



# Key Stage 3 *National Strategy*

## Access and engagement in English

*Teaching pupils for whom English  
is an additional language*

**Heads of English  
and EMA teachers**

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## About this guidance

The guidance is in two parts.

**Sections 1 to 4** are intended for subject leaders of English and ethnic minority achievement (EMA) in secondary schools. These sections are designed to support a departmental meeting focused on reviewing the attainment of pupils learning English as an additional language (EAL), and should be read in conjunction with the later sections.

**Sections 5 to 7** are for all English teachers and their EMA colleagues. They aim to help teachers support pupils learning EAL in the classroom, particularly those working at levels 3 to 4 and who have been learning in English for a minimum of two years, in order to raise their attainment in English lessons.

### Contents

#### For subject leaders

- |   |        |
|---|--------|
| <b>1</b> Introduction                                 | page 2 |
| <b>2</b> Securing progress for pupils learning EAL    | page 3 |
| <b>3</b> Pupils learning English: some considerations | page 5 |
| <b>4</b> Frequently asked questions                   | page 9 |

#### For all teachers

- |   |         |
|---|---------|
| <b>5</b> Supporting teaching and learning | page 10 |
| <b>6</b> Speaking and listening           | page 14 |
| <b>7</b> Reading and writing              | page 17 |
| Resources and further reading             | page 24 |

### Acknowledgements

Naldic committee members for their suggestions on active listening



The Key Stage 3 National Strategy is based on four important principles:

- **Expectations:** establishing high expectations for all pupils and setting challenging targets for them to achieve;
- **Progression:** strengthening the transition from Key Stage 2 to Key Stage 3 and ensuring progression in teaching and learning across Key Stage 3;
- **Engagement:** promoting approaches to teaching and learning that engage and motivate pupils and demand their active participation;
- **Transformation:** strengthening teaching and learning through a programme of professional development and practical support.

This guidance applies these principles to the teaching and learning of English for pupils learning EAL. It suggests strategies to help teachers support pupils at different points of learning English:

- to develop their understanding and use of the English language;
- to enhance their learning in English lessons.

The guidance also considers how pupils' self-esteem can be developed. Pupils cannot derive full benefit from their English lessons unless social aspects of their learning are taken into account.

The Strategy has high expectations for *all* pupils, and the inclusion of pupils learning EAL is a fundamental principle. This is highlighted in the *Framework for teaching English: Years 7, 8 and 9* (page 12):

*The Framework is for all pupils in Key Stage 3. We start from the assumption that all pupils are entitled to our highest expectations and support, and that all will be taught the objectives, although some pupils will need additional support and others will need to be challenged and extended.*

The Ofsted report *Managing support for the attainment of pupils from ethnic minority groups* (October 2001) identifies factors that enable bilingual learners to develop their English successfully:

- joint planning between mainstream and specialist ethnic minority achievement (EMA) staff;
- a focus on the content of the lesson, ensuring appropriate cognitive challenge;
- a parallel focus on the language necessary to complete the task;
- activities that enable pupils to rehearse and explore the language they need;
- opportunities to use and build on their first-language skills, where appropriate;
- continuing support with writing through, for example, the use of matrices for organising information and writing frames for more extended contributions.

Acquisition of academic language can take considerably longer to develop than social language. This advanced level of proficiency in the language for learning is crucial to the attainment of pupils for whom English is an additional language in all subjects of the curriculum.

The report draws attention to the 'considerable evidence that once proficiency in English was achieved, the progress for pupils with EAL across the curriculum was rapid and their attainment on a par with or higher than that of their monolingual peers'.



### *The role of the subject leader*

Success for pupils learning EAL depends on close monitoring of their academic and personal targets. Meeting their needs should be an integral part of a departmental development plan. The Key Stage 3 Strategy booklet *Securing improvement: the role of subject leaders* identifies three core roles for subject leaders in securing the progress of pupils. These are:

- judging standards;
- evaluating teaching and learning; and
- leading sustainable improvements.

Part of the role of the subject leader for English is to ensure that there is an effective learning environment across the department – one which promotes an ethos where pupils learning EAL can feel secure and know that their contributions are valued.

### *A supportive learning environment*

Schools implementing the Key Stage 3 Strategy will provide a supportive, inclusive learning environment based on the following features:

- structured lessons that draw pupils in from the start of the lesson;
- active and engaging tasks which encourage all pupils to participate;
- teaching and learning strategies that are oral and interactive;
- an emphasis on short-term planning, which includes planning for input and support from other adults in the classroom, to ensure the learning opportunities are maximised;
- subject-specific language skills and conventions of particular forms of writing, which are made explicit and demonstrated by the teacher;
- planned opportunities for oral rehearsal in pairs and in small groups;
- a requirement that pupils apply learning, supported by group work, before moving to independent activity.



## The use of first languages in English lessons

It is an advantage to be multilingual; teachers can acknowledge this in the way they encourage and respond to the use of first languages. Pupils learning EAL are likely to have a better understanding of grammars and the ways in which languages work because they have the advantage of being able to compare languages.

The appropriate use of pupils' first languages in English lessons can be crucial to pupils' attainment. Engagement and access to English can be impeded if a pupil's first language is not appropriately supported. Here are some golden rules for first-language use in English lessons.

### Pupils should be encouraged to use their first language in lessons when:

- the cognitive challenge is likely to be high:** problem solving and critical thinking are difficult in a second language, even when the target language has been learnt for several years;
- they are still developing proficiency in English:** this can be particularly supportive when pupils try out ideas in their first language before writing in English;
- oral rehearsal will help reflection:** for example, before responding to a text.

