat about everything from football to what he likes for dinner.’

The importance of building pupils’ confidence in using English cannot be overstressed. This TA clearly understood the importance of providing space to listen to pupils and prompting them to use whatever English they have, thus strengthening the conditions for learning English.

1. OHTS

Aims of this training

By the end of the training module, participants should begin to:

- know the main factors that enable pupils to acquire English as an additional language
- know how to help and support EAL learners in the classroom
- feel confident to work in multilingual classrooms.

OHT 1.1

Important factors for learning

For pupils learning English as an additional language we must think about ways in which:

- they can acquire English through interaction with peers and adults in the school
- the classroom environment can support all learners
- the lessons can be planned to support language acquisition
- the curriculum can be presented to ensure access for all.

OHT 1.2

Changes in the nature of language provision

- First, Language Centres were established in many LEAs.
- Language Centres were phased out and the teachers went into schools.
- Language support teachers work in partnership with class and subject teachers.
- Language specialist and mainstream teachers plan the inclusive curriculum together. TAs support implementation in the classroom.

OHT 1.3

Making inclusion a reality

- How does the TA help to develop the pupils' English language acquisition?
- How does the TA support the pupils' understanding of the lesson?
- In what ways do primary and secondary schools differ when settling in a newly arrived pupil?

OHT 1.4

Making inclusion work

TAs are central to making inclusion work in schools by:

- getting to know the pupils
- integrating newly arrived pupils into school life and classroom routines
- facilitating pupils' acquisition of the English language
- acting as an advocate for pupils from a knowledge of their strengths and skills.

OHT 1.5

A stress-free environment

First language learning normally takes place in a stress-free environment:

- through interaction with adults who care
- when every attempt at speaking is praised
- when the rules of the language are modelled naturally
- when there are interesting things and events that stimulate language
- when gesture and body language, including facial expression, reinforce the spoken word.

OHT 1.6

Speaking and listening

Pupils learning English as an additional language:

- need to listen and tune into English being used in context
- may be silent for a time
- need lots of opportunities to talk.

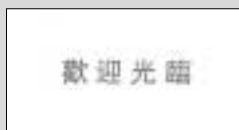
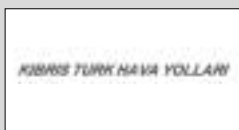
OHT 1.7

Reading and writing

- Pupils who are literate in their first language will make rapid progress.
- Pupils who are not literate in their first language will be learning to read and write in English as they are learning to speak.
- Pupils will need specific support with writing in English.

OHT 1.8

Language quiz



OHT 1.9

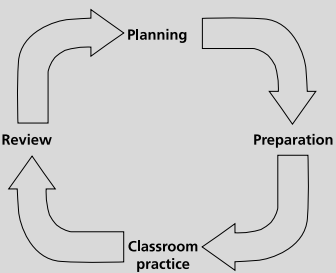
Management of TAs

Points made by senior managers:

- TAs need to be well managed by senior management.
- Time should be allocated for planning and review.
- Good INSET needs to be provided for both teachers and TAs.

OHT 2.2

The virtuous circle of support for the curriculum, teachers and pupils



OHT 2.3

Skills and talents

- experience of developing own children's language
- experience of learning a second language
- being bilingual
- knowledge of local community

OHT 2.4

2. COURSE DOCUMENTS

Course Document 1.1

LANGUAGE STORIES

‘My name is Layla. I am eleven years old. I have just arrived in England from Somalia. I used to go to the Italian school in Mogadishu and my favourite subject is history. I am looking forward to starting secondary school in September.’

‘My Name is Ercan. I was born in Turkey and I started school when I was six years old. I moved to Germany when I was eight and learned to speak, read and write in German during my two years at school there. I have just come to England and am learning to speak English. I find it easier to use Turkish and English in class activities, but I find it easier to write in German.’

‘My name is Ahmed. I am twelve years old and I came to England to join my family when I was ten. I can read and write in Bengali and I also speak Sylheti. I enjoy maths and I’m very good at it but sometimes I can’t show what I can do because I can’t read the questions.’

‘My name is Kiran. I am seven years old. I was born in England and my family all speak Gujarati. When I went to nursery, I didn’t speak any English, but I was used to hearing it in shops, in the street and on television. Now I can speak English, and read and write in English, but I still speak Gujarati at home.’

‘My name is Abraham. I come from Ghana. My family language is Twi, but we all speak English because English is the language of education in my country. I am sixteen years old and I was a successful student at my school in Ghana. When I came to England I was surprised to find that the English spoken here is quite different from the English spoken in Ghana. I am also finding the school is very different from the schools I have been accustomed to.’

