

Classroom guidance and strategies to support EAL learners

Primary version



Contents

Introduction	3
Band A (New to English) – Listening and Speaking	8
Band A (New to English) – Reading and viewing, and Writing	16
Band B (Early acquisition) – Listening and Speaking	25
Band B (Early acquisition) – Reading and viewing, and Writing	32
Band C (Developing competence) – Listening and Speaking	40
Band C (Developing competence) – Reading and viewing, and Writing	47
Band D (Competent) – Listening and Speaking	54
Band D (Competent) – Reading and viewing, and Writing	62
Band E (Fluent) – Listening and Speaking	70
Band E (Fluent) – Reading and viewing, and Writing	78
Glossary	85
References	89

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Introduction

Who is this guidance for?

This guidance is primarily intended for classroom/subject teachers who have or expect to have learners using English as an Additional Language (EAL) in their classes. The ideas and suggestions will also be of interest to EAL co-ordinators or those in a similar role seeking to advise teachers on how best to include learners who use EAL, and teaching assistants (TAs) working in classes where there are learners who use EAL.

The aim is to:

- Support teachers to plan and embed appropriate multilingual pedagogies to promote the learning of pupils using EAL, following an assessment using The Bell Foundation EAL Assessment Framework for Schools (bell-foundation.org.uk/eal-assessment-framework).
- Provide suggestions of practical classroom techniques and activities that match learners' levels of English language proficiency as identified through EAL assessment.
- Provide examples of practical classroom strategies and models of support that will both enhance access to the curriculum as well as the development of English language proficiency alongside curriculum learning.
- Signpost relevant resources and tools that teachers might refer to/use.

How is the guidance organised?

Primary/secondary

The guidance is separated into primary and secondary phases and includes age-appropriate examples from all key stages. The guidance for each phase is available as a separate downloadable document.

Assessment bands



The guidance is organised according to the five assessment bands A–E, following The Bell Foundation EAL Assessment Framework for Schools.

As learners do not always fit neatly into one band and neither do activities and strategies, you may find it useful to read the suggestions for the bands below and above the band at which your learner is currently working. Additionally, some of the suggestions are relevant for more than one band but, as we have avoided repetition, referring to the previous band is recommended.

In general, learners working at **band A (new to English)** require significant support to access curriculum content and may rely more heavily on translation tools, and extra adult and peer support. Band A learners should spend the majority of their time in the mainstream classroom, as this is where most learning takes place and where they will build mixed-language friendship groups, and develop their social English skills through interaction with peers. Since opportunities to use and develop oracy skills are integral throughout the bands, classrooms should be organised to facilitate learners working in groups. Translation apps – particularly those which translate both spoken and written word – are useful at this band, especially if the learner has not yet developed literacy in their home language or uses a different script. Visuals are also crucial to convey meaning, and you will find it useful to build a bank of them to use as you need them. These learners may also receive some time-limited and curriculum-linked out-of-class interventions.

At **band B (early acquisition)**, learners are beginning to interact verbally with others in English, and making sense of some written text. Scaffolding still needs to be significant, but it should be slightly reduced in order to keep the learner working at a level which both supports and challenges them. Substitution tables (for both writing and speaking) which use a mixture of visuals and words/phrases to embed curriculum knowledge within key structures, and gap-fill exercises which offer a choice of words, are useful here (bell-foundation.org.uk/scaffolding).

A learner working at **band C (developing competence)** is displaying emerging competence and, especially if they arrived working at band A (new to English), may demonstrate good understanding and appear to be, orally at least, quite fluent. At this band, learners usually no longer receive out-of-class interventions but still require adaptations in class to enable them to progress in both their English language and subject knowledge. Learners benefit from activities to help them build their vocabulary, especially academic and subject-specific words and phrases. Graphic organisers (bell-foundation.org.uk/graphic-organisers) and Directed Activities Related to Text (**DARTs**) (bell-foundation.org.uk/darts) will help them organise their thinking and support their reading comprehension and writing skills development. There is a temptation here to move away from using the home language and focus only on English, but the value of all of the languages available to a learner, even at this stage, is significant. As well as being a key part of a learner's identity and sense of self, the home language and other languages the pupils know will also be the medium through which significant prior knowledge has been accumulated, and this needs to be harnessed and built upon (e.g., Baker and Wright, 2017).

Learners working at **band D (competent)** demonstrate increasing accuracy and fluency and are sometimes in danger of losing out on support as they are seen as “coping”. Furthermore, especially if they arrived as band A (new to English) learners, they are often beginning to feel quite comfortable using English socially and may regard themselves as no longer in need of support. However, although they appear socially proficient, they may be at risk of not realising their full potential academically if left without any support, especially for understanding figurative and nuanced language, organising ideas effectively in longer texts, and some elements of grammar (Cameron, 2003). The use of graphic organisers (bell-foundation.org.uk/graphic-organisers) to order thoughts and plan paragraphs, the clarification of figurative language and idioms, and attention to features of grammar such as articles and prepositions will help these learners.

Finally, learners working at **band E (fluent)** can engage fully and independently with curriculum content across the four domains of listening, speaking, reading and viewing, and writing. They may sometimes not understand cultural references (for example, to streamed videos, nursery rhymes or British historical events), particularly if they have arrived recently from abroad. They may also make some errors, such as using the wrong **prepositions** in **phrasal verbs** (for example, saying “*throw off*” when they mean “*throw out*”), using **articles** (the, an, a) incorrectly or omitting them, or in more complex structures (for example, writing “*If we would have realised earlier we could correct our mistake*”). Learners at this band need cultural references explained clearly to them and personalised feedback on their spoken and written production to help them use language even more accurately and appropriately. Strategies such as modelling, accompanied by noticing or awareness-raising (bell-foundation.org.uk/modelling) are helpful at this level, both for **academic language** and genre. For example, before writing an argumentative for and against piece, provide some examples of WAGOLLs (What A Good One Looks Like), and teach phrases for explaining and justifying points of view, refuting ideas and summing up.

The four domains of language use

The guidance and strategies are divided into those useful for reading and viewing, and writing (i.e. literacy), and those for speaking and listening (i.e. oracy). Inevitably there is overlap between all of these. For example, good reading/viewing and writing activities always involve some element of teacher explanation and class or group prediction, planning, or discussion, which involves oracy work. Therefore, you will find it beneficial to read both sections.

Five key principles

Within each band, the guidance and suggestions are organised into five sections corresponding with The Bell Foundation’s five evidence-informed key principles for effective EAL practice (bell-foundation.org.uk/effective-teaching-of-eal). Again, there is overlap here, particularly in terms of making use of a learner’s full repertoire of languages. For example, some points picked up in the first principle (**Multilingualism as an asset**) are also valid in the second principle (**High expectations with appropriate support**) while others are relevant in the final principle (**Social inclusion**). Again, you will find it useful to read all of the principles.



1. Multilingualism as an asset

There is a plethora of research around the crucial role that a learner’s home language plays in their emotional and cognitive development. Maintaining and developing the home languages results in greater cognitive flexibility and ultimately stronger academic performance. The guidance and suggestions in this section are included to help you promote multilingualism and develop your thriving and dynamic school/classroom.



2. High expectations with appropriate support

In this section you can find guidance and suggestions to help you avoid the temptation to “dumb down” or simplify the curriculum for EAL learners and instead to amplify it through judicious use of scaffolding. It is vital to bear in mind that the cognitive and academic abilities of learners using EAL are separate from their current ability to use English. Like all learners, those using EAL will benefit from being motivated and challenged in the classroom.



3. An integrated focus on language and content

EAL learners have a double job to do. They must acquire proficiency in English at the same time as learning curriculum content. Therefore it is important to provide them with activities which teach and practise language structures through the medium of curriculum subjects. Decontextualised grammar activities, such as those found in many English as a Foreign Language (EFL) textbooks, are not always useful, as their focus tends to be general and not curriculum embedded. The guidance and suggestions in this section can be used as you plan and teach your lessons, to help you integrate your subject content with English language learning, and enable learners to achieve this double goal.



4. Effective and holistic assessment

In order to be effective, assessment needs to be relevant to the learner. Many formal standardised tests designed to assess reading age, verbal reasoning, and reading comprehension in English are designed for pupils for whom English is their [first language](#). As such, they are of limited use for learners using EAL, as they will not, on their own, give an accurate picture of the progress of a learner using EAL. The guidance and suggestions in this section give you some ideas of how to supplement or adapt the assessment process to gain a fuller picture of the learners using EAL in your class.



5. Social inclusion

Learners using EAL need to feel safe and secure, and have a sense of belonging to their school and wider community in order to maximise their opportunities for success. This is especially important for children seeking asylum (McIntyre and Abrams, 2021). It is important to build and promote an inclusive environment where everybody is a valued contributor to school life. The guidance and suggestions in this section are ideas to help you support your learners using EAL to find their own ways to connect, participate, and belong.

How should I use the guidance and suggestions?

After an assessment and for ongoing holistic assessment

When learners using EAL have been assessed using The Bell Foundation Assessment Framework (bell-foundation.org.uk/eal-assessment-framework), you can refer to the guidance for ideas and suggestions. For example, if you have a new learner using EAL in your class who is assessed as working at band B, you will find it useful to read the relevant band B suggestions, as well as some of those for bands A and C.

For teaching ideas

The guidance and suggestions offer some teaching ideas and examples which you can adapt to suit your context. Links are included to resources which will provide further detail, including some of The Bell Foundation's Great Ideas ([bell-foundation.org.uk/great-ideas](https://www.bell-foundation.org.uk/great-ideas)), a series of approaches and strategies that are recommended for learners using EAL. At the end of each section there are examples from two key stages of how these principles might look in practice, set out in table form to show examples of activities the teacher, class, and learner using EAL might undertake during a lesson which correspond to the strategies and guidance appropriate for different bands. We have tried to include a range of subjects and teaching styles, conscious of the wide variety of schools and settings which might use them. These are fictional "snapshots", examples of good practice which might be seen in particular lessons. They are not intended to be in any way prescriptive, or to represent complete lesson plans, but rather to offer a springboard for ideas. With that in mind, the planning required to facilitate some of the suggestions in the tables would need some reflection as it is not captured here.