### It may not be appropriate for pupils to use their first language when:

- pupils need to be encouraged to practise the target language to improve fluency;
- oral rehearsal needs to be conducted in the target language so that pupils are prepared for writing tasks;
- pupils are being encouraged to take risks in their spoken English in order to build confidence;
- pupils need to practise expressing themselves quickly in English, for examination preparation.

#### discussion points

### Securing progress for pupils learning EAL

*These questions could be used to begin a departmental review of how pupils learning EAL are currently supported.*

- *Does the current marking policy support diagnostic marking and the identification of targets for pupils?*
- *Have language-learning targets for pupils learning EAL been clearly identified?*
- *Where teachers work with EMA colleagues, do both teachers have a clearly defined and negotiated role in delivering the lesson?*
- *Are opportunities for planned talk maximised in group tasks and plenary sessions?*
- *Does planning allow all pupils to contribute or give feedback over the course of a half-term?*
- *What is the departmental policy on the effective use of pupils' first languages in lessons?*
- *How do teachers plan for the use of first languages to move pupils into proficient use of the target language in English lessons?*



Pupils for whom English is an additional language are not a homogenous group. Extra planning and support may be required to take their specific learning needs into account. Many pupils learning EAL will not reach their maximum attainment without planned intervention in their English language development. Consideration of their learning needs will be essential to maximise their inclusion in classroom activities.

This section focuses on the following:

- pupils' prior experience of learning English;
- composition of peer groups;
- pupils' prior experiences of learning;
- availability of classroom support.

### *Pupils' prior experience of learning English*

Pupils learning EAL in your classes are likely to be at different points along a continuum of experience in learning English.

#### **Pupils relatively new to learning in English**

Beginner learners of English will have minimal or no reading and writing skills in English. They are likely to have been living in England for a very short period of time. Their speaking and listening skills in English may also be at an early stage of development. However, they will all be competent and fluent speakers of their own first languages.

#### **Pupils becoming familiar with English**

Typically pupils at this stage will have increased their fluency in spoken English. They are able to understand instructions and conversations and can participate in learning activities if the context is clear. They may appear to be superficially competent with oral language in English (social talk) but lack the development of English for formal academic purposes, both orally and in reading and writing activities in the classroom. The pupils' facility with 'playground' English sometimes misleads teachers into thinking that the pupils understand and can produce more than is the case. Academic English can take much longer to develop and therefore needs to be planned for, explicitly taught and learning reinforced in meaningful and purposeful contexts.

#### **Pupils growing in confidence as users of English**

Pupils at this stage need continuing support to develop their skills as readers and writers. Pupils may decode text accurately when reading but not process all texts at the necessary level of understanding or speed. Errors in writing will still occur as a result of the different syntaxes of English and the pupils' first languages.

#### **Fluent English users**

These pupils will be competent, knowledgeable and fluent users of English and other languages in most social and learning contexts. They will often be high attainers and literate in other languages. They will have gained explicit understanding of how more than one language is structured. This can put them at a considerable advantage as learners in English lessons.



### *Composition of peer groups*

The classrooms in which pupils learning EAL will be taught will differ in terms of the languages and literacies prevalent in the peer group. In your school, pupils learning EAL may be in English classes with peer groups similar to the following.

#### **A first language shared by a majority**

The *majority* of pupils *share* a common home language and cultural identity other than English. This is common in many inner-city schools. The first language then becomes the *lingua franca* of the school and there is a particular onus on teachers who become the sole role models of spoken standard English for the pupils in their classes. Using their first language may be helpful for pupils in the early months of acquiring English. Clear expectations that *all* pupils rehearse and use English as the target language for learning in the classroom need to be established.

#### **A first language in common**

There are just *one or two* other pupils with a shared home language in common in the class. Such pupils may be able to support each other's understanding through use of their first language to explore concepts and ideas before moving into use of English.

#### **A range of languages and cultures**

There are other pupils learning EAL in the class but from *different language* and cultural groups. The teacher will be able to maximise discussions about how different languages work and for all pupils to use their knowledge to compare them in developing English.

#### **'Isolated learners'**

The pupil is the *only* learner of EAL in the class or a speaker of a language not represented elsewhere in the school – an 'isolated learner'. The pupil will be totally immersed in an English-speaking environment at school but may not feel included. It may be some time before the pupil builds the confidence to risk saying anything in English.





### *Pupils' prior experiences of learning*

The rate at which pupils learning EAL are likely to make progress in English classrooms can be determined by their prior experiences of learning.

#### **Little or no prior formal schooling**

Pupils may be disadvantaged though their lack of knowledge and understanding about expectations of learning at school. They may not be literate in a standard first language so will be learning to read and write for the first time in an additional language. Some pupils entering Key Stage 3 classes may also be asylum seekers and have limited or interrupted experiences of schooling.

#### **Some education in the UK or overseas, but with some significant gaps in formal schooling**

Pupils may require considerable support to consolidate and transfer key English skills.

#### **Experience of different education systems in two or more countries**

Pupils may not be used to expectations that they play an active part in lessons.

#### **Full primary schooling (six years or longer) in the UK**

The pupils should be as literate and fluent in English as their peer group, although their spoken and written English may still show some non-native errors.

#### **Full formal education abroad**

Pupils who have received full education abroad are likely to be fluent and literate in a standard language. This advantage will support a speedy transfer into English lessons.

### *Availability of classroom support*

English teachers *may* have the added bonus of additional support for EAL learners in their classes. The provision of support in terms of personnel and frequency will vary from school to school.