‘My name is Boris. I am Russian. I came to England a year ago when I was six. I had never been to school before, but I had been to kindergarten. My mother has taught me to read and write in Russian. Now I can read English as well. My favourite book at the moment is *The Worst Witch*.’

‘My name is Dido. I am fourteen years old and I have just arrived in England from Zaire. I speak Lingala and French. I went to a French speaking school in Zaire for a little while but we had to leave the country suddenly and I’ve missed a lot of school. I would like to return to my country one day, but I have no one to look after me there.’

Course Document 1.3

SUMMARY OF KEY LEGISLATION

1966 Section 11 of the Local Government Act 1966 provides additional funding for local government for English language teaching, and is principally geared to teaching children arriving in UK schools from the New Commonwealth.

1975 The Bullock Report, a major report on the teaching of English, promotes the importance of language across the curriculum. It states that ‘No child should be expected to cast off the language and culture of the home as (s)he crosses the school threshold.’

1976 The Race Relations Act 1976 makes racial discrimination open to legal challenge.

1981 The Rampton Report attempts to address growing concerns about race relations among parents and communities. It introduces the notion of institutional racism and promotes a programme of ‘multi-cultural’ education.

1985 The Swann Report focuses attention on linguistic and other barriers that prevent access to education. It implies that the use of separate language centres may be discriminatory in effect as they deny children access to the full range of educational opportunities available.

1988 In the report of a formal investigation in Calderdale LEA, the Commission for Racial Equality (CRE) states that Calderdale’s policy of separate English language tuition for ethnic minority pupils cannot be justified on educational grounds and amounts to indirect racial discrimination.

The National Curriculum states that all pupils are entitled to a broad and balanced curriculum.

1993 A Private Member’s bill extends Section 11 funding to include support for all ethnic minority pupils.

1999 The Ethnic Minority Achievement grant (EMAg) replaces Section 11 funding and places the responsibility for the achievement of ethnic minority pupils on schools.

The Macpherson Report, following the enquiry into the murder of Stephen Lawrence in 1993, emphasises the need to address institutional racism. It requires all LEAs, other branches of local government, and the police to make explicit their actions to counter racial discrimination.

2000 The National Curriculum is revised and the duty to ensure teaching is inclusive is made statutory: ‘Teachers have a duty to plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.’

OFSTED institutes regulatory training for all inspectors in the evaluation of educational inclusion, with a strong emphasis on race issues.

The Race Relations Amendment Act 2000 requires all public bodies to produce a Race Equality policy by 31 May 2002, and to have explicit means of reporting, monitoring and challenging racial harassment.

The CRE publication *Learning for All* sets out the standards for Race Equality in schools.

Course Document 1.4

When pupils are learning a language it's normal for them to be silent for a while.

Pupils learn languages more easily if they are not afraid of making a mistake.

It's very important to have opportunities to talk and work with others when learning a new language.

It's very important to correct pupils' mistakes when they are learning a language.

Pupils learn languages more easily if they work through grammar exercises.

Pupils learn languages most easily when they have a real need to communicate with other people who speak the language.

Once pupils can communicate in English they don't need additional support in lessons.

Children in this country have to learn English – their home language is of no use to them any more.

Course Document 1.5

STATEMENT	COMMENTS/RATIONALE
When pupils are learning a language it's normal for them to be silent for a while.	An initial silent period, which may last for a very short time or up to a few months, is a natural stage when learning a language. It is a time for listening, and tuning into the language and routines of the lessons.
It's very important to have opportunities to talk and work with others when learning a new language.	Pupils learn the language of the curriculum through talking and working collaboratively with English speakers who act as role models.
Pupils learn languages more easily if they work through grammar exercises.	Grammar exercises can reduce relevance, purpose and context, all of which are crucial to enhance the learning of languages.
Once pupils can communicate in English they don't need additional support in lessons.	Oral fluency in English is usually ahead of literacy development. Appropriate provision needs to be made to ensure continuing language and literacy development.
Pupils learn languages more easily if they are not afraid of making a mistake.	We cannot learn a language without making mistakes. It is important to create a safe environment which allows pupils to practise the language without worrying about these mistakes.
It's very important to correct pupils' mistakes when they are learning a language.	Pupils benefit from good models of the language that is being learned, and from sensitive error-correction. Over-correction of mistakes will inhibit learners from 'having a go', slowing down the process of language learning.
Pupils learn languages most easily when they have a real need to communicate with other people who speak the language.	To learn a language it is necessary to use it in a meaningful way.
Children in this country have to learn English – their home language is of no use to them any more.	It is essential for children in this country to continue to use their home language as they are learning English. Their first language gives pupils a sense of identity, and research shows that it also improves their progress in English and raises achievement.