For classroom organisation ideas

Research by Evans et al. (2020) provides a model of inclusive pedagogy in four quadrants of inclusion: attitudinal, linguistic, academic, and social. Learners using EAL need to feel that the environment welcomes, reflects, and helps them develop as [multilingual](#) learners. Feeling free to use their home and [preferred languages](#) with pride and confidence, and seeing them used in signage around the school or as part of classroom displays, is one facet of this. Peer groupings are equally important, in order to expose new arrivals to good models of English, build mixed-language friendship groups, and also to enable them to draw on all their linguistic expertise. The guidance includes suggestions which correspond to each of these quadrants, for example through seating/grouping ideas, ways of encouraging and promoting the use of languages known by learners, and making academic content accessible whilst maintaining high expectations.

To sum up: The revised guidance, ideas, and strategies are organised by phase, proficiency in English band, and domain. They are grouped against The Bell Foundation's five key principles for evidence-informed EAL practice. They endeavour to be practical at the same time as linked to relevant research, and to include examples, in table form, of what they might look like in practice. A glossary of terminology used is available [here](#); for those accessing a hard copy, see [p.85](#). Words and phrases included in the glossary are [highlighted in blue](#).

The Bell Foundation would like to thank all of our partners who contributed to the development of this guidance, including Annie Kershaw (Achievement and Equality Consultant for Nottinghamshire County Council), Magda Dylag and Nikki Ajibade (EAL Senior Leaders for Warwickshire County Council), and Terri Cawser (Deputy Service Lead for Birmingham City's Pupil and School Support Team).

We hope you find the guidance and strategies useful.



Listening (understanding)

Engaging in highly scaffolded listening activities, learning basic classroom language, and linking sounds to actions and meanings.



Speaking

Emerging competence in basic oral expression.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Providing opportunities, in the earlier stages, for someone who speaks the learner's language, for example, a class teacher, a teaching assistant (TA), older learner or sibling to visit and mentor the learner in class.
- Pairing with **first language** buddies where possible, to support understanding and to allow opportunities to use their **preferred language** as a vehicle for thinking and learning.
- Providing a **bilingual** dictionary (bell-foundation.org.uk/bilingual-dictionaries) – preferably age-appropriate and pictorial, depending on the learner's literacy level in their first language. For examples, see Mantra Lingua (mantralingua.com/).
- Using translation apps, such as Say Hi (sayhi.com) and Microsoft Translator (microsoft.com/en-us/translator/) to enable simultaneous speech translation in groups or 1:1.
- Checking for closed captions and subtitle options in the learner's **preferred language**, where appropriate, when watching videos, so that learners who are literate can read as they listen and watch (e.g., on YouTube, Netflix and other streaming services).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Speaking to parents about the importance of developing and maintaining oracy in the **home language(s)**. (bell-foundation.org.uk/helping-children-learn).
- Inviting parents and carers or members of the community into school to help run **home language** conversation classes, where numbers allow.
- Signposting supplementary schools, and **community language** schools and groups, and encouraging families to attend. (bit.ly/supplementary-ed).



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Providing visual support for lesson content, in the form of games, role-playing and activities, pictures, diagrams, **realia**, videos etc. in order to illustrate meaning. Software such as Widgit is useful for creating effective visual resources efficiently. (widgitonline.com).
- Having a mini-whiteboard or notebook to hand for quick drawings, to create on-the-spot visuals, or to reinforce key words when needed.
- Providing picture dictionaries to support with vocabulary development.
- Exploring how best to use technology depending on a learner's proficiency in English, as well as their **home language(s)**, and ensuring that band A learners know how to use the most appropriate features (e.g., a learner without age-related literacy in their **preferred language** will need to be able to listen to spoken translations).
- Making use of Microsoft's Immersive Reader (<https://www.microsoft.com/edge/features/immersive-reader>) function to allow learners to listen to the words spoken aloud as they follow them on a screen.

Support the learner with specific areas of language development related to curriculum learning.

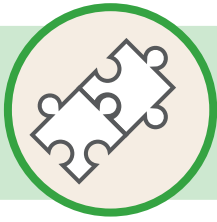
Suggestions include:

- Providing opportunities to listen and to speak in small non-threatening groups, including speaking in the learner's **preferred language**. Monitor the group to make sure the learner is participating and, when they are ready, encourage them to contribute to whole group/class discussions.
- Responding positively when the learner attempts to interact, **recasting** inaccurate use of language when relevant or appropriate.

Adapt teaching to ensure effective learning.

Suggestions include:

- Seating the learner, where more formal seating arrangements are used, in a place they can easily see and hear the teacher, and the teacher can monitor their reactions and facial expressions. Ensuring the learner has a clear view of the whiteboard so that they can see any images or text used in the lesson.
- Grading the language used in verbal instructions to reduce its complexity. This should include:
 - Speaking clearly and slowly;
 - Using simple vocabulary choices;
 - Chunking instructions into stages;
 - Cutting out unnecessary language;
 - Avoiding **idiomatic language**;
 - Using gestures and images to back up instructions;
 - Checking understanding of instructions with closed questions.
- Grading questions to ensure they are appropriate to a learner's level of proficiency in English, for example, by using yes/no questions, closed questions, or giving choices. (bell-foundation.org.uk/questioning-strategies).
- Providing alternative ways for band A learners to demonstrate understanding, recognising that some learners may go through a **silent period**.
- Positioning learners who are new to English later in turn-taking games and including them if they want to participate.
- Involving the learner in classroom organisational tasks (e.g. handing out books, etc.).
- Continuing to provide opportunities to speak and respond to questions even if the learner is not talking. This includes encouraging actions and gestures to demonstrate understanding.
- Targeting the learner for simple yes/no questions and plan to do this daily.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Interrogating topic/unit content in terms of the language at text, sentence, and word/phrase level, and identifying key language to be covered for band A (new to English) learners, being mindful to build on the language already known and used.
- Planning how to teach the key vocabulary and structures needed for band A (new to English) learners to understand the content and engage in spoken activities. For example, through pre-teaching or teaching assistant/peer support in cases where the language is familiar to the rest of the class, or integrating it into the lesson where the language is new to the majority of the class. ([bell-foundation.org.uk/building-vocabulary](https://www.bell-foundation.org.uk/building-vocabulary)).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Using images ([bell-foundation.org.uk/visuals](https://www.bell-foundation.org.uk/visuals)), videos, demonstrations, explanations, and where appropriate, translations to demonstrate meaning. Ensure learners have multiple opportunities to hear and say any new words.
- Including activities which elicit the demonstration of comprehension through action and gesture rather than speech (such as *Simon says*, or action songs such as *Heads, shoulders, knees and toes*).
- Creating visual **word mats** specific to topics.

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Pointing to the relevant word as you are reading from a text on the board or in a book.
- Incorporating role-playing and creative play into topic lessons ([bell-foundation.org.uk/drama-and-role-play](https://www.bell-foundation.org.uk/drama-and-role-play)).
- Using speaking frames to scaffold safe contributions for band A learners. ([bell-foundation.org.uk/speaking-and-writing-frames](https://www.bell-foundation.org.uk/speaking-and-writing-frames)).
- Encouraging parents/carers to discuss curriculum content in the language(s) used at home ([bell-foundation.org.uk/helping-children-learn](https://www.bell-foundation.org.uk/helping-children-learn)).



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Finding out whether the learner has age-appropriate spoken language development in their **home language** or other languages they know.
- Finding out about the learner's educational history, where they are mid-phase arrivals. This may have been shared by parents/carers during the initial admissions procedure. (bell-foundation.org.uk/learner-profile).
- Using an adult with the same **home language**, where possible, to establish an ongoing dialogue with the child about their experiences of school and any challenges they are facing.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands A (new to English) and B (early acquisition) of the EAL Assessment Framework to monitor progress and set targets. (bell-foundation.org.uk/eal-assessment-framework).
- Focusing on communicative success rather than grammatical accuracy when assessing for learning at this level.
- Using carefully graded questions to monitor understanding during lessons. (bell-foundation.org.uk/questioning-strategies).
- Grading language used to give spoken feedback, e.g., using short and simple utterances backed up with clear facial expressions.
- Allowing the learner to rehearse before speaking assessments (for example, to practise saying what they see in a picture).



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Grouping the child with friendly [near-peer mentors](#) or buddies, preferably including other speakers of their [preferred language](#).
- Responding to and acknowledging any attempt at communication, including [non-verbal communication](#), and encouraging buddies to do the same (e.g., nodding/smiling at learner; saying ‘Good Listening’, accompanied by a visual clue).
- Learning the pronunciation of the child’s name and making sure the class can say it correctly. For support on the pronunciation of names, see: howtopronounce.com/.
- Repeating daily social language and greetings. Model them by addressing other learners and then address the band A learner.
- Incorporating a learner’s language(s) into daily classroom routines, such as taking the register and encouraging the learner, when they are confident enough, to teach the class simple words such as greetings or numbers in their [preferred language](#).

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Arranging for the buddies to look after the new learner at playtimes, lunchtime, and during less structured time. If the learner is new to the school, make sure the buddies explain how the school day works, what to do at lunchtime, where the toilets and changing rooms are, etc.
- Finding out from parents/carers which sports or activities the child enjoys and signposting any relevant after-school or lunchtime clubs. Arrange for a buddy who shares the same language and interests to accompany the learner where possible.
- Encouraging involvement in extra-curricular opportunities, such as trips and school events.

Ensure parents and carers are informed and able to be involved in their child’s education.

Suggestions include:

- Keeping parents or carers informed of topics being covered in class and encouraging them to discuss and research these in their [home language](#)(s).
- Introducing yourself to the family and then, where the family is also new to English, greeting them regularly, using graded language, in order to build a positive relationship.
- Making use of any [multilingual](#) staff/community members in the school who might be able to liaise with the learner’s family to ensure information is being shared accurately and sensitively, both to and from school.
- Using an interpreter for meetings with parents, or where this is not possible, software such as SayHi ([sayhi.com](#)) which facilitates a conversation in two languages. An interpreter may be in a position to offer cultural sensitivity and find out any concerns the families may have.

What might this look like in practice?

Example: Key stage 1 geography – seasons.

Teacher	Class	Band A learner
Introduces topic with a matching words and pictures exercise on the interactive whiteboard (IWB). Elicits responses from class, takes care to point at the words whilst saying them clearly.	In groups, decides which picture illustrates which season and discusses why.	Seated with sympathetic peers, preferably sharing a language. Encouraged to join in activity and repeat key words.
Sets up group activities, directs TA to work with band A learner’s group.	Discusses which weather belongs to their allocated season and which clothes are worn – sorting and matching pictures and words.	Works with TA and group. Encouraged to use preferred language if possible. Practises saying new key words for weather and clothing in English and translating them into preferred language. Practises simple sentences (“In winter it is cold”).
Takes feedback from groups, one season at a time.	Feeds back to teacher, adjusting their group’s answers as necessary.	Listens, contributing if confident.
Explains that each group is going to design a poster about a given season. Displays a model on the IWB and talks it through.	Discusses and designs posters in groups.	Works with a friendly group, including shared language speakers if possible, and TA.