#### **Support from an EMA-funded specialist teacher**

Agree who are the targeted pupils for support. Plan jointly for a full partnership role for both teachers. Decide who will do what (e.g. model writing, devise and resource starter, guide particular groups) during the course of the lesson. Share evaluation, marking and target setting.

#### **Support from an EMA-funded teaching assistant in the lesson**

Negotiate a clear agreed role with the assistant in supporting you with teaching, supporting and assessing targeted pupils learning EAL.

#### **Support from someone who speaks the pupil's home language in the lesson**

This is valuable in supporting pupils who are inexperienced in English and in helping you to assess what they know and can do in their first language.

#### **Support from a teacher or adviser with planning and resources outside the lesson**

Utilise their expertise and knowledge of pupils learning EAL to help you plan for inclusion.





**Support for *all* lessons with a particular class or year group for a specified period of time**

This resource should give considerable added value to the pupils in the class. Maximise the opportunities to plan, teach and assess collaboratively as above.

**Support for *some* English lessons with one class in the week**

Plan specific activities particularly relevant for pupils learning EAL within these lessons.

discussion  
points

**Pupils learning English: some considerations**

- *A school's population can change over time. Which of the descriptions on page 6 most closely fits pupils in your school?  
Is this the same in all classes across Years 7, 8 and 9?*
- *What support is available to your department at Key Stage 3?  
How is this allocated?  
How is it used by the department or individual teachers?*



# 4

## Frequently asked questions

This section looks at some frequently asked questions and possible answers.

**Q** What provision and support can be made for 'new arrivals' in and outside English lessons?

**A** *An induction programme – including being paired with a 'buddy', and being given a booklet introducing pupils to the school's staff, rules and routines – can be organised. In addition, a dictionary and support materials for key English lessons, including visuals and sentence starters, can be used.*

**Q** How do we deal with the assumption in the Framework objectives that all pupils will have built up the necessary underpinning of earlier literacy skills?

**A** *Many pupils learning EAL will be fully literate in their first language; this will provide a firm basis for further language development. In addition, all of the objectives can be differentiated by support, either by the use of additional adults or by 'scaffolds'.*

**Q** How can objectives be made to match all pupils' learning needs? How can sufficient repetition and reinforcement be built in for those who need it?

**A** *Pre-teaching key concepts and language features can help pupils learning EAL to fulfil their potential in lessons. Guided groups are effective in providing support, and can be planned to focus on particular learning needs of individuals or groups.*

**Q** How can teachers find time to plan alongside support teachers and assistants who support them for part of the week?

**A** *It is difficult to find time for planning, but even a short discussion or brief planning session can be beneficial. If time cannot be found, sharing medium-term plans with support staff can help them to understand the context of their work. In addition, if short-term plans state how support staff should be deployed and how they should work in lessons, this can greatly enhance their effectiveness.*

**Q** Can flexible groupings be provided to ensure that pupils learning EAL are not constantly placed in lower-ability groups or with pupils who have special educational needs in class or withdrawn from lessons inappropriately?

**A** *This is a key issue: groupings should always be flexible and determined by the objective of the lesson, and how pupils can be supported in achieving it. For example, it is unlikely that the reading, writing, speaking and listening groups would be the same for many pupils, but this will be particularly true for pupils learning EAL, who will be more proficient in spoken English.*

**Q** Pupils often use their first language between themselves in class. I know that in theory this is OK but I have a feeling that often they do so to exclude others. Neither am I sure that they are 'on task' all the time. What is appropriate?

**A** *Class rules including those for talk tasks need to be crystal clear and negotiated with pupils. In English, use of English as the target language for learning is expected at all times unless you expressly suggest that particular pupils work in their first language for a clearly defined purpose.*



Here are some suggestions to ensure that teaching supports pupils learning EAL in English lessons. They are focused on pupils who have been learning English for a minimum of two years and who are underperforming, working at level 3 or 4. Most of the suggestions do not require separate planning or provision but are examples of effective teaching and learning that will be particularly supportive of pupils learning EAL. In each section additional suggestions are made for where extra support is available.

### *Before the lesson*

- Check that learning objectives are clearly planned to build on prior attainment.
- With additional support it may be appropriate to pre-teach key vocabulary, read a piece of text in advance, or provide additional visual materials. This is particularly helpful when the reading of text is going to be fairly rapid, for example, when reading the next chapter in a novel.
- Plan for the deployment of additional adults. Short-term planning should clearly define the roles of all adults and with whom they will be working; this is especially helpful when planning guided work.
- Decide how to group pupils for the development stage of the lesson. Identify targeted pupils.
- Identify talk activities, ensuring groups provide peer support wherever possible. Assign roles carefully and support active listening. Module 7 of the *Literacy across the curriculum* training file offers many helpful examples of pupil groupings and strategies.
- Select which pupils or groups to ask to feed back to the class in the plenary (remember to tell the pupils at the start of the lesson).
- Provide additional support and plan questions for the plenary to enable pupils to contribute a full response, rather than a one-word answer. Examples are 'One thing I need to remember when I write ... is ...' and 'I can improve my reading by ...'

### *During starter activities*

- Pair a pupil learning EAL with a 'buddy' or sympathetic peer so that the pupil can receive help with 'oral rehearsal' of contributions.
- Make the starter activity 'concrete', for example, matching vocabulary or grouping similar words. Whiteboards are useful, as they provide a link between talk and writing, allowing pupils to try out their ideas without errors being permanent.
- Differentiate questioning to ensure that all are engaged and appropriately challenged or supported.

### **With classroom support**

- Ask an additional adult to pre-teach and prompt for 'show me' activities; correct and ask the pupil to try again.
- Ask the additional teacher or assistant to run the starter activity while you work with a group of pupils learning EAL.
- Ask an additional adult to assess pupils' responses while you run the starter.