Course Document 1.6

Ways in which TAs can support pupils who are learning English as an additional language.

Speaking and listening

Reading and writing

Course Document 1.7

Ways in which TAs can support pupils who are learning English as an additional language:

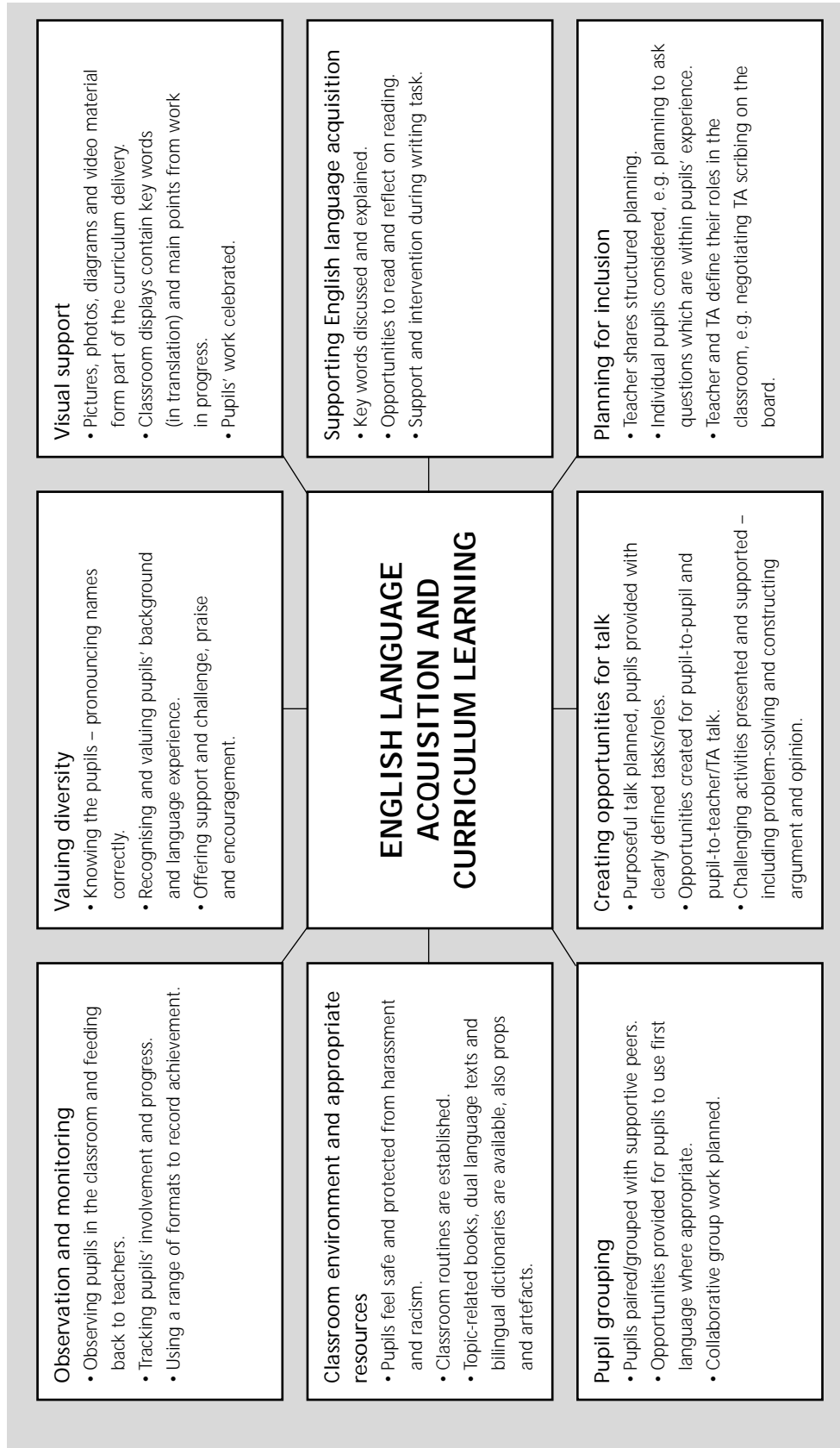
SPEAKING AND LISTENING

- Welcome and show a positive attitude to bilingualism.
- Engage the pupils in conversation and encourage as much spoken response from them as possible, inside and outside the classroom.
- Sit with them and act as a mediator.
- Speak to them directly and help them join in with class and group activities.
- Help them to contribute to group discussion.
- Provide models of English language use in different contexts.

READING AND WRITING

- Tell stories and share books.
- Talk about stories and illustrations.
- Use taped versions of books.
- Act as a scribe occasionally to record their ideas.
- Help run reading, homework and other clubs.
- Help with the drafting and editing of written work.