Example: Key stage 2 geography – weather.

Teacher	Class	Band A learner
Shows video of a weather forecast (e.g., from BBC Bitesize). Asks class what is happening here.	Responds to video and teacher's questions.	Seated with shared language users if possible, or TA. Uses peer translation, or app, to translate key words such as: <i>weather forecast, predict.</i>
Highlights language used in forecast. Vocabulary: Points of the compass, weather terms, times of day. Structures: <i>It will...</i> <i>We will see...</i> <i>Rain will give way to...</i> Elicits sentences from class, based on symbols used in forecast.	Discusses in groups. Comes up with sentences such as: <i>In the north-east, rain will give way to sunny spells during the afternoon.</i>	Part of friendly group, with other first-language speakers if possible. Encouraged to use home language if applicable, if not, encouraged to listen attentively and contribute with non-verbal cues and/or drawings.
Listens to predictions from group members. If band A learner is confident, targets them for a simple closed or yes/no question and then praises them. E.g., <i>What does this symbol mean? It means it will...</i>	Feeds back predictions to teacher, listening and commenting on other groups' ideas.	Listens. With peer support and TA if available, encouraged to practise saying some key words in English. Responds to teacher's closed or yes/no question.
Explains that each group is going to plan, rehearse and present a weather forecast for a fictional country which they can invent and name. Gives each group a set of laminated weather symbols and a large piece of paper to design their map.	Works in groups to design and draw a country, plan the weather forecast and practise presenting it with symbols.	Works with a friendly group, including shared language speakers if possible, and/or TA. Uses a speaking frame to rehearse predictions.



Reading and viewing

Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English.



Writing

Showing attempts at writing in English.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Grouping the learner with others who share their language, where possible, and encouraging oral **translanguaging**: being able to discuss texts and share ideas in a language in which they are fluent will help the learner progress. (bell-foundation.org.uk/translanguaging).
- Encouraging learners who are literate in their **preferred language** to keep bilingual vocabulary lists.
- Encouraging the learner to use a scrapbook to add new vocabulary, drawings and photos, pictures of home, information in **preferred language** about a topic, etc.
- Providing **bilingual** dictionaries (bell-foundation.org.uk/bilingual-dictionaries); providing access to Google Translate (translate.google.com) or other translation software and to Google Images (images.google.co.uk). Some learners may need to be taught how to use these. In particular, learners who are not literate in their **home language(s)** will need to know how to access the spoken translations.
- Encouraging learners to complete writing tasks in their **preferred language** where appropriate. This is useful where learners need to refer back to some information.
- Including spaces in handouts for learners to write notes in their **preferred language**, and encourage this. If labelling diagrams, encourage **bilingual** labelling.
- Providing translated topic language lists, either printed directly from websites such as EAL Highland (ealhighland.org.uk) and NYU Steinhardt (<https://bit.ly/bilingual-glossaries-cognates>) or generated using a translation tool such as the one available with Google Sheets. (google.com/sheets).

- Encouraging learners, where appropriate, to translate short sections of text using translation software such as Google Lens (lens.google) or Say Hi (sayhi.com).
- Ensure that learners who are less confident in reading in their [home language\(s\)](#) are able to access the spoken translations.
- Enabling first-language subtitles on videos wherever possible, for learners who are confident readers in their [home language\(s\)](#) (e.g., on YouTube, Netflix and other streaming services).
- Inviting parents/carers into the classroom to read stories in [home languages](#).
- Making [multilingual word mats](#) and wall displays using key words and translations. It may be possible to ask learners to help with this, as experts.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Encouraging learners who are literate in [home language\(s\)](#) to read, view, and write in these languages, at home and in school, both for pleasure and to support learning.
- Seeking out authentic reasons for communicating using home or [preferred language](#). For instance, enquiring about links with local secondary schools, particularly for the Year 6s approaching the end of key stage 2 (KS2). Where possible, facilitate communication by letter/email/postcard in the [preferred languages](#) between Year 6s and Year 7s (e.g., Year 6 learners might be able to ask some questions about the school they will be attending in September, and the secondary learners could reply). (bell-foundation.org.uk/transition-guidance).
- Asking your school to invest in a range of books which use the learners' languages as well as English and encourage reading for pleasure. For examples, see Mantra Lingua (mantralingua.com/).
- Sourcing and using online stories in other languages. For examples, see The International Children's Digital Library (childrenslibrary.org), Free Children's Books Online (freechildrenbooks.online), and World Stories (worldstories.org.uk). These can be used at home and/or in school.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Seating the learner in groups with other learners who will be supportive and will provide good models of reading and writing in English. Groups of three work well where two learners share a language, but one is more proficient in English. The third group member might be a monolingual English speaker.
- Providing visual support for lesson content, in the form of pictures, diagrams, **realia**, etc. in order to illustrate meaning. Software such as Widgit (widgitonline.com) is useful for creating effective visual resources efficiently.
- Providing picture dictionaries to support vocabulary development.
- Planning for multiple opportunities for learners to read aloud in order to develop fluency. This could be part of regular focused small group work.
- Using animated versions of class stories, where they are available, to aid comprehension (e.g., [English KS1/KS2: Full versions of our animated series - BBC Teach](#)).
- Providing printed versions of any slides or pages from textbooks. Band A learners can stick them in their book and thereby reduce the cognitive load in completing tasks from the board.

Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

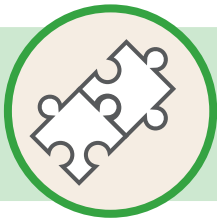
- Ensuring any learner who is unfamiliar with the Roman script, has access to an age-appropriate **phonics** scheme. However, this can be only one facet of the approach. The process of matching concepts to text can start with picture–word matching activities, highlighting key words in texts etc. (bell-foundation.org.uk/reading-for-meaning).
- Ensuring that activities designed to develop fluency of handwriting are meaningful and stimulating.

Adapt teaching to ensure effective learning.

Suggestions include:

- Providing adapted versions of class writing activities – such as substitution tables (bell-foundation.org.uk/substitution-tables) and gap-fill activities (bell-foundation.org.uk/information-gap-activities) – adaptations which enable the band A learner to attempt the class work with scaffolding.

- Reducing the amount of writing expected of band A learners who are new to the Latin script while still enabling learners to engage with the same subject content. For instance, by providing handouts of slides instead of expecting note taking; or by using gap-fill activities (bell-foundation.org.uk/information-gap-activities) or other tasks which do not require significant writing.
- Reading out any text written on the board and on handouts, including any instructions about a task, clearly and slowly so that the learner can follow as it is spoken.
- Ensuring any writing on the board or on handouts is clear and set out helpfully (e.g., bullet points, full sentences, an accessible font, short lines, and well-spaced words. Where words are handwritten, letters need to be formed correctly).
- Ensuring any written instructions, for example in workbooks, are in [comprehensible English](#).
- Having a mini-whiteboard or notebook to hand for quick drawings, to create on-the-spot visuals, or to reinforce key words when needed.



3. Integrated focus on content and language

Include the language demands of all subjects in all curriculum planning.

Suggestions include:

- Interrogating topic/unit content in terms of the language at text, sentence, and word/phrase level, and identifying key language to be covered for band A learners, being mindful to build on the language already known and used.
- Planning how to teach the key vocabulary and structures needed for band A learners to understand the content and produce meaningful written work. For example, through pre-teaching or TA/peer support in class for language that the rest of the class is familiar with, or integrating it into the lesson where the language is new to the majority of the class. (bell-foundation.org.uk/building-vocabulary).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for reading/viewing and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Making use of any small group sessions to pre-teach the key language needed in upcoming lessons, particularly to facilitate access to texts.
- Using images, [realia](#), mime, and translation to teach meaning of key vocabulary.

- Ensuring that learners have multiple opportunities to match the written form of a word with its meaning (e.g., through matching words to images and playing games such as bingo).
- Using [Frayer diagrams](#) or vocabulary books for learners to capture understanding of new language. This might include the use of images and [home languages](#) where appropriate.

Provide opportunities for learners to practise reading/viewing and writing about the language of the curriculum.

Suggestions include:

- Using whole-class language drills (bell-foundation.org.uk/language-drills) and games such as bingo with flashcards (bell-foundation.org.uk/flashcards) to highlight key structures and vocabulary. Learners who can read in their [home language](#) might benefit from dual-language flashcards.
- Using Directed Activities Relating to Text ([DARTs](#)) (bell-foundation.org.uk/darts). These include:
 - Matching activities to demonstrate understanding of new language (e.g., matching printed words to images, or matching the words in English to their translated equivalent).
 - Labelling activities for learners who are ready to practise writing.
 - Sorting, matching, spotting, and sequencing activities to help the learner make sense of lesson content (e.g., sequencing pictures to show the life cycle of a butterfly).

Providing scaffolded versions of writing tasks, such as information gap activities (bell-foundation.org.uk/information-gap-activities) or substitution tables (bell-foundation.org.uk/substitution-tables).



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Finding out whether the learner has age-appropriate literacy in their [home language](#). This might be through conversation with parents/carers or through carrying out a [home language](#) reading/writing assessment, where possible.
- Finding out about the learner's educational history, including their preferences around types of texts and stories. This may have been shared by parents/carers during the initial admissions procedure. (bell-foundation.org.uk/learner-profile).
- Finding out what kind of reading the learner enjoys and procure suitable texts/books in both English and, if possible, the language in which the learner prefers to read.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands A (new to English) and B (early acquisition) of the EAL Assessment Framework to monitor progress and set targets. (bell-foundation.org.uk/eal-assessment-framework).
- Ensuring the most appropriate access arrangements are used as part of normal classroom practice ahead of statutory testing, including disapplying learners where appropriate. For further details, see guidance from the Department for Education (DfE). (gov.uk/government/publications/key-stage-2-tests-access-arrangements).
- Adapting [formative](#) and [summative assessments](#) where possible/appropriate to allow the learner to demonstrate their understanding without relying too heavily on English language proficiency. This could include:
 - Facilitating the use of [home language\(s\)](#) where possible;
 - Allowing a learner to give a spoken response;
 - Matching pictures to text;
 - Using true/false activities;
 - Gap fill activities;
 - Allowing a learner to use translation software.
- Giving feedback on written work that focuses on [global errors](#) which impede meaning/ understanding, more than on [local errors](#), (e.g., *such as putting the -s on "he speaks"*) which do not impede understanding.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Giving the learner a visual ‘survival’ fan with phrases like ‘I’m sick’, ‘I need the toilet’, etc. for use in class and the playground.
- Allowing learners who share the same language to sit together and work using their **preferred language**(s) as well as English. This will facilitate the forming of friendships and enable the learner to feel less isolated when using a **preferred language** for writing. Making use of **near-peer mentors** can help to develop a learner’s resilience.
- Sitting learners with peers who will be supportive and encouraging and will also be able to provide good models of reading and writing in English.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging involvement in extra-curricular clubs and opportunities, especially where learners already have an interest, including those which might involve viewing or reading, such as a film club.
- Encouraging learners to share books in their **preferred language** during events such as World Book Day, thereby presenting the learner as an expert.