## *During main teaching activities*

### **Teacher introduction: shared reading and writing**

- Relate new learning to pupils' prior knowledge. For example, teachers focusing on the pre-20th-century text *A Christmas Carol*, by Charles Dickens, used the cover illustration to explore ideas about ghosts and spirits in different cultures.
- Introduce text using visual materials, photos, video clips – this is especially useful when teaching poetry.
- Build in opportunities for pupils to have modelled and rehearse oral language before expecting a response to the whole class.
- Build in brief 'thinking time': it allows pupils learning EAL to reflect on the question before answering (remember they will understand more than they can quickly express).

### **With classroom support**

- Read text with pupils in advance of the lesson.
- Provide a copy of the text or extract with key words and features already highlighted in colour for pupils.
- Work collaboratively – **model** speaker/listener roles to pupils.
- Use the expertise of specialist staff to model language features of shared reading or writing.
- Where appropriate, the support teacher could encourage pupils to use their first language.

## **Development**

### **Guided work**

- Group with a peer who shares the same first language if possible or with pupils who require similar support, when a teacher is going to be working with them.
- Planning for a guided group with pupils learning EAL will allow them to show what they know through more extended talk in a small supportive group. For an example, in the video supporting the English department training Year 7 materials (September 2002), a pupil had gained enough confidence to contradict another.



### Group work

- Group pupils thoughtfully and with different pupils for different purposes, such as providing a good peer model of language use.
- Allow pupils, particularly at the early stages of fluency in English, to talk/write in their first language, particularly when planning writing or attempting to respond to questions on a text. For an example, the video for module 12 of *Literacy across the curriculum* shows a pupil writing in both Turkish and English looking at ideas about 'heroes' in a unit on Beowulf.
- Make clear to the group what individual contributions are expected – allocate roles carefully. This is especially important in group discussion or in group reading, where a teacher may not be supporting.
- Provide matching, grid or DARTs type activities with some completed parts as a model. Make sure that the task requires some collaborative investigation and is not too easy.
- In group writing, provide appropriate support, writing frames, talk frames, word lists etc. These are particularly helpful when pupils are developing an extended piece of non-fiction writing, where the language may be even less familiar than in narrative forms.
- Avoid worksheet tasks that limit talk or investigation and inadvertently result in independent work.

### With classroom support

- Work collaboratively with specialist staff in preparing group activities and in allocating pupils to groups.
- Be explicit about the role of the additional adult – for example, running a second guided group, supporting a pupil within a group, or working generally with the whole class.



## During plenaries

- Ensure pupils have a role and opportunity to contribute to feedback.
- Make explicit how presentations to the rest of class are delivered – for example, standing up, facing the class and speaking so that others can hear. See the video accompanying the Year 8 training (ref: DfES 0198/2002) for an example of this.
- Use talk prompts and frames.
- Use 'sentence starters' to encourage pupils to summarise what they have learned and record it.
- Use opportunities to revise and consolidate new and/or key vocabulary.



### discussion points

#### Supporting teaching and learning

- *Identify which of the suggestions for starter activities, for main teaching activities and for plenaries are already strong features of teaching English to pupils learning EAL in your school.*
- *Identify which suggestions you would like to develop further in your teaching.*
- *Prioritise these suggestions and agree how you will put them into action.*



Talk is a vital part of the acquisition of any language. As part of the process, oral rehearsal is essential to support the development of English use for pupils learning EAL. It is also an important factor in developing thinking and understanding. Pupils who engage in exploratory talk, using the metacognitive process of 'thinking out loud' by sharing their reasoning with their peers, are more likely to understand, develop and internalise related concepts. Typical exchanges during collaborative tasks might include rehearsal of language structures for questioning, explaining, advising, arguing a case, reflecting, predicting, empathising or formulating hypotheses.

### *Strategies to develop speaking*

These need to be modelled by the teacher beforehand. Involve pupils in establishing clear organisational routines and ground rules for talk activities in your classroom early in the year and reinforce them regularly.

- Make oral language structures explicit in lesson objectives and planning.
- Model and explain the purpose and form of language structures involved in talk activities.
- Set expectations for using formal language in presentations and model it first.
- Ensure your questions encourage full responses rather than one-word answers.
- Wait more than 15 seconds for a pupil learning EAL to answer questions or, better still, ask them to rehearse a response quickly with a talk partner and come back to them.
- Suggest that peer first-language speakers rehearse ideas in their first language before moving into English.
- Group and regroup pupils with clear criteria related to speaking and listening objectives and available peer support.
- Use drama to support pupils' understanding of and engagement in reading, for example with novels. For example, allocate character roles in a chapter of David Almond's *Skellig* to everyone in the class; stop and ask all the Michaels to think how they feel at a certain point. Pupils should answer in role – this is less threatening to individual pupils than 'hot seating'.





### With classroom support

- Use additional adults to model speaker and listener roles to pupils.
- Ask an additional adult to focus on, make notes on, assess or tape the spoken contributions of individuals or groups.
- Ask additional adults to support and rehearse pupil contributions prior to the plenary.

### *Strategies to develop active listening*

Whereas pupils new to English are likely to find it very difficult to segment the speech stream sufficiently to derive meaning from it, more experienced pupils learning EAL will attend to everything that is being said, but may be unable to identify and screen out redundant information.

- List some of the key facts which will be coming up, and ask pupils to mark them on a copy of the text using a highlighter as they listen.
- Ask pupils to predict and note what is likely to be included in advance and to tick each point as they hear reference to it.
- Provide a listening frame and ask pupils to note down points from their listening.
- Ask pupils to listen out for and note examples of particular grammatical features such as past tense verbs.