Course Document 2.1



*Course Document 2.2(a)***A LANGUAGE IN COMMON: ASSESSING ENGLISH AS AN ADDITIONAL LANGUAGE**

Under the above title QCA have developed the system on the next page to standardise the reporting of summative assessments for pupils who are acquiring English. It consists of more detailed descriptors for features of English Language usage up to Level 1 of the National Curriculum scale. It also features a separation of the speaking and listening descriptors, given the specific nature of learning an additional language. It can be adopted by schools to support the assessment and responses to pupils learning English. Please note the scale is for those pupils only.

This system is a reporting tool. Formative assessments are more detailed, individual pupil focused and necessary for curriculum planning. At the end of the day, no matter what 'level' a child is on, the real question is, 'What do we do now to take them further?'

We reproduce here a section of the QCA document which focuses on the principles of assessing EAL.

The assessment of English as an additional language should follow the same principles of effective assessment of all pupils. It should:

- recognise what pupils can do and reward achievement;
- be based on different kinds of evidence;
- be a valid reflection of what has been taught or covered in class;
- be reliable in terms of enabling someone else to repeat the assessment and obtain comparable results; and
- be manageable, both in terms of the time needed to complete the task, and in providing results which can be reported or passed on to other teachers.

In addition, teachers assessing pupils' learning should:

- be clear about the purpose of the assessment, distinguishing summative, formative and diagnostic aims;
- be sensitive to the pupil's first or main other language(s) and heritage culture;
- take account of how long the pupil has been learning English;
- assess in ways that are appropriate for the pupil's age;
- focus on language, while being aware of the influence of behaviour, attitude and cultural expectations; and
- recognise that pupils may be at different levels of attainment in speaking, listening, reading and writing.

(A language in Common: assessing English as an additional language, QCA, 2000)

Course Document 2.2(b)

NATIONAL CURRICULUM ENGLISH

Level 2	
Level 1 Secure	
<p>Listening In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.</p>	<p>Speaking Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.</p>
<p>Reading Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.</p>	<p>Writing Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.</p>
Level 1 Threshold	
<p>Listening With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.</p>	<p>Speaking Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.</p>
<p>Reading Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.</p>	<p>Writing Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.</p>
Step 2	
<p>Listening Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.</p>	<p>Speaking Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is intelligible.</p>
<p>Reading Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.</p>	<p>Writing Pupils attempt to express meaning in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.</p>
Step 1	
<p>Listening Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.</p>	<p>Speaking Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.</p>
<p>Reading Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.</p>	<p>Writing Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.</p>
W	
<p>Working towards Level 1 No longer applies to pupils acquiring English as an additional language</p>	

Course Document 2.3

MY SKILLS THAT ARE BEING USED AT PRESENT	WHAT ELSE I CAN OFFER

*Course Document 2.4***TALENTS AND SKILLS THAT TAs CAN OFFER**

- experience of developing own children's language
- experience of learning a second language
- being bilingual
- knowledge of local community
- linking with parents/carers
- listening skills
- story-telling
- understanding a pupil's view of a situation/experience
- contributing to planning and feeding back to class/subject teacher
- working with a group of pupils
- working one to one
- supporting reading and homework clubs
- observing/tracking pupil involvement and progress
- preparing resources
- mounting displays
- administrative support

3. RECOMMENDED FURTHER READING

A Language in Common: assessing English as an additional language, Qualifications and Curriculum Authority, 2000 (ref. QCA/00/584, ISBN 1 8583 4311). Can be ordered from 01787 884444 or from <http://www.qca.org.uk>

Assessment Toolkit to Support Pupils with English as an Additional Language, NLS, DfES 2002 (ref. DfES 0319/2002)

Being Bilingual, Alladina, S., Trentham Books, 1995 (ISBN 1 85856 051 9)

Educational Inequality: mapping race, class and gender, Gillborn, D. & Mirza H., Ofsted, 2000 (HMI 232). Can be downloaded from <http://www.ofsted.gov.uk>

Evaluating Educational Inclusion: guidance for inspectors and schools, Ofsted, 2000 (HMI 253). Can be downloaded from <http://www.ofsted.gov.uk>

Home Pages, Literacy Links for Bilingual Children, Kenner, C., Trentham Books, 2000 (ISBN 1 85856 212 0)

Inclusive Schools, Inclusive Society, Richardson, R. & Woods, A., Trentham Books, 1999 (ISBN 1 85856 2031)

Learning for All: standards for racial equality in schools, Commission for Racial Equality, 2000 (ISBN 1 85442 223 5)

Making Progress in Writing, Bearne, E., Routledge Falmer, 2002 (ISBN 0 415 25932 0)