Ensure parents and carers are informed and able to be involved in their child’s education.

Suggestions include:

- Ensuring parents/carers understand the UK education system, including how the transition between key stages and schools works. (bell-foundation.org.uk/english-education-system).
- Ensuring parents/carers are consulted about decisions relating to their child’s education. If the learner joins a younger age group for learning reading or for handwriting practice, ensure that parents know this and explain that it is short-term, and how it will support their learner.
- Providing vocabulary lists related to upcoming books and topics, and asking parents to discuss these at home, making use of the languages they share.

Sending books home connected to any topic, as well as dual-language books for the learner and their family to enjoy together. For examples, see Mantra Lingua (mantralingua.com/) or Letterbox Library (letterboxlibrary.com).

What might this look like in practice?

Example: Key stage 1 geography – seasons.

Teacher	Class	Band A learner
Sets up picture bingo game and models how it is played.	Play bingo – match words on flashcards to pictures on bingo cards.	Plays bingo – with dual-language flashcards if able to read in <u>home language</u> .
Sets drawing/writing task, showing a model of what is expected.	Write descriptions of seasons to go with their pictures.	Draws picture of chosen season. Uses a substitution table to write simple sentences (“ <i>In summer it is hot. We wear shorts.</i> ”) If literate in home language, encouraged to write in it.
Draws class attention to the words <i>Foggy</i> and <i>Froggy</i> – using pictures to illustrate. Ensures band A learner understands that one is a weather type and the other involves lots of frogs!	Tidy up from drawing/writing activity.	While class is tidying up, before reading event starts, has quick session with TA to learn some key words: <i>frog, city, sea, farm</i> , etc.
Reads the story “ Froggy day ” on the carpet. Points to key words on pictures: <i>frog, farm, city, etc.</i>	Carpet time, listen to the story “Froggy Day”.	For carpet time story, sits at front where there is a good view of the pictures. Listens to the story.

Example: Key stage 2 geography – weather.

Teacher	Class	Band A learner
Uses pictures to name different weather conditions and leads discussion on when and where these can be observed.	Names and discusses weather conditions in response to picture prompts.	Seated with language buddies if possible, or TA, uses picture prompts to name weather conditions in home language and learn the words in English. Uses translation app if necessary. Keeps glossary.
After discussion about how the class will monitor the weather, shows realia (thermometer, bubbles, beaker) and writes words on board.	Writes plan of what equipment they will use to monitor the weather.	Matches pictures of thermometer, beaker, bubbles, etc. to words.
Elicits and models a written plan, before directing the class to write their own.	Writes plan of how they intend to monitor temperature, wind, rainfall, etc.	Uses substitution table with pictures to make sentences e.g., “ <i>We will use the thermometer to monitor the temperature every day.</i> ”
Monitors class as they write their plans. Finds time to check in with band A learner and practise new words.	Drafts and redrafts plans.	Practises reading sentences/ key words from substitution tables with TA.

Band B

Early acquisition/emerging



Listening (understanding)

Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context.



Speaking

Oral competence includes emerging ability to respond verbally in interactions with others.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Enabling learners to use their full linguistic repertoire, by grouping with friendly peers with a shared language, and encouraging speech and writing in the learner's **home language** as well as in English. This works well for recapping previous learning and discussing more abstract concepts.
- Providing a **bilingual** dictionary (bell-foundation.org.uk/bilingual-dictionaries) – preferably age-appropriate and pictorial depending on the learner's literacy level in their **home language**. (For examples see Mantra Lingua <https://uk.mantralingua.com/>). Some learners will need to be taught how to use bilingual dictionaries.
- Using translation apps, such as Say Hi (sayhi.com) and Microsoft Translator (microsoft.com/en-us/translator/) to enable simultaneous speech translation in groups or 1:1. These should be used judiciously and not detract from efforts to communicate spontaneously.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Learning to say a few phrases in the learner's **home language** (e.g., *good morning, thank you, very good, see you tomorrow*, etc.) and get them to correct your pronunciation and maybe teach you a few more words.
- Asking the learner to take the register in their **home language** and teach the class to respond correctly. In a **plurilingual** class you could rotate through different languages.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Using visual support such as props, objects, and pictures (e.g., pictures whilst telling a story, model animals when introducing a classification topic etc.).
- Including practical activities to provide opportunities to discuss or encounter key learning (e.g., dressing up as a Roman soldier when learning about what soldiers wore; or designing and making a volcano when learning about the parts of a volcano).

Support the learner with specific areas of language development related to curriculum learning.

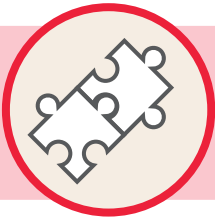
Suggestions include:

- Continuing to give opportunities to speak and respond to questions even if the learner is still 'shy' about talking.
- Targeting the learner regularly with closed questions and simple questions which require one- or two-word answers (e.g., *How many sides has a rectangle got? Do you think this will sink or float? What did Charlie find inside the chocolate wrapper?*). (bell-foundation.org.uk/questioning-strategies).

Adapt teaching to ensure effective learning.

Suggestions include:

- Speaking clearly and slowly. If an **idiomatic** expression is used, expand the utterance to include a 'plain English' equivalent (e.g., *'It's bucketing down, isn't it? Raining a lot...'*).
- Using facial expression, tone of voice, and body (gestures, quick mimes) to reinforce meaning.
- Keeping instructions clear and simple with repeated instructional phrases/words (e.g., *put down, line up, first, next, then*).
- Promoting active engagement in activities such as **cold calling** and **loop games** by ensuring the learner has heard another learner model the response first.
- Praising and encouraging all attempts at communication.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Continuing to interrogate units of work to identify the key language to be covered for band B (early acquisition/emerging) learners, being mindful to distinguish between new English words/phrases and new concepts.
- Identifying relevant [tier 2 and 3 vocabulary](#) central to the topic, remembering to include accompanying [prepositions](#) and [determiners](#).
- Continuing to plan how to teach the key language needed for band B learners, remembering to distinguish between language that is new to the whole class, and language that is new only to the band B learner.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Continuing to use images (bell-foundation.org.uk/visuals), videos, demonstrations, explanations and, where appropriate, also translations to demonstrate meaning. Ensure learners have multiple opportunities to hear and say any new words.
- Building [disciplinary literacy](#) by carefully introducing and modelling the subject's [tier 2 and 3](#) words and phrases in context. This can be through questioning: (bell-foundation.org.uk/questioning-strategies) “What do I mean when I say the poet **personifies** *Autumn*?”, “What do you understand by the term **osmosis**? Have you heard that word before?” (bell-foundation.org.uk/building-vocabulary).

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Using collaborative activities as a way of encouraging exploratory talk and thinking between learners. (bell-foundation.org.uk/collaborative-activities). This is effective as a means of building a secure knowledge base before beginning to write about a topic.
- Encouraging learners to predict what a story book will be about by looking at the cover/ saying the title (e.g., make a cut-out of a keyhole and place it over the cover of the book, leaving about 50 per cent visible. Ask learners to say what they can see through the keyhole. Teacher: “What can you see?” Band B learner: “I see green colour.” Teacher: “You can see the colour green. Fantastic. So what things are green?”).

- Using sequencing activities (bell-foundation.org.uk/darts) to support the retelling of stories and recounting a sequence of events. This can be by sequencing pictures, or objects from the story.
- Using language drills (bell-foundation.org.uk/language-drills) to help learners rehearse the pronunciation and aid recall and retrieval of new vocabulary and structures.
- Encouraging children to make up their own stories using visual prompts such as toys, pictures, and word prompts (e.g.: “Once upon a time... but the problem was...so she decided to...and then she” ...etc.). This can be done as a circle time activity with the teacher leading the story and children taking it in turns to pull an object out of a bag in the middle of the circle. For older children it can be set up in small groups.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Continuing to use information gathered during the induction process, together with most recent assessments, to help inform decisions around lesson planning.
- Building a picture of prior learning for each new topic, being mindful to distinguish between where the concepts are new and where only the English language is new, and using this to help inform any support available in school, at home, or through external organisations.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners’ proficiency in English.

Suggestions include:

- Using the descriptors for bands B (early acquisition/emerging) and C (developing competence) of the EAL Assessment Framework to monitor progress and set targets. (bell-foundation.org.uk/eal-assessment-framework).
- Correcting errors gently, for example through remodelling and **recasting**. (e.g., band B learner: *I goed football my dad.*
Teacher: *You went to the football match with your dad, how exciting!*)
- Using continuous formative assessment and observation to provide you with the information you need to appropriately adapt teaching for the learner. For example, if you notice that a learner often uses the wrong form of the **verb** (e.g., *says “goed” instead of went, “buyed” instead of bought, etc.*) then you might play a quick class memory game of “*I went to the shop and I bought...*” as a starter or end-of-day activity. This can easily be adapted to be curriculum-related.

- Consult the learner, especially at key stage 2, to find out what they are finding challenging about understanding and speaking in English and use this to inform your planning. For example, if the learner says that everybody speaks too fast, try to slow down, remind peers on their table to speak clearly, and perhaps rehearse with the learner how to ask for repetition or clarification.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to group the learner with sympathetic [near-peer mentors](#) who will include and encourage the band B learner. Ideally, some would share a [first language](#).
- Building in opportunities for the band B learner to be recognised as an expert. For instance, their sporting ability or their knowledge of a specific topic such as environmental issues in their home country.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Making sure that the learner has sympathetic and welcoming buddies with whom to spend break and lunch times. If the learner is new to the school, make sure the buddies explain how the school day works, what to do at lunchtime, where the toilets are, etc.
- Finding out about activities, sports, or hobbies which interest the learner and introducing them to friendly members of any relevant clubs and teams.

Ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Introducing parents and carers, as well as school receptionists, to translation apps and software such as Say Hi (<https://www.sayhi.com/en/translate/languages/>) which enable instant spoken translation between a wide variety of languages.
- Continuing to identify regular opportunities to speak, informally, with family members to develop relationships and also to share information to and from school, particularly where the family have any concerns.
- Inviting family members into school to read or tell a story in their language(s).

What might this look like in practice?

Example: Key stage 1 maths – sorting and counting.

Teacher	Class	Band B learner
Sets up sorting activity –explains that they will be sorting plastic animals and insects by the number of legs they have. Speaks clearly, facing the learner. Demonstrates with pictures on the IWB and by counting the legs of a plastic beetle.	Listens, watches.	Listens, watches.
Monitors group, finds time to sit with band B learner and practise counting.	In groups, sort animals and insects into groups of six legs, four legs, two legs, and no legs.	Listens, joins in sorting activity, counts in preferred language . If possible, other speakers of the home language work in the group so that vocabulary can be translated and shared in both languages.
Explains that each group will now have a Venn diagram and must sort animals into those with two legs, those with wings and those with both, putting animals which fit none of these categories back in the box. Speaks clearly and demonstrates activity before starting it.	Organises tables, sets up Venn diagrams, uses paper sheet or plastic hoops.	Has a quick chat with TA or teacher to reinforce vocabulary: legs, wings, both.
Monitors groups, checks participation of band B learner, troubleshoots.	In groups, discusses and sorts animals onto the Venn diagram.	Fully participates in group task, using preferred language(s) and/or English.

Example: Key stage 2 – properties of 2D shapes.

Teacher	Class	Band B learner
Recaps on names of 2D shapes, using pictures on IWB/plastic shapes.	Responds to questions by naming shapes.	Listens and responds if confident.
Monitors and supports where necessary.	Labels shapes on worksheets.	In a small, mixed group with good language role models and TA, uses flashcards to recognise and name shapes. If time, TA can also pre-teach vocab for next section: <i>sides, angles, right angle</i> .
Introduces the vocabulary of the properties of a shape – <i>sides, angles, right angles</i> – uses pictures on IWB.	Listens, watches, responds.	Listens, watches, responds – uses <i>Say Hi</i> or similar app to translate some words.
Sets up describe and draw barrier game by modelling it with TA or a confident child. (bell-foundation.org.uk/barrier-games).	Works in pairs to describe and draw 2D shapes accurately, referring to name of shape, number and length of sides, angles, and right angles.	Works in a group of three, watches both other group members do the task before doing it themselves. Works with good language models and, where possible, a speaker of the same home language(s).

Band B

Early acquisition/emerging



Reading and viewing

Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning.



Writing

Demonstrating basic skills of spelling and sentence construction.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Allowing the older learner opportunities to write in their **preferred language**, particularly if they know about a topic and want to demonstrate that they can do the task in another language. (bell-foundation.org.uk/translanguaging).
- Developing routines and opportunities to use **bilingual** dictionaries (bell-foundation.org.uk/bilingual-dictionaries) or translation software in order to promote greater independence for the band B (early acquisition/emerging) learner.
- Using **home language** buddies to support reading for meaning. (bell-foundation.org.uk/reading-for-meaning).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Signposting dual-language books available in the school and encouraging band B (early acquisition/emerging) learners to read for pleasure in their **preferred language(s)** as well as English.
- Providing opportunities for older, literate learners to build their background information by directing them to read related articles, in their **home language**, for example through Wikipedia (wikipedia.org) or through Khan Academy (khanacademy.org). This could include watching videos with closed captions in their **home language** or English.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Continuing to provide printed versions of slides or pages from text books so the band B learner can stick them in their book in order to refer back to, label, take home to share with parents/carers, etc.
- Sourcing visual [word mats](#) or, where more appropriate, translated glossaries/topic-specific word lists.

Support the learner with specific areas of language development related to curriculum learning.

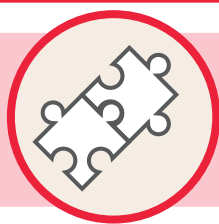
Suggestions include:

- Providing daily opportunities for band B learners to develop their accuracy and fluency in reading. For instance, listening to a confident and patient peer reading and at the same time following their own copy of the book, as well as reading to a trained adult.
- Providing daily opportunities for supported and independent handwriting practice for learners who are not familiar with the Latin-based alphabet and have learnt to write in a different script. This can be through modelling, for example using small whiteboards, through the school's adopted [phonics](#) scheme, or through programmes such as Write Dance (writedancetraining.com).
- Encouraging the learner to predict when reading by eliciting what words could follow, or what happens next.
- Considering cultural and historical learning as well as language. Providing exposure to well-known traditional tales and children's books to build up a cultural frame of reference will help the learner access the curriculum as they progress through school.

Adapt teaching to ensure effective learning.

Suggestions include:

- Providing a visual timetable.
- Reading clearly and slowly and making use of visual aids such as pictures/puppets to reinforce meaning. (bell-foundation.org.uk/visuals).
- Pointing to the key word you are referring to on the IWB or big book to allow the band B learner to follow and start to match spoken form to written form.
- Continuing to use a mini-white board or notebook to provide simple scaffolding for writing activities. (bell-foundation.org.uk/scaffolding).



3. Integrated focus on content and language

Include the language demands of all subjects in all curriculum planning.

Suggestions include:

- Identifying key language at word and sentence level, which is pertinent to a topic, particularly where it is assumed knowledge for the band B learner's peers. This might include **tier 2 vocabulary** (e.g., weight, material), useful **collocations** (e.g., made from), or relevant grammatical structures (e.g., simple comparatives such as lighter than).
- Identifying opportunities in a scheme of work to explicitly teach targeted language use and planning relevant activities to facilitate this. Where possible, support staff may be able to facilitate this.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for reading/viewing and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Pre-teaching key words and phrases for topics being covered in lessons without decontextualising the learning. This might be done during targeted support sessions. For example, a Year 2 class is about to start looking at materials and their uses in science. Using **realia** and flashcards, the TA introduces the band B learner to wood, metal, plastic, glass, paper, and cardboard, discusses what they are commonly used for, and plays a bingo game to reinforce the vocabulary.
- Drawing attention to spelling patterns (e.g., formation of plurals) as a means of developing greater independence in decoding unfamiliar words.
- Using **phonics** schemes judiciously, mindful that band B learners may not know the meanings of the words they are decoding. Consider only focusing on the most important/useful words and using a **bilingual** dictionary/translation tool to support where necessary.

Provide opportunities for learners to practise reading/viewing and writing about the language of the curriculum.

Suggestions include:

- Encouraging the learner to build up word banks and word webs in their own vocabulary book.
- Dedicating time to the oral rehearsal of stories before writing, then offer sequencing activities.
- Providing reading/writing tasks that have a link with main class topics. See curriculum-related resources on The Bell Foundation website (bell-foundation.org.uk/resources).

- Using substitution tables (bell-foundation.org.uk/substitution-tables) for the learner to practise key language features within common simple sentence structures, such as **subject-verb-object**, (e.g., Windows are made from glass) **subject-verb-complement**, (e.g., Glass is transparent).
- Using **DARTs** activities (bell-foundation.org.uk/darts) such as gap-filling, sentence starters, and sequencing activities to enable the learner to demonstrate their learning and simultaneously become familiar with key language structures in English. Many scaffolds can be supplemented with visuals to further support understanding.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

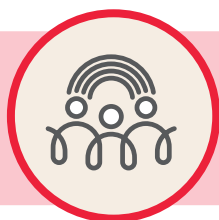
- Building a picture of prior learning for each new topic, potentially through conversations with the learner and/or their family, and using this to help inform any support available in school, at home, or through external organisations supporting learners in the school.
- Using continuous formative assessment and observation to provide the information needed to appropriately adapt teaching for the learner. For example, if you notice that a learner often omits the **articles** (*a, an, the*), you might design a substitution table (bell-foundation.org.uk/substitution-tables) which reinforces these as well as the curriculum task.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands B (early acquisition) and C (developing competence) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Adapting **formative** and **summative assessments**, where appropriate, to allow the learner to demonstrate their subject knowledge without relying too heavily on English language proficiency. This could include:
 - Using True or False statements;
 - Using multiple-choice questions;
 - Allowing a learner to give a spoken response;

- Gap-fill activities;
- Allowing a learner to use translation software;
- Ensuring the language of the instructions is accessible;
- Allowing extra time, particularly where the assessment includes reading longer passages.
- Giving **indirect feedback** on a first draft (e.g., by underlining the problematic word), and asking the learner to self-correct before giving **direct feedback** (e.g., explicitly pointing out what was wrong and what it should be), on the second draft. This becomes more important as the learner progresses through the bands.
- Focusing on one or two areas for language development, such as use of the past tense or capitalisation, within the context of the learner's work.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Helping build mixed language friendship groups by seating learners with friendly peers who are good models of English including, wherever possible, some who share the same language, for reading and writing group tasks. Continuing to use **near-peer mentors** will foster resilience.
- Using collaborative activities (bell-foundation.org.uk/collaborative-activities) which require working with different learners (e.g., **Pelmanism games** or information gap activities (bell-foundation.org.uk/information-gap-activities)).

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Involving learners as linguistic experts in making **plurilingual** wall displays, to celebrate linguistic diversity and welcome new children to the school.
- Encouraging involvement in extra-curricular clubs and opportunities, especially where learners already have an interest, including those which might involve viewing or reading, such as a film club.
- Encouraging learners to share books in their **preferred language** during events such as World Book Day, thereby presenting the learner as an expert.

Ensure parents and carers are informed and able to be involved in their child’s education.

Suggestions include:

- Overcoming communication barriers with parents by making school information clear and accessible using visuals, unambiguous language, and use of translations and interpreters where necessary/possible.
- Ensuring that invitations to coffee mornings, school productions, charity events, and sports fixtures, etc. are extended to the families in their **preferred languages**.
- Ensuring that information about the education system and the school itself is available in a family’s **preferred language(s)**. ([bell-foundation.org.uk/english-education-system](https://www.bell-foundation.org.uk/english-education-system)).
- Sharing translated guidance about how parents and carers might be able to support their child’s learning at home. ([bell-foundation.org.uk/helping-children-learn](https://www.bell-foundation.org.uk/helping-children-learn)).