### With classroom support

- Help pupils learning EAL to understand that there are unstressed words that require less attention – for example, the shortened *t* in ‘to’ as in ‘I’m going t’ school’.
- Give additional information prior to listening in order to build on and draw out pupils’ existing vocabulary and knowledge.
- Point out the variety of forms used in conversations. For example, some suggestions are expressed as questions (e.g. ‘Would anyone like to shut the window?’) and some disagreements as comments (e.g. ‘Not in my opinion’).
- Prepare for listening tasks with vocabulary lists emphasising common words that pupils need to learn and use.
- Plan opportunities for pupils to practise and use the type of language they have been listening to.

### *Case study*

#### **Improving Year 8 pupils’ presentational talk**

Clare Taeger at Plumstead Manor designed the sequence of lessons outlined on page 16 to improve Year 8 pupils’ presentational talk.

The objectives of the sequence were:

- S&L1 Reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement.
- S&L3 Make a formal presentation in standard English, using appropriate rhetorical devices.
- S&L4 Provide an explanation or commentary which links words with actions or images, e.g. *a sports commentary or talking to a sequence of images.*



The class contained six pupils for whom English was an additional language, including one who had been learning English for approximately two years and another who was a recent arrival to this country.

**Week 1:** The non-fiction unit on information texts was introduced and the pupils were taught, and had opportunities to practise, the conventions of the text type.

**Week 2:** Pupils were taught how to research, and given the opportunity to practise these skills in the library, on a topic of their choice. They worked in managed groups of three, to aid planning, to encourage collaboration and exploratory talk and to combine their skills.

**Week 3:** The third week was dedicated to teaching presentational talk. The class were taught the conventions of presentational talk, using the teaching sequence for speaking and listening in the following way:

### Lesson 1

- A starter which activated prior knowledge of giving information: pupils were given scenarios on cards, which asked them to role-play a situation in which they had to inform their parents of something.
- Teacher modelling: the teacher modelled an effectively organised, well-illustrated informative talk.
- The class evaluated the teacher's presentation.
- The conventions of the genre were drawn out by the class and displayed, to be referred to during the rest of the unit.
- Guided groups were set up, and the teacher worked with two groups – one that needed extra support with preparing a presentation and which contained the two pupils who were at early stages of learning English, and a second containing more fluent bilingual pupils but who needed specific help with structuring their talks.
- The plenary: groups were asked to identify one thing that they had learned and one question or query that they needed to solve before the second presentational lesson.

### Lesson 2

- First, the conventions of the genre were rehearsed, to remind pupils of the criteria for their presentations.
- Then the presentations were made to the class, in groups of three, to support the bilingual learners. Each one of these was reviewed by the class, using the shared conventions.

Extracts from these lessons can be viewed on the Year 8 *Speaking and listening* video, released as part of the Year 8 English training materials.

discussion  
points

#### Speaking and listening

- *How do you currently involve bilingual pupils in speaking and listening activities?*
- *Do you build in appropriate opportunities for pupils to use their first language?*
- *Discuss ways in which you could strengthen speaking and listening skills and agree on at least three approaches that could be further developed in English lessons in your school.*



This section suggests effective strategies for supporting pupils' writing and reading during English lessons, including ways of addressing common errors made by pupils learning EAL.

**The following points need to be borne in mind for both reading and writing.**

- The strategies suggested are aimed at pupils who have reached level 3/4 and who have been learning English for at least two years.
- The strategies are intended to be integrated into a department's medium-term and short-term plans: they are not a scheme of work or a short-term plan. The objectives of the lesson or medium-term plan should determine which strategies are used. The aim is to support all pupils so that they meet the objectives.
- For ease of reference, the sections are organised to fit the structured lesson; however, this structure should be applied flexibly, to meet the lesson's objective. Use the sections in a similar way to and in conjunction with the *Key objective banks*; these also contain useful active learning strategies and modelling techniques appropriate for pupils learning EAL.
- Advice on the use of support staff is given as appropriate.
- In some situations, particularly in guided work, it is suggested that pupils learning EAL should be grouped together. This is to ensure that they receive the focused teaching of language they need in order to access the English curriculum.
- At other times, guided groups will need to be mixed ability. This allows pupils learning EAL to have access to models of fluent English, both spoken and written.

### Reading

Many pupils learning EAL are likely to need continuing support to access meaning and to develop a critical response to texts. They will need structured support and active tasks to help them to engage with text and to utilise a range of strategies for reading for different purposes. Depending on their previous experience, pupils learning EAL may have particular learning needs: the table on pages 18–19 highlights some of these, and suggests appropriate contexts for addressing them.

### Writing

Many pupils learning EAL may experience and demonstrate particular difficulty at text, sentence and word level in their writing. Oral language use may be more fluent and mislead teachers as to the amount of specific targeted teaching required for written expression. In general, as for formal speaking and reading, the processes of writing need to be explicitly modelled by the teacher and supported through collaborative activities and guided group work. After this experience, carefully planned frames and sentence starters can support pupils toward independent writing. Pupils will also need to experience reading good clear examples of texts written for a particular purpose or an appropriate range of 'literary texts', according to the lesson objectives. Writing activity needs to be preceded by purposeful talk so that pupils can hear and rehearse some of the sentences they will need to develop a mental model ('a voice in the head') of the English structures required.

Pupils learning EAL may show patterns of error when writing in English related to their experience of the structures of their first language. Common confusions are listed on pages 20–21, and can be addressed using the recommended teaching strategies.