National Key Stage 3 Strategy: Language across the Curriculum, module 12 'All Inclusive', DfES, 2001 (ref. DfES 0235/2001), and 'Raising Aspects of Ethnic Minority Achievement with Special Reference to Learning English as an Additional Language', DfES, 2001 (ref. DfES 0639/2001)

One Child, Many Worlds, ed. Gregory, E., David Fulton, 1997 (ISBN 1 85346 460 0)

Planning for Bilingual Learners: an inclusive curriculum, ed. Gravelle, M., Trentham Books, 2000 (ISBN 1 85856 175 2)

Raising the Attainment of Minority Ethnic Pupils, Ofsted, 1999 (HMI 170). Can be downloaded from <http://www.ofsted.gov.uk>

Removing the Barriers: raising achievement levels for minority ethnic pupils, DfES (ref. DfES 0012/0000, ISBN 1 84185 2090). Free from DfES Publications, 0845 6022260

Supporting Pupils Learning English as an Additional Language, NLS, DfES, 2002 (ref. DfES 0239/2002)

Supporting Refugees in 21st Century Britain, Rutter, J., Trentham Books, 2001
(ISBN 1 85856 185 X)

The Early Years: Laying the Foundations for Racial Equality, Siraj-Blatchford, I.,
Trentham Books, 1994 (ISBN 0948080 64 7)

The Languages of the World, Katzner, K., Routledge, repr. 1996
(ISBN 0 415 11089 3)

4. COMMON TERMS

There are a number of terms used to describe the teaching and learning of English.

- EAL** English as an Additional Language
This acknowledges that there are pupils who regularly use one or more languages in addition to English.
- E2L** English as a Second Language
Generally replaced now by EAL.
- TEFL** Teaching English as a Foreign Language
The teaching of English to individuals who live outside the UK and regularly use a language other than English
- ESOL** English for Speakers of Other Languages
A term used to describe courses for older students or adults who are not catered for in the statutory education system.

In this document the term 'bilingual' is used to describe any person who uses more than one language regularly, not just for a person already fluent in two languages.

5. FURTHER ACTIVITIES

This section of the File consists of the school-based training part of the EAL training module. It contains:

- guidance on the activities
- background notes
- pupil profile recording sheets
- samples of completed pupil profile recording sheets.

The training consists of four activities. These activities focus on the progress of an individual pupil who is in the early stage of English language acquisition. The purpose of this focus is to observe and reflect on the way in which individual pupils learn to use English in school and how the adults in school promote pupils' language and curriculum learning. You should receive guidance from your mentor in carrying out these activities.

ACTIVITY 1: THE PUPIL PROFILE – PRELIMINARY STATEMENT

It is important to know as much as possible about a pupil who is acquiring English as an additional language in order to provide the most appropriate support.

Most of the information should be available from school records but sometimes it is difficult to obtain details during an admissions interview and it may be necessary to ask the pupil or parents/carers for additional facts. It may take time to gather all the information. In the first instance, use data that is easily available and add to it over time if you can. When gathering evidence it might prove helpful to speak to Ethnic Minority Achievement (EMA) staff in your school. They may have information which helps you understand the child's perspective and background experiences.

Languages spoken: some pupils speak more than one language outside school. For example, their parents may speak different languages; the family may speak one form of a language but read and write it in another form (such as people who speak Sylheti and read and write in Bengali); some members of the family may speak English; the pupil may use yet another language for religious purposes; and some pupils have lived for a time in a third country before arriving in the UK and have picked up the language there.

Previous schooling: if the pupil has attended school in another country they will have age-appropriate literacy experience which will affect the rate of their English language and literacy development. Previous schooling will also affect the pupil's approach to curriculum learning and their expectations of school. A fractured schooling in the country of origin and/or changes of school in the UK may adversely affect the way in which the pupil settles into school.

Community school: where communities are well established there are usually supplementary schools where community languages, history and culture are taught. It is useful to know whether a pupil is attending such a school as, if so, they will be learning to read and write in the community language at the same time as they are learning in English at school.

To complete the preliminary statement, read through the QCA descriptors for speaking and listening in *A Language in Common: assessing English as an additional language* (see Further Reading, section 3 of this part of this File, and Course Document 2.2). This should be readily available in your school. Based on your existing knowledge of the pupil, make an informal assessment of their level of English language acquisition. Then add any information about their academic and social progress in school that you think is relevant to the pupil profile.