What might this look like in practice?

Example: Key stage 1 science – parts of a plant.

Teacher	Class	Band B learner
Introduces topic of plants. Tells class to take it in turns, in their home groups, to share what they already know about plants.	Moves into home groups and discusses what they already know about plants.	Works in friendly group with other speaker(s) of home language or other languages they know, if possible. Learners use their preferred language(s) to discuss what they already know about plants.
Makes sure band B learner can see the teacher and demonstration. Shows class a plant, removes it from the pot to show the root. Shows words leaf, stem, and root on board, and points as they say them.	Each group has a plant to look at and laminated labels to paperclip to the plant. Learners select the correct label as the teacher shows it.	Listens carefully to teacher's pronunciation of the words, paying particular attention to initial sounds in order to select correct label.
Asks class to label leaf, stem, and root on diagram of a plant.	Each learner labels their diagram.	Works with partner to label diagram in English and preferred language.
Explains the function of leaves, roots, and stems, pointing to parts of plant and words on board as they speak.	Listens to recap and asks questions if necessary.	Working with TA if available, or shared language peers, points to relevant words and pictures as the teacher mentions them.
Shows video (e.g., The parts of a plant - BBC Bitesize) or a diagram to illustrate. Models a sentence on the board to explain the function of one plant part (e.g., <i>The stem moves water up the plant</i>).	Writes sentences under their plant diagram to explain the function of root, stem, leaves.	Writes sentences under their diagram using a substitution table or matching sentence halves.

Example: Key stage 2 science: impact of diet, exercise and drugs on the human body.

Teacher	Class	Band B learner
Shows diagram of human body on IWB and adds labels for brain, heart, lungs, and circulatory system. Invites class to participate.	Contributes prior knowledge.	Works with friendly peer or TA if available. Uses word mat or bilingual word list. Encouraged to contribute if confident.
Puts class into groups to read and research about the impact of one factor on the body. Puts band B learner in friendly group with access to another speaker of the home language or other languages they know, if possible. Checks that band B learner knows how to activate subtitles in their preferred language on videos and knows how to access information on the internet in their preferred language (e.g., by accessing the relevant Wikipedia pages or by translating internet pages).	Each group researches the impact of one factor – diet, exercise, or drugs from carefully chosen texts (containing visuals), videos, and/or the internet.	Researches as part of group using preferred language. Uses visual clues in texts, word mat of key words, and relevant sites on the internet, enabling translations as appropriate.
Explains that each group must create a poster explaining their findings. Explains success criteria including bonus points for posters which use scientific words, have beautiful illustrations, and words in more than one language.	Each group produces a poster about the effects of their given subject on the human body. Poster must include visuals and writing.	Contributes to poster, including contributions in home language. Encouraged to write some words/ sentences in English too.
Sets up peer feedback activity. Models examples of what feedback notes might look like (e.g. “ <i>we liked the diagram/useful explanation of.../thank you for showing us how to write heart in Ukrainian</i> ”).	Each group leaves their poster on their table and circulates to read other posters and make positive comments on post-it notes.	Circulates with group, encouraged to write some feedback – perhaps with some pre-written post-it notes.

Band C

Developing competence/expanding



Listening (understanding)

Developing more independence in the use of the basic listening skills needed to engage with learning.



Speaking

Emerging competence in spontaneous expression and communication.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Continuing to acknowledge the learner's linguistic expertise (e.g., by asking them to teach the class how to answer the register, greet people, or say goodbye using their home language(s)).
- Encouraging learners with shared languages to use them in class discussions and then to draw comparisons between their language and English (e.g., by recognising comparisons in sounds and vocabulary).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Keeping parents informed of topics being covered in class and encouraging exposure, research, and discussion in the family's home language where possible.
- Continuing to encourage parents to ensure the learner develops age-appropriate oracy in their home language. For example, by sourcing age-appropriate books and talking about them; watching TV programmes/films together and discussing them; discussing current affairs.
- Inviting parents/carers into school to tell stories or teach songs/rhymes in their home language(s).



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Using collaborative activities (bell-foundation.org.uk/collaborative-activities) that help scaffold talk as a way of encouraging exploratory talk and thinking between learners (e.g., sorting/matching/spotting/sequencing activities, or use of graphic organisers (bell-foundation.org.uk/graphic-organisers)).

Support the learner with specific areas of language development related to curriculum learning.

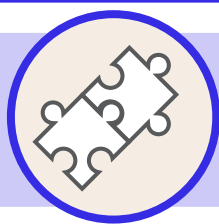
Suggestions include:

- Targeting the learner for daily differentiated questions (bell-foundation.org.uk/questioning-strategies) connected to the curriculum. These should start to introduce unfamiliar vocabulary such as **synonyms** of frequently used words. Ask a mixture of closed questions (e.g., “*What is five take away four?*”) and open questions (“*Why do you think the farmer looks grumpy in this picture?*”).

Adapt teaching to ensure effective learning.

Suggestions include:

- Continuing to use **comprehensible English**: speak clearly, avoid unnecessary **idioms**, and chunk instructions, but starting to speak more naturally, for example by including more routine expressions (e.g., “*Work hard*”, “*Try your best*”).
- Continuing to provide thinking time when learners are responding to more open discussion questions.
- Encouraging the band C learner to ask questions for both social and academic purposes, for example by using collaborative learning activities (bell-foundation.org.uk/collaborative-activities) and drama activities such as hot-seating (bell-foundation.org.uk/drama-and-role-play).
- Using **synonyms**/simple alternatives during whole-class teaching to clarify meaning (e.g., “*He is determined to reach the river/he wants to go to the river ... so that he can warn/tell ... the others*”).



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Identifying the language and structures needed for a topic, including key [tier 2 language](#). Designing collaborative activities that will involve the use of band-appropriate language, such as two tenses and connectors. For example, to compare an ancient civilisation with the present day using a graphic organiser (bell-foundation.org.uk/graphic-organisers), such as a Venn diagram.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Identifying the language structures needed for a curriculum activity/task and modelling them. Then elicit the same structures from the learner by use of targeted questions (e.g., “*We are going to use a thermometer to measure the temperature. What are we going to use to measure the length?*”).

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Using role-play and drama activities (bell-foundation.org.uk/drama-and-role-play) to scaffold spoken curriculum language and encourage appropriate unscripted contributions, for example through hot-seating.
- Use barrier games and information gap activities (bell-foundation.org.uk/information-gap-activities) to scaffold speaking about curriculum topics. For example, give each child a card with a picture of a different minibeast and ask them to introduce themselves: “*I am a centipede.*” Then ask and answer questions in small groups (e.g., “*How many segments are there to your body? Have you got antennae?*”).



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

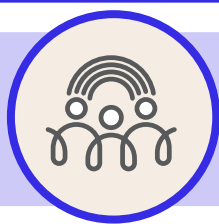
Suggestions include:

- Keep an ongoing dialogue with the learner about what they are finding challenging in speaking and listening to English, and build strategies to address these areas into your planning.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands C (developing competence) and D (competent) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Encouraging learners to self-correct irregularities in their own speech by helping and praising them if they do so.
- In spoken assessments, such as presentations, provide scaffolding such as picture prompts or [word mats](#) of [academic language](#) for the band C (developing competence) learner to refer to.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Establishing a classroom environment where talking activities are planned for as an integral part of the learning process and school day.
- Grouping the learner with friendly peers, including speakers of the same [home language](#) where possible, in order to help build mixed language friendship groups. These need not always be the same learners as the buddies.
- Signposting the learner to any after-school or extra-curricular clubs and activities which match their interests, particularly those which might provide opportunities to practise listening and speaking. For example, drama and music clubs.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Arranging for a small group of sympathetic peers to be buddies to new arrivals, and to look after them at lunch and play times. If possible, include a speaker of the same [home language\(s\)](#) as well as good models of English and behaviour.
- Starting to encourage band C learners to take on the responsibilities of a [near-peer mentor](#) for new arrivals, particularly where the learners share a language.

Ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Recommending books, films, and TV programmes which will build up the learner's cultural frame of reference.
- Ensuring families are aware of information evenings and events, and encouraging them to attend, providing language support where appropriate.

What might this look like in practice?

Example: Key stage 1 – Farmer Duck role-play.

Teacher	Class	Band C learner
After sharing the story of Farmer Duck, elicits what questions the class might want to ask the characters (the farmer, the duck, and a sheep.) Draws attention to question words such as why, how, where, who and rehearses example questions and answers.	Works in groups to think of questions to ask the characters from the book.	Works in a small group, with TA if available, to prepare some questions to ask the characters and practise saying them.
Teacher in role as the farmer. Learners ask questions and teacher answers e.g., “ <i>Why did you let the duck do all the work?</i> ” “ <i>Because I prefer reading the newspaper and eating chocolates.</i> ”	Watches, listens and asks questions to the teacher in role as farmer.	Watches, listens and asks, if confident, questions that they have rehearsed.
Invites a confident pupil to be the duck. Class asks questions and “duck” answers e.g., “ <i>How did you feel every day?</i> ” “ <i>I felt tired and fed up with the lazy farmer.</i> ”	Watches, listens and asks questions to the learner in role as the duck.	Watches, listens and asks a question if confident.
Gives out role-play masks or badges to groups and sets up practice session.	Works in a small group, taking turns with character masks, to practise asking questions and answering them in role.	Works in a small group, with TA if available and shared speakers of home language , taking turns with character masks, to practise asking questions and answering them in role.

Example: Key stage 2 geography– volcanic eruptions.

Teacher	Class	Band C learner
Explains that the class will be making a presentation to their parents/carers about their recently completed module on volcanoes and that it is important that they can say and understand the specialist words about volcanoes. Shares list of words and models how to say them. Revises the meanings by eliciting definitions from the class.	Practises how to say key words. Revises meanings of key words.	Practises how to say key words, with TA if available. Revises meanings of key words, referring back to a word map/glossary.
Gives each group an aspect of volcanoes to present, along with some key words which must be used e.g., <i>“Your group is going to tell everyone about the two types of volcano. So, you need to use the words composite and shield, and you need to explain the difference and give examples.”</i>	Works in pairs or threes to match curriculum words and phrases with definitions (e.g. tectonic plates – pieces of the Earth’s crust) and to practise saying and explaining the words (e.g., <i>“Magma is a mixture of molten rock and gas.”</i>)	Works in friendly group, with TA if available, to check comprehension, practise saying the specialist words and matching the words and definitions. Band C learner asks the rest of the group questions where they are unsure of details.
Monitors groups as they prepare. Directs TA, if available, to check in with band C learner’s group and ensure they have a part to play.	Works in small groups to prepare their section of the presentation, including the specialised words given.	Works with group, using a word mat with pictures/ translations. Negotiates with group which sections they will speak about. Contributes at least one statement to the presentation or more, depending on confidence, and responds to feedback from group as appropriate.
Models a section of a poor presentation in which a specialist word is used wrongly. Then models a good one. Asks each group to present to the class and peers to give feedback.	Watches the presentations and gives constructive feedback around body language, speaking loudly and clearly, using specialist words. Delivers presentation.	Watches the presentations and contributes to feedback. Contributes at least a sentence to own group’s presentation.