## Reading: supporting pupils learning EAL

Learning needs	Starter activity	Introduction	Development	Plenary
Use of the passive voice	Card sort activity, matching passive to active form. Or changing sentences on whiteboards; best ones could be written up. Support could aid targeted pupils.	Teacher models reading a text written in the passive and annotates the questions that occur to the reader: e.g. 'Who is the subject of the text?' 'Who/what is the object of the actions?' Support could ensure targeted pupils are accessing text by checking understanding and scribing or annotating text.	In pairs or groups, pupils are given texts written in the passive form (variety of complexity). Their task is either to convert into the active voice, or to demonstrate understanding (orally or written) of the agent and the object. Support could work with targeted pupils, providing models and sentence starters.	Chosen pupils demonstrate what they have learned, by showing their texts and how they converted from the active to passive. Support helps pupils prepare for plenary by refocusing them on the questions asked during the teacher modelling.
Carrying meaning across sentences through, say, the use of pronouns	It would not be appropriate to tackle this in a starter activity, as it needs longer pieces of text and more extended reading activities to support the teaching.	Shared reading of texts; highlighting pronouns and the nouns referred to. Support could pre-teach pronouns and their function. Support could work with target pupils when the task is shared with the class.	Guided reading, focusing on pronoun references: first modelled by teacher, then taken over by pupils. Support could work with this group, highlighting text, focusing on pronoun reference, and ensuring pupils' understanding.	Selected pupils model tracking pronoun references, and paraphrasing meaning to the rest of class. Support helps with oral rehearsal of paraphrasing before pupils present to the class.
Idiomatic language	Matching literal explanations to idiomatic phrases (card sort). Support monitors understanding.	Teacher modelling of reading: annotating a text with questions about meanings of idioms. Paired then whole-class attempt at answering the questions posed. Support focuses target pupils on key idioms.	Group/paired reading: target pupils paired with more fluent readers of English. Pupils annotate their own texts, as modelled. Support works with targeted pupils, discussing idioms and encouraging oral rehearsal.	Pairs of pupils present the idioms they have found in their reading and either ask the class to suggest literal meanings or present their answers. Support helps target pupils in preparation of their presentations.
Context-dependent vocabulary, e.g. depression	Groups of pupils are given one word; they have to think of all possible meanings and prepare sentences to demonstrate understanding. Quick feedback from each group. Support could pre-teach some common context-dependent vocabulary. Support could aid sentence construction.	Teacher models use of dictionary, looking up a selection of key vocabulary and reading out the various meanings. Pupils then do the same with other words, using differentiated editions. Support could monitor use of dictionary.	Group activity: pupils in groups are given a selection of words to research. Target pupils may be given a sheet to complete, to support the writing of their definitions and sentence creation. Support could ensure that target pupils record key vocabulary and usage in sentences.	Plenary pairs are prepared to state 'what has been learned'. Next, each pair or group of pupils offer an example, showing how they have taken a context-dependent word and used it in at least two differing contexts. Support could aid the feedback on the words chosen.



<p>Complex and compound sentences</p>	<p>Pupils are shown two complex sentences and two compound sentences on OHT: they are given 2 minutes to rehearse orally their explanation of the sentences, before feedback. Support could provide sentence structures for feedback, where appropriate.</p>	<p>Teacher models reading a section of a text that contains complex and compound sentences: s/he focuses on the connectives within them, and how this affects meaning. The pupils are involved in annotating the next section of the text. Support would pre-teach connectives, and during the lesson would ensure that the target pupils are focused on the connectives and their function.</p>	<p>Guided groups focused on complex and compound sentences: teacher questioning on the ideas conveyed and the connection of ideas. Focus on connectives (building on prior learning) and how this aids communication of sequential thinking. Support would ensure prior learning informs the session.</p>	<p>Pupils articulate what they have learned, and how this could help them with understanding text or ideas expressed in other areas of the curriculum such as science, geography, mathematics or history. Support could aid pupils in cross-curricular references and articulation.</p>
<p>Omission of definite articles</p>	<p>Not appropriate as a whole-class starter activity.</p>	<p>Not appropriate as a whole-class shared reading activity.</p>	<p>Specific guided or small group work on the omission of definite articles: reading aloud, with specific attention to the issue: choral rehearsal of definitive articles could be a feature. Support could pre-teach the range of definite articles. Support could also run this group.</p>	<p>May not be applicable as the whole class would be unlikely to be involved in studying definite articles.</p>
<p>Cultural references, e.g. biblical/historical references</p>	<p>Not appropriate as a starter activity.</p>	<p>Shared reading of poems or other texts. Teacher models questioning of references and their inter-textuality. Support could pre-teach cultural references in the context of 'other cultures': discussion with target pupils is preferable. Support could offer images or support materials to explain cultural references.</p>	<p>Guided groups to reinforce teaching from shared session: target pupils should/could be grouped together for this session, to ensure that cultural references are fully explored. Support could work with this group, and ensure pre-teaching informs the learning: note-taking of key, recurring references to be supported.</p>	<p>Target group to lead plenary (supported by additional adult) on key cultural references that they have been studying, and their significance. Support could also ensure that adequate notes are taken by the target group for future reference.</p>
<p>Imagery: similes and metaphors</p>	<p>This is not appropriate to be taught as a starter, as decontextualised study of imagery is unhelpful for the target group.</p>	<p>Shared reading of poems. Teacher models effect of imagery, including annotation of questions on or beside the text, some of which could be answered by the pupils in the development section. Support could provide key images or visuals to support understanding of imagery. Support could take notes during this session, for the target group to use later.</p>	<p>Group/paired work on images and their effect. With support, target group could work in a mixed experience group, with the support of an additional adult (providing key visuals where appropriate). Feedback from groups on image and effect: support to aid rehearsal.</p>	<p>Pupils give feedback on their learning, stating: the image that had the most powerful effect, the memories it invoked and its similarity (if any) to the images in their own or other cultures. Support could ensure that key messages are understood and notes taken, where appropriate.</p>
<p>Adopting the appropriate reading strategy to suit the purpose</p>	<p>Not applicable in this context.</p>	<p>Various modelling sessions focused on the teaching of skimming, scanning, active reading and continuous reading, and the questions that readers ask while reading. Support could take notes for later use with target group.</p>	<p>Guided groups allow target pupils to be taught these skills thoroughly, and to practise them. Support ensures that these skills are fully understood and, more importantly, that they are carried across the curriculum.</p>	<p>Representatives from all groups state the strategy that they have learned and when they would use it. Support could aid target pupils in oral rehearsal in order to prepare for this.</p>