ACTIVITY 1: PUPIL PROFILE – PRELIMINARY STATEMENT

Pupil's name: _____ Date: _____

Information

Date of birth:	Boy/Girl:	Year group:
Languages spoken:		
Languages pupil can read:		
Languages pupil can write:		
Date of arrival in UK:		
Date admitted to school:		
Previous schooling (UK and elsewhere):		
Community school:		

Please comment on your focus pupil's level of English language acquisition using the QCA descriptors in *A Language in Common: assessing English as an additional language*, which extend the National Curriculum English scale for speaking and listening.

ACTIVITY 1: PUPIL PROFILE – PRELIMINARY STATEMENT (SAMPLE)

Pupil's name: Ayse Date: _____

Information

Date of birth: 13/9/92	Boy/Girl: Girl	Year group: 4
Languages spoken:	Turkish and Kurdish	
Languages pupil can read:	Beginning to read in Turkish	
Languages pupil can write:	Writes own name, copies words in English	
Date of arrival in UK:	May 2000	
Date admitted to school:	June 2000	
Previous schooling (UK and elsewhere):	2 years in Turkey	
Community school:	No	

Please comment on your focus pupil's level of English language acquisition using the QCA descriptors in *A Language in Common: assessing English as an additional language*, which extend the National Curriculum English scale for speaking and listening.

Ayse has settled into the class and has made two or three close friends.

Although Ayse is very quiet in class, she listens attentively and follows instructions well. She says more when she is working in a small group where she feels comfortable. She sometimes asks another Turkish speaker for help, but mostly seems determined to use English in class.

Ayse enjoys listening to stories and loves books – her favourite is 'Winnie the Witch'. She takes dual language books home to read with her family.

I think that on the QCA scale, Ayse is at Level 1 Threshold for speaking & listening.

ACTIVITY 2: READING OBSERVATION

The inclusion of pupils acquiring English as an additional language in the literacy hour (primary) and the structured lesson (secondary) is a fundamental principle of the National Literacy Strategy and the Key Stage 3 National Strategy. Experience has shown that all pupils learning EAL benefit from taking part in whole-class and group activities where there are clearly defined objectives, interactive teaching approaches, opportunities to listen to and join in planned talk, and where the meaning of texts is made clear through the use of visual support and oral explanation.

Pupils who are literate in a language other than English will already know the conventions of reading and will actively search for cues, such as the relationship of letters to sounds. They will also seek contextual and picture clues to meaning. For these pupils books provide a powerful medium for learning English, and they usually make rapid progress in English language acquisition and literacy.

Pupils who have not yet learned to read and write in their first language will need to have the early reading experiences that all learners undergo in the process of becoming literate. Hearing texts read aloud and talking about the story, the characters or the topic of an information book is an invaluable part of the process. Early learners of English may not be able to have this experience at home in English, so reading or sharing books with a TA as individuals or in small groups, in addition to taking part in literacy work in lessons, will greatly enhance their language and literacy development.

This activity requires you to spend some time with your focus pupil in an individual reading or book-sharing session. Your mentor may have to discuss the timing of the session with the class or subject teachers so that it takes place at a time that is convenient to them.

Make notes on the reading observation sheet either during or immediately after the reading or book-sharing session. Then comment on where you think the pupil's reading fits on the QCA extended scale for English (see Activity 1), or whether they are already beyond level 1.

ACTIVITY 2: READING OBSERVATION

Choose a book to share with your focus pupil. Depending on the pupil's experience in reading, either read the text aloud, encouraging them to join in, or ask the pupil to read to you, supporting them with unfamiliar words where necessary. Talk about the story and characters (fiction) or the topic (non-fiction), and any illustrations.

Pupil's name: _____ Year group: _____

Date:									
Title of book familiar unfamiliar									
Overall impression of pupil's reading									
Strategies used: • phonic • graphic • syntactic • contextual									
Pupil's response to text									
Support for further development/ experiences needed									
Using the QCA descriptors for reading make an informal assessment of your focus pupil's reading level	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Level 1 Secure</td> <td style="width: 50px;"></td> </tr> <tr> <td style="text-align: center;">Level 1 Threshold</td> <td></td> </tr> <tr> <td style="text-align: center;">Step 2</td> <td></td> </tr> <tr> <td style="text-align: center;">Step 1</td> <td></td> </tr> </table>	Level 1 Secure		Level 1 Threshold		Step 2		Step 1	
Level 1 Secure									
Level 1 Threshold									
Step 2									
Step 1									

ACTIVITY 2: READING OBSERVATION (SAMPLE)

Choose a book to share with your focus pupil. Depending on the pupil's experience in reading, either read the text aloud, encouraging them to join in, or ask the pupil to read to you, supporting them with unfamiliar words where necessary. Talk about the story and characters (fiction) or the topic (non-fiction), and any illustrations.