Band C

Developing competence/expanding



Reading and viewing

Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks.



Writing

Demonstrating competence in independent use of vocabulary and construction of simple sentences.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Allowing and encouraging use of the **home language(s)** in planning writing, note taking, and labelling (bell-foundation.org.uk/translanguaging).
- Encourage use of **bilingual** dictionaries (bell-foundation.org.uk/bilingual-dictionaries) and translation apps, such as Microsoft Translator (microsoft.com/en-us/translator/) in reading and viewing/writing activities and frame this to the class as a perk of being **plurilingual**.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Continuing to encourage reading widely for pleasure in whichever language(s) the learner chooses, including dual language books. For examples, see Mantra Lingua (mantralingua.com/).
- Including samples of writing in other languages in class wall displays of excellent work.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Ensuring that a range of genres, including for example, diaries, letters, and newspaper articles, are included in curriculum planning.

Support the learner with specific areas of language development related to curriculum learning.

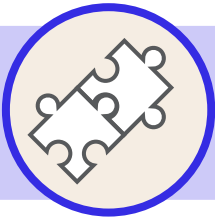
Suggestions include:

- Explaining cultural references (such as nursery rhymes or British traditions) when they arise.

Adapt teaching to ensure effective learning.

Suggestions include:

- Using **DARTs** activities (bell-foundation.org.uk/darts), such as sequencing and gap-fill to scaffold reading and viewing, and writing.
- Providing models (bell-foundation.org.uk/modelling) of writing genres and giving the learner a copy of the model to refer to when composing their own piece.
- Modelling text construction, by using joint construction, or dictogloss (bell-foundation.org.uk/dictogloss).



3. Integrated focus on content and language

Include the language demands of all subjects in all curriculum planning.

Suggestions include:

- Identifying opportunities to explicitly model the most pertinent language features for learners at band C. For example, writing up science experiments would allow learners to expand sentences to provide detail, for example, by using [prepositional phrases](#).
- Equipping the learner, wherever possible, with relevant vocabulary for upcoming lessons by pre-teaching or sending [bilingual](#) flashcards or word lists home for self-study (bell-foundation.org.uk/building-vocabulary).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for reading/viewing and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Using visual [word mats](#) to support reading and writing activities. Visit the resources area on The Bell Foundation website (bell-foundation.org.uk/resources) for curriculum-related visuals.

Provide opportunities for learners to practise reading/viewing and writing about the language of the curriculum.

Suggestions include:

- Using highlighting activities to notice and record specific language in writing for different subjects. For example:
 - Time sequencing words such as *firstly, secondly, next, finally*;
 - Storytelling conventions such as *once upon a time, suddenly, all at once*. For younger children, picture flashcards may work better for this.
- Using jigsaw reading activities (bell-foundation.org.uk/jigsaw-activities) to allow deeper engagement with texts, including opportunities to retrieve and then retell key information.
- Using substitution tables (bell-foundation.org.uk/substitution-tables) to reinforce language structures where the learner is still developing, at the same time as cementing curriculum content. For example, if the learner does not consistently add the –s on a third-person [verb](#), writing sentences like “*Violet Beauregarde always **chew** gum*”, “*Charlie **want** to see inside the chocolate factory*,” a substitution table could provide practice in correcting this whilst still being linked to the curriculum work.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Using observation and formative assessment to identify areas of English language where the learner needs more input, and use or adapt tasks to address these needs. For example, where a learner confuses past and present tenses, consider:
 - Asking the learner to highlight past-tense **verbs** in a passage during shared reading;
 - Encouraging learners to self-correct during editing work.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands C (developing competence) and D (competent) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Including language targets in any self-or peer-review checklists.
- Ensuring that instructions for assessments are unambiguous.
- Adapting longer texts to make reading easier, for example by increasing font size, increasing the space between lines of text, and including margins to allow annotation.
- Facilitating the use of translation tools or dictionaries, with extra time allowed for the work involved, particularly where this is in preparation for key stage 2 SATs. For further details, see guidance from the DfE. (gov.uk/government/publications/key-stage-2-tests-access-arrangements).
- Making any test papers as visual as possible, using pictures, diagrams, and examples.
- Ensuring that written feedback is clear and unambiguous, and captures areas for language development as well as understanding of curriculum.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Involving the learner in shared reading activities, including reading books in their **preferred language**(s) and **bilingual** books.
- Using jigsaw reading activities ([bell-foundation.org.uk/jigsaw-activities](https://www.bell-foundation.org.uk/jigsaw-activities)) to help foster mixed language groups.
- Using collaborative writing activities and placing the learner in a friendly group where they can learn from and with peers.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging the learner to join lunchtime clubs which might also facilitate reading for pleasure. For example, book or story clubs.

Ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Sending reading books home. These could be in English, the **home language**, or **bilingual** – a mixture is good. Recommend that parents talk to their child about the book in their **home language**(s). Suggest that the learner reads in English and explains what is happening in the **home language**(s) ([bell-foundation.org.uk/helping-children-learn](https://www.bell-foundation.org.uk/helping-children-learn)).
- Ensuring, where necessary, that families receive clear instructions about how to use translation facilities on school communication systems.
- Ensuring that translated versions of newsletters etc. are available for parents and carers who need them.
- Ensuring that letters about extra-curricular activities and opportunities are translated where appropriate and that parents/carers are made aware of expectations. For example, cut-off dates and support with costs.

What might this look like in practice?

Example: Key stage 1 literacy – We're going on a bear hunt.

Teacher	Class	Band C learner
Recaps on story, eliciting contributions from class, using mime to reinforce meaning and to encourage active participation.	Contributes.	Listens and joins in if confident.
Gives laminated pictures from the book to groups of learners to sequence.	Sequences pictures, in groups, to tell story.	Works with a friendly group to sequence pictures.
Explains that they are going to put words with each picture. Gives out laminated words to groups and asks them to place the words with the pictures.	Reads laminated words, in groups, and decides which picture they belong to, then places them under the picture.	Works with a friendly group, and TA if available, to sound out the words. Matches words to each picture.
Explains that the words need to be part of a sentence to tell the story. Asks learners to work in pairs to construct sentences to go with each picture.	Groups break into pairs to compose and write down sentences.	Works in a pair or group of three with friendly peers, preferably including a speaker of the same home language(s) and a good model of English. Uses adapted task (e.g., a gap-fill or sentence stems).

Example: Key stage 2 history – the Tudors.

Teacher	Class	Band C learner
Sets up groups for research, placing band C learner with sympathetic peers which, if possible, includes a speaker of the same home language(s) . Then monitors groups.	Works in groups. Each group to research an aspect of Tudor life (e.g., food, clothes) using computer and/or books.	With a group, researches an aspect of Tudor life, using word mat, webpages in preferred language , and translation software. If possible, works with another learner who shares their language(s).
Explains that each group should pool their knowledge and each group member should take notes because they will need to share their research findings with other groups. Monitors, makes sure Band C learner has some notes.	Pools knowledge and makes notes.	Pools knowledge and makes notes in preferred language.
Explains that each group needs to break into “expert pairs” and form new groups with representatives from other groups to complete a questionnaire about all aspects of Tudor life. Organises groups, mindful of placing band C learner with sympathetic peers.	Each group sends a representative to each other group to cascade knowledge about Tudor food and gain knowledge about other areas of Tudor life. Makes notes under headings.	Paired with a friendly and able peer as joint group reps to do this part of the task. Might choose to make notes in home language(s).
Monitors groups. Checks for comprehension, extends conversations by asking questions.	Completes questionnaire about all aspects of life in Tudor times.	Completes substitution table questionnaire about all aspects of life in Tudor times. Might use translation software/bilingual dictionary.



Listening (understanding)

Applying listening skills over an increasing range of contexts and functions.



Speaking

Competence in producing more varied and complex speech in a wider range of contexts.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Continuing to provide opportunities for those who share a language to use it to discuss and share complex ideas when working together (bell-foundation.org.uk/translanguaging).
- Identifying opportunities to call on the linguistic expertise of multilingual learners to enrich lessons and inform the class as opportunities arise (e.g., asking them to work out the meaning of unfamiliar English words or phrases by using their knowledge of words or **prefixes**, recognising words similar to English or other languages, and talking about common roots).
- Creating opportunities for confident learners to teach their peers songs and poems in their **preferred language** (e.g., as part of “Language of the month” activities).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Liaising with the relevant staff to provide access to a range of age-appropriate books in the languages spoken by the class.
- Encouraging learners to read books for pleasure and then for those learners who share a language to discuss and recommend books.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Building in collaborative activities that help scaffold talk as a way of encouraging exploratory talk and thinking between students (bell-foundation.org.uk/enhancing-classroom-talk), such as sorting, matching, spotting the difference, sequencing activities (bell-foundation.org.uk/darts), or use of graphic organisers (bell-foundation.org.uk/graphic-organisers).

Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

- Creating regular opportunities for the learner to answer more complex questions in terms of language structure and thinking (e.g., “*What do you think about ...?*”, “*How do you know ...?*”, “*What might happen if...?*”) (bell-foundation.org.uk/enhancing-classroom-talk).

Adapt teaching to ensure effective learning.

Suggestions include:

- Giving the learner questions beforehand to enable them to identify complex, detailed, or specific information when listening to spoken and audio-visual texts (e.g., “*After I finish reading the story, I’m going to ask you to remember three jobs that the duck did for the farmer.*”).
- Giving the learner more thinking time, where necessary, when participating in complex interactive listening activities (e.g., group performances or class discussions) to enable them to process complex information and language structures.
- Allowing the learner to rehearse their part with sympathetic peers or an adult, when taking part in class/group presentations.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Planning for the vocabulary and language structures needed for topic, task, and/or genre (e.g., “I think this **will float** because it is quite light. This **might sink** because it is full of holes.” to predict and hypothesise).