## Writing: supporting pupils learning EAL

Learning needs		Starter activity		Introduction		Development		Plenary	
<b>At text level</b>									
Cohesion, carrying meaning across text; leading to overwording (i.e. repetition of subject nouns instead of pronouns it, she, they etc.) or ambiguity	(will depend on/link to main teaching objectives for lesson)	Ambiguous sentences: pupils rewrite from board/OHT in pairs on whiteboards (could be ones picked up from pupils' own writing during marking).	Shared writing: demonstrating effective use of pronouns and referents to avoid repetition and ambiguity. Track and mark back to subject on text.	Guided group work: pupils work with teacher in constructing or redrafting a few sentences to avoid repetition and ambiguity. (Put on OHT – see plenary.)	Pupils learning EAL explain and show (on OHT) how they improved their writing. Support assesses spoken and written contributions.				
Register: language patterns of formal versus colloquial language (insufficient experience of the 'voice in the head' in a wide range of contexts)	'Ways of saying': range of sentences or expressions on cards. Pupils have to match against range of audiences (could be played or consolidated as an oral bingo activity).	Focus on purpose and audience. Give plenty of appropriate examples during modelling. Point out the differences between spoken and written forms. Use support adult to model this with you. Support could provide 'formality line' from 1 to 5 with examples on wall or as prompt sheet.	Guided work: discussion of whether 'tone' sounds right. Pupils suggest how to improve sentences from their own work. Support could orally practise or engage in role-play scenarios to give pupils experience of 'sounding right'.	Some pupils read contributions to class showing changes they have made and receive advice on one further improvement to make their writing sound more appropriate. Support could help prepare pupils, orally rehearsing before presentation.					
Paragraphing: grouping, developing and expanding ideas appropriately	Text sort: grouping and ordering sentences, under topic sentence for a paragraph. Support could work with pair or small group.	Shared writing: demonstrate how to develop ideas from a topic sentence.	Pair work: pupils write the next sentences, developing ideas on whiteboards. Support could work with targeted pupils.	Pupils contribute their ideas to whole-class discussion before independent homework on next paragraph. Support could provide writing frame to support organisation and cohesion of ideas.					
<b>At sentence level</b>									
Tense: accuracy and consistency	Text marking: editing a piece of text. (This is complex as tenses in English fiction may make several shifts.)	Teacher models use of a time line (past, present, future, to mark where event occurs; e.g. continuous present, dotted line through all three points). Probably more useful during shared reading activity.	Specialist support teacher marks work and sets target for use of particular tense forms for pupil in next piece of writing. Ask pupils to show when event is occurring using desktop time lines.	Pupils listen for consistency and/or can explain why tense shifts for particular effect.					
Subject-verb agreement	Quick matching activity: halves of sentences with subject split from verb (of limited use unless reference is made at point of pupils' own writing).	When modelling writing, rehearse aloud the choices, mark on text the points of reference to singular or plural.	Guided writing: orally rehearse and practise agreement in particular contexts before writing. Does this sound right? Why? Why not?	May not be applicable to whole-class objectives.					

Correct use of prepositions	Probably not appropriate for whole-class activity – decontextualised activity.	Not appropriate as focus for whole class.	Prompts to support pupils with common useful phrases in the context of particular writing tasks.	Probably not applicable.
Range of connectives used to link ideas within and between sentences	Pupils link sentences or parts of a text with appropriate connectives.	Comment/mark during modelled writing how connectives function to link ideas for particular purposes.	Prompt sheets giving connectives appropriate to particular writing tasks.	Pupils explain which connectives they chose and why.
Variety in sentence type	The 'complex sentence game'. Support could adapt game cards from NLS Grammar for writing to particular pupil needs, e.g. embedding clause.	Teacher models how shifting clauses within a sentence denote subtle shifts in meaning. Teacher models a variety of sentence types, e.g. to build suspense, create mood (link with read models).	Improving writing by varying sentences (starting with 'ing', starting with 'ly', starting with preposition ...). Redrafting a short piece of writing, using a variety of sentence types. Support targeted pupils and prepare them for plenary.	Group of pupils learning EAL read or show on OHT redrafted work and describe types of sentences used.
<b>At word level</b>				
Uncountable nouns	Sort activities: plurals. Could use specific vocabulary related to text or lesson writing focus.	Plan to discuss countable and noncountable nouns explicitly during the writing process (where it is relevant).	List examples as prompt for pupils in back of books or diaries.	Not appropriate for plenary.
Lack of variety (and usual word order) when using adjectives	Placing adjectives in common sequence in noun phrases, e.g. 'small black metal box'.	In shared writing elicit and list word alternatives as you write, explaining shifts in meaning and your preferred choice.	Support provides thesaurus cards listing appropriate alternatives to improve writing (e.g. 'bad' smell – nauseating, noxious, rancid, stomach-churning ...). Individual desk prompt cards showing common order of adjectives in a noun phrase.	Pupils give examples of ways in which effectiveness of writing has been enhanced through more accurate or vivid vocabulary choices. Support helps targeted pupils select and contribute to plenary.
Tautology: use of unnecessary words	'Less is more' text-marking activity (reading) where pupils identify redundant vocabulary in sentences or short piece of text.	Could be picked up in shared writing. Why do we not need 'in my opinion I think' or 'a lot of people in a crowd'?	Checking and rewriting where teacher has underlined in pupils' work. Support teacher discusses best choice for purpose. Prompt cards with alternative words or phrases that mean the same.	Probably not appropriate.