Pupil's name: Mohammed Year group: 7

Date: <i>February 2001</i>									
Title of book familiar unfamiliar	<i>Dinosaur Dreams, Allan Ahlberg & Andre Amstutz Unfamiliar, but other books in the series are well known.</i>								
Overall impression of pupil's reading	<i>Enthusiastic but does not read in English accurately (Mohammed reads and writes in Arabic).</i>								
Strategies used: • phonic • graphic • syntactic • contextual	<i>Mohammed read the opening lines, which are familiar, but needed support when the text became specific to this story. Used phonic cues including initial and final letter sounds. Self-correcting, using the context to establish meaning. Looking at the pictures and reading the speech bubbles.</i>								
Pupil's response to text	<i>Enjoyed the story and able to re-tell events. His favourite picture is when the skeletons crash. Mohammed liked the book 'because it's funny'.</i>								
Support for further development/ experiences needed	<i>Maintain Mohammed's confidence and enthusiasm through use of high interest picture books. Widen his experience through use of non-fiction texts.</i>								
Using the QCA descriptors for reading make an informal assessment of your focus pupil's reading level	<table border="1"> <tr> <td>Level 1 Secure</td> <td></td> </tr> <tr> <td>Level 1 Threshold</td> <td>✓</td> </tr> <tr> <td>Step 2</td> <td></td> </tr> <tr> <td>Step 1</td> <td></td> </tr> </table>	Level 1 Secure		Level 1 Threshold	✓	Step 2		Step 1	
Level 1 Secure									
Level 1 Threshold	✓								
Step 2									
Step 1									

ACTIVITY 3: PUPIL OBSERVATION – MONITORING PUPIL ENGAGEMENT IN WHOLE-CLASS LESSONS; ESTABLISHING SUPPORT STRATEGIES

Teachers employ a number of teaching strategies to ensure the active involvement of all pupils, including those acquiring English. The whole-class session in any lesson is the time when a pupil who is new to English needs support to ensure as full an understanding as possible of the topic and lesson objectives. TAs have a crucial role to play before, during and after the lesson in providing this support.

For this activity you are asked to observe your focus pupil in the classroom and comment on their participation in the lesson, using the form Pupil Observation (i). After the lesson, discuss with the class/subject teacher any points you have observed where you think the pupil could have been more actively engaged. Together, decide on a learning priority for the pupil and agree support strategies to meet that priority. Then complete the feedback and planning sheet provided.

The strategies for promoting the active involvement of pupils learning English as an additional language are usually simple and effective (see 'TA Roles in Supporting Pupils Who are Learning English' at end of this activity). Sometimes it can be as easy as thinking carefully about where the pupil learning English sits, and with whom.

During a whole-class session you can sit near pupils learning EAL in order to:

- echo the teacher's message
- explain the content of the lesson
- encourage responses to questions
- rehearse responses
- act as a talk partner
- signal to the teacher when the pupil is ready to answer.

During the following half term complete the form Pupil Observation (ii) and note any changes in your focus pupil's level of participation. Also note which strategies have proved most effective.

ACTIVITY 3: PUPIL OBSERVATION (i)

Pupil's name: _____ Year group: _____ Date: _____

Some useful questions to think about when observing pupils:

- Where does the pupil sit?
- Does the pupil appear to be engaging with the content of the session?
- Does the pupil respond to questions? Are the responses appropriate?

Brief description of activity**Observation**

ACTIVITY 3: PUPIL OBSERVATION (i) (SAMPLE)

Pupil's name: Marco Year group: 5 Date: 19 April 2002

Some useful questions to think about when observing pupils:

- Where does the pupil sit?
- Does the pupil appear to be engaging with the content of the session?
- Does the pupil respond to questions? Are the responses appropriate?

Brief description of activity

Digit card activity on percentages.

Observation

Marco sitting at the back of classroom – digit cards not set out properly (wrong way round). He put hand up instead of card and was unsure and hesitant. Was distracted, looking round the classroom at others.

ACTIVITY 3: FEEDBACK AND PLANNING

Pupil's name: _____ Year group: _____ Date: _____

Using the information from your pupil observations, identify one learning priority and decide what strategies you intend to use, or strengthen, to increase the pupil's engagement in the lesson.

Learning priority

TA support strategies

ACTIVITY 3: FEEDBACK AND PLANNING (SAMPLE)

Pupil's name: Marco Year group: 5 Date: 19 April 2002

Using the information from your pupil observations, identify one learning priority and decide what strategies you intend to use, or strengthen, to increase the pupil's engagement in the lesson.

Learning priority

- *Marco to listen more attentively.*
- *Marco to understand the demands of task and carry out the activities.*

TA support strategies

- *Change Marco's seat to one where he can see the whiteboard and teacher more clearly and is not distracted by others.*
- *Greater TA/pupil interaction. TA to check understanding of task, give reinforcement and support, provide positive encouragement to develop confidence and self-esteem.*
- *Echo teacher's message.*
- *Explain the context.*
- *Act as a talk partner.*

ACTIVITY 3: PUPIL OBSERVATION (ii)

Pupil's name: _____ Year group: _____ Date: _____

Comment on any significant changes in your focus pupil's level of engagement in whole-class lessons. Also list any strategies which you feel were particularly useful.

Pupil engagement

Successful strategies

ACTIVITY 3: PUPIL OBSERVATION (ii) (SAMPLE)

Pupil's name: Marco Year group: 5 Date: 24 May 2002

Comment on any significant changes in your focus pupil's level of engagement in whole-class lessons. Also list any strategies which you feel were particularly useful.

Pupil engagement

- *Changed attitude, more focused and keen to do well. Smiling more.*
- *Tries to work out answers as questions are given out.*
- *Ready to answer without prompting.*

Successful strategies

- *TA attention to ensure Marco's understanding of tasks.*
- *Seating arrangement; Marco now sitting with supportive peers and can see whiteboard clearly.*
- *Acting as a talk partner.*

TA ROLES IN SUPPORTING PUPILS WHO ARE LEARNING ENGLISH

Planning

- being aware of lesson objectives
- discussing access strategies for focus pupil
- contributing ideas based on knowledge of pupil's progress
- having clear expectations of TA roles within the lesson
- where appropriate, being aware of the role/intervention planned for by the teacher, as stated in the short-term plan

Preparation

- ensuring appropriate visual aids/props are available
- ensuring a dictionary is available
- preparing any specific resources required by focus pupils

Delivery

In a whole-class session, sitting near pupil in order to:

- echo the teacher's message
- explain the teacher's message
- encourage engagement
- rehearse responses
- act as a talk partner, or facilitate pupil working with another pupil as talk partners.

In group/individual work:

- encouraging talk and acting as a role model of English
- explaining key words
- demonstrating/supporting the task
- supporting reading
- supporting writing through talk, scaffolding (i.e. writing frames/sentence starters) re-drafting or scribing.

At any time during the lesson the TA can observe a group or individual pupil's engagement with the teacher's presentation or the group's or pupil's approach to any task/activity.

Review

- discussing successful/less successful aspects of the lesson in relation to focus pupil
- feeding back specific detail on focus pupil's progress within the lesson

ACTIVITY 4: PUPIL PROFILE – SUMMATIVE STATEMENT

The purpose of this activity is to reflect on the progress in English language acquisition made by your focus pupil. Over the two terms you may have learned more about your pupil's language use at home and at school. You have also had the opportunity to become familiar with the QCA's extended scale for English, which helps to monitor progress in the early phase of English language acquisition.

Reflect on your contribution to the pupil's language and curriculum learning and discuss with your mentor the ways in which TAs can be best used within your school to support pupils acquiring English as an additional language.

**ACTIVITY 4: PUPIL PROFILE –
SUMMATIVE STATEMENT**

Name:

Year group:

Languages spoken:

Do you have any further information about the pupil's home language use, literacies and identity?

Comment on the pupil's progress in:

- speaking and listening

- reading

- engagement in whole-class lessons

Reflecting on your work with this pupil, what do you think has contributed to his/her progress in English acquisition?

ACTIVITY 4: PUPIL PROFILE – SUMMATIVE STATEMENT (SAMPLE)

Name: *Taner*

Year group: *Reception*

Languages spoken: *Turkish and English*

Do you have any further information about the pupil's home language use, literacies and identity?

Taner's mother is attending ESOL classes and the whole family are using English as well as Turkish at home.

Comment on the pupil's progress in:

- speaking and listening

At first Taner found it difficult to interact with either children or adults – he didn't even answer the register. Now, although still not totally confident with adults, he is conversing with and understanding his peers. He joins in during whole-class lessons and shows he understands what is going on.

- reading

Taner has always loved the book corner. He has progressed from imitating the teacher to sharing texts with adults, commenting on pictures and stories. He is moving towards independence, developing his phonic skills well.

- engagement in whole-class lessons

Taner's confidence has blossomed and he loves taking part in all activities. He enjoys role play and acting out stories. He is also keen to take part in all practical activities.

Reflecting on your work with this pupil, what do you think has contributed to his/her progress in English acquisition?

I always make sure I am near Taner when the class is sitting on the carpet and encourage him to answer questions.

I have built up a relationship with Taner and we talk about anything and everything that interests him.

I have learned to say 'hello' and 'well done' in Turkish.