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Encouraging band D learners to use a wider range of vocabulary, such as abstract nouns, relevant subject-specific words, phrases of time and place, longer noun phrases, longer utterances with connectors, when the opportunity arises (e.g., when the learner is planning or rehearsing what to say).
- Teaching and rehearsing age-appropriate language needed for debate and participation, including agreeing and disagreeing, stating and justifying opinions, and challenging others (e.g., “In my opinion...”, “I disagree because...”, “I see what you mean, but...”).

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Incorporating frequent five-minute age-appropriate language knowledge activities into class teaching, e.g., [synonyms](#), [antonyms](#), [derivations](#), [suffixes/prefixes](#).
- Teaching and practising language for agreeing/disagreeing and expressing opinions in class/group discussions.
- Using graphic organisers (bell-foundation.org.uk/graphic-organisers) to generate talk and support understanding. This might include using [diamond 9](#) activities to generate opportunities to express opinions and make comparisons.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Continuing to use information gathered during the induction process and subsequent assessments to help inform decisions around lesson planning. For example, where a learner's previous experience of education was heavily teacher-led, they may need time to adjust to more collaborative learning approaches. This remains true even where a learner is operating at band D for listening and speaking.
- Building a picture of prior learning for each new topic and using this to help inform recommendations for self-directed and/or home learning.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands D (competent) and E (fluent) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Introducing age-appropriate success criteria for speaking and providing opportunities for self- and peer-review.
- Encouraging older learners to regularly monitor their own language use, for example by providing tally sheets to record:
 - How often they spoke in their group;
 - How often they agreed/disagreed;
 - How often they gave evidence to support their view;
 - How often they asked for clarification.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Ensuring the band D learner is with friendly peers during group work, who provide good role models. This is particularly important for band D learners who are new arrivals. Include learners who share the [home language](#) where possible, to facilitate mixed language friendship groups.
- Building in opportunities for the band D learner to work closely with a wider range of learners in the class, including those who might offer challenge.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Inviting band D learners to be part of buddy groups for new to English learners of the same language(s) and make this a high-status position. This might involve showing new and prospective arrivals around the school, explaining the school day and routines, and being available to answer questions.
- Signposting the learner to any extracurricular clubs and activities in line with their interests and hobbies, particularly those which provide opportunities to develop listening and speaking skills, including with new audiences. For example, peer mentoring.
- Setting up conversation clubs in which older learners or volunteers interact with younger learners, including those using EAL, to play board games or discuss topics of interest.
- Encouraging band D learners to become involved in school councils or as class representatives.
- Encouraging learners to take part in events which require extended periods of listening, including to unfamiliar topics. For example, events for Parliament week.

Ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Ensuring that opportunities to become involved in the life of the school (e.g., parent voice, school governor, PTA) are extended to the families in their [preferred languages](#).
- Continuing to share translated guidance about how parents and carers might be able to support their child's learning at home (bell-foundation.org.uk/helping-children-learn).

What might this look like in practice?

Example: Key stage 1 history – Victorian schools.

Teacher	Class	Band D learner
<p>Recaps and rehearses language for suggestions and agreeing/disagreeing.</p> <p>Explains that learners will be creating frozen pictures, like snapshots, to show aspects of school life in Victorian times and nowadays.</p> <p>Asks a couple of confident children to model a frozen picture at the front of the class to demonstrate, or models it themselves with a TA.</p>	<p>Rehearses agreeing and disagreeing politely and how to make frozen pictures.</p>	<p>Rehearses with supportive peers, discussing how to develop their ideas.</p>
<p>Monitors groups.</p> <p>Finds time to check in with band D learner (or directs a TA) to make sure they are contributing and involved, and where appropriate, eliciting more information to support their frozen pictures.</p>	<p>Works in a group of three to invent and practise a frozen picture to show an aspect of life in Victorian schools and another to show an aspect of life in their current school (e.g., a teacher is about to strike a child's outstretched hand with a ruler in a Victorian classroom; children sit to watch a video in a contemporary classroom).</p>	<p>Works in a group of three to invent and practise a frozen picture to show an aspect of life in Victorian schools and another to show an aspect of life in their current school as teacher or TA monitor and provide support when needed (e.g., a teacher is about to strike a child's outstretched hand with a ruler in a Victorian classroom; children sit to watch a video in a contemporary classroom).</p>
<p>Recaps and rehearses language for guessing and surmising: <i>"I think it's ... because..."</i>, <i>"The ... makes me think it must be ..."</i>, and writes some sentence stems on board.</p>	<p>Rehearses language for guessing/surmising.</p>	<p>Rehearses with group and with TA if available.</p>
<p>Leading activity – groups take it in turns to present and guess. Makes sure band D learner is involved by nominating if necessary, but after two or three other learners have taken their turn, thereby providing further modelling.</p>	<p>Shows their freeze frames to the rest of the class, watches the other groups, and guesses what is happening and when (e.g., <i>"I think it's a Victorian classroom because the children are sitting in rows."</i> <i>"I can tell it's a modern classroom because the children are using computers."</i>).</p>	<p>Shows their freeze frames to the rest of the class, watches the other groups, and guesses what is happening and when: <i>"I think it's a Victorian classroom because the children are sitting in rows."</i> <i>"I can tell it's a modern classroom because the children are using computers."</i></p>

Example: Key stage 2 history – Ancient Egyptian life.

Teacher	Class	Band D learner
Explains that with the help of her magic time travel machine, she has arranged for children from ancient Egypt to talk to the class about their lives and to ask questions about life in the UK today. Divides the class into equal numbers of small groups. Explains that half are to mind map questions to ask the Ancient Egyptian children. The second half are to imagine they are the Ancient Egyptian children and will mind map what they would wish to know about life so far into the future. Gives/elicits areas to consider, for example, food, games, school, houses, etc., and a sample question or two.	Listens. Suggests possible topics and questions which could be asked.	Listens. TA checks understanding of complex instructions by asking learner to repeat what they are being asked to do. Suggests possible questions if confident.
Gives out prompt sheet with ideas for question starters (e.g., foregrounding question structure in relevant tense).	In small groups, discusses and composes questions. Some use prompt sheets for ideas.	In a small group, discusses and composes questions. Uses prompt sheet of question starters. Clarifies question structure where necessary with peer or with teacher/support assistant.
Invites groups to share their best questions. Collates some of best questions on board to act as prompts.	Shares questions.	Shares questions once they have heard other groups model theirs first.

Band D (Competent) – Listening and Speaking

Sets up discussion/research task where groups go back through exercise books and available textbooks to collate information on the named topics.	Works in their groups to recap and discuss information already covered in the topic.	Works in their group to recap and discuss information already covered in the topic. Where possible and appropriate, band D learner works with a partner with a shared language to discuss complex ideas that might use unfamiliar grammatical structures (e.g., <i>“It would have been...”</i>).
Invites two confident children to model the activity at the front of the class, taking it in turns to ask and answer questions. Invites class to comment afterwards and add any additional information.	Watches and offers feedback/comments.	Watches and comments if confident.
Sets up groups of ancient Egyptians and present-day children to talk to each other. Monitors groups, making sure band D learner is fully involved.	Works in threes to take it in turns to ask and answer questions and comment.	Works with sympathetic peers (and TA if available) to take it in turns to ask and answer questions and comment. Refers to prompt sheet for question starters if necessary.



Reading and viewing

Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum tasks.



Writing

Demonstrating competence in independent use of diverse vocabulary, sentences, and genres with increased accuracy and fluency.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Encouraging learners who have age-appropriate literacy in their **home language** to maintain a **bilingual** glossary of new vocabulary, bearing in mind that some of the **academic words** and phrases might be new in both languages.
- Encouraging the learners to work with others in the class who share their **home language**, including those new to English, alternating efficiently and appropriately between languages to facilitate comprehension of texts and development of ideas for writing, with and between peers.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Encouraging learners to read widely for pleasure using any or all of their languages.
- Involving **multilingual** learners in the design and creation of classroom displays which reflect the languages used by the class.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Sourcing and collating models or WAGOLs (What A Good One Looks Like) of written texts for the learner to refer to.

Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

- Providing a calendar of upcoming topics so that learners and parents/carers can think ahead for the lessons, activating prior knowledge and, where appropriate, completing initial preparation to fill any gaps.

Adapt teaching to ensure effective learning.

Suggestions include:

- Reading text on board and class texts clearly, highlighting/pointing to key language structures and key topic vocabulary.
- Using graphic organisers ([bell-foundation.org.uk/graphic-organisers](https://www.bell-foundation.org.uk/graphic-organisers)) to analyse texts and prepare for writing tasks (e.g., in KS1 using a Venn diagram to sort words/phrases describing two different seasons before writing sentences; in KS2 using a spider diagram to make notes about the character of Charlie Bucket and then using this as the reference for a piece of writing).
- Using jigsaw reading activities ([bell-foundation.org.uk/jigsaw-activities](https://www.bell-foundation.org.uk/jigsaw-activities)) to encourage reading for meaning and interaction (e.g., ask learners at KS2 in groups to research a certain aspect of Roman life and then pool their information with other groups to achieve a final outcome such as a poster/piece of writing).



3. Integrated focus on content and language

Include the language demands of all subjects in all curriculum planning.

Suggestions include:

- Identifying the language required for topics, and for demonstrating higher order skills such as comparing, contrasting, and summarising, and building this into the curriculum.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for reading/viewing and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Teaching and practising new vocabulary in context, using repetitive games such as [synonym snap](#) or [loop games](#) for reinforcing formations (e.g., forming abstract nouns from adjectives).
- Discussing unfamiliar [idiomatic language](#) and [colloquialisms](#).
- Explicitly teaching and modelling more complex structures required for a curriculum area (e.g., the passive voice used to describe the formation of clouds, the [past perfect tense](#) in narrating a story or [cohesive devices](#) in chronological writing).

Provide opportunities for learners to practise reading/viewing and writing about the language of the curriculum.

Suggestions include:

- Using writing frames (bell-foundation.org.uk/speaking-and-writing-frames) to scaffold [academic writing](#) for different classroom purposes and focus on key structures (e.g., some sentence stems to scaffold writing up an experiment). These might also include appropriate word banks to encourage band D learners to make more formal and academic choices.
- Using dictogloss (bell-foundation.org.uk/dictogloss) at key stage 2, to introduce sample texts as a way of modelling text construction and of focusing on band-appropriate language structures.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Continuing to discuss with the band D learner aspects of reading and writing in English which might be a particular challenge for them and providing targeted support as appropriate. This will be particularly important for learners who