## Case study

### A starter activity on subordinate clauses

Lesley Gardner and Toni Mitchelmore describe work with Year 7 at Swanlea School.

At Swanlea School in Whitechapel (with 90% pupils learning EAL) EMA teachers work in partnership with each Year 7 teacher for the whole year with the aim of improving literacy levels in the lower school to lead to higher attainment in Key Stage 4.

Planning teaching, assessment, marking and profiling is shared by both teachers for the whole class using English NC levels. In addition six to eight pupils in each class have English curriculum targets set by the EMA teachers each term through a detailed writing analysis. The EMA teachers also disseminate this information to mainstream subject teachers.

Marking pupils' writing of a ghost story based on their reading of Charles Dickens' *A Christmas Carol* at the end of the autumn term demonstrated the need to revisit complex sentences and subordination (Framework objective Sn1a) and ambiguity through unclear use of pronouns (Sn6).

The teachers decided on some starter activities to teach, investigate and consolidate these features to strengthen pupils' writing.

#### Subordinate clauses starter (20 minutes)

A complex sentence from the Dickens text, 'Cowering in the corner, Scrooge awaited the next ghost', and another from a pupil's were introduced on the board. The teacher asked pupils to identify and mark the main verb, subject and subordinate clause. She then modelled the possibilities, moving the clause to the beginning and middle of the sentence and noting changes in punctuation and shifts in meaning.

Pupils worked in differentiated groups supported by the class teacher, EMA teacher and SEN teacher (where available). Some groups worked independently; others were more closely supported. Versions of the 'Complex sentence game' (see page 159 in *NLS Grammar for writing*) were prepared in advance. Less able pupils had 'cut-up sentences' with identifying colours so that they could physically move the parts of the sentence around to make changes. Some groups had sets of seven instructions, others had fewer. More able pupils were required to change the sentences in their heads and to write changes on whiteboards.

A mini plenary required pupils to talk about the changes they had made using correct metalanguage, e.g. 'embedded clauses'. A homework activity was set in which the pupils had to make one or two of the sentences underlined by teachers in their marked work more interesting by adding subordinate clauses of manner, place or time.

Extracts from this lesson and the 'Ambiguity' starter activity can be viewed on the interactive teaching section of the English department training video (2001).





### Reading and writing

- *Consider the learning needs in reading highlighted in the table on pages 18–19. Do your pupils learning EAL display any of these? Decide how and when you will address these needs.*
- *Which of the patterns of errors listed in the table on pages 20–21 do you find in your pupils' writing? Analyse a sample of your pupils' work with these patterns in mind, and then set appropriate pupil targets in order to address them.*



## Resources and further reading

*A language in common: assessing English as an additional language*  
(QCA, 2000; ISBN 1 8583 431 1)

*Educational inequality: mapping race, class and gender*, D. Gilborn and H. Mirza  
(Ofsted, 2000; ref: HMI 232)

*English department training 2002/03* (ref: DfES 0303/2002)

*Evaluating educational inclusion: guidance for inspectors and schools*  
(Ofsted, 2000; ISBN 1 85856 212 0)

*Framework for teaching English: Years 7, 8 and 9* (ref: DfES 0019/2001)

*Inclusive schools, inclusive society*, R. Richardson, and A. Woods  
(Trentham Books, 1999; ISBN 1 85856 203 1)

*Key objectives bank* (ref: DfES 0207/2002)

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

*Literacy across the curriculum* (ref: DfES 0235/2001)

*Managing support for the attainment of pupils from minority ethnic groups*  
(Ofsted, 2001; ref: HMI 326)

National Literacy Strategy *Grammar for writing* (ref: DfES 0107/2000)

*Raising the attainment of minority ethnic pupils* (Ofsted, 1999; ref: HMI 170)

*Removing the barriers: raising achievement levels for minority ethnic pupils*  
(ref: DfES 0012/2000; ISBN 1 84185 209 0)

*Securing improvement: the role of subject leaders* (ref: DfES 0102/2002)

*Supporting refugees in 21st century Britain*, J. Rutter  
(Trentham Books, 2001; ISBN 1 85856 185 X)

### Websites

This small selection of websites offers a range of different types of support. Numerous commercial materials can be found via the Internet by using one of the commonly used search engines and searching for 'inclusion'.

#### General advice on inclusion and availability of resources

[www.becta.org.uk](http://www.becta.org.uk)

[inclusion.ngfl.gov.uk](http://inclusion.ngfl.gov.uk)

#### Resource materials, including translation sites and foreign-language resources such as newspapers

[www.linguanet.org.uk](http://www.linguanet.org.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.yourdictionary.com](http://www.yourdictionary.com)

[www.onlinenewspapers.com](http://www.onlinenewspapers.com)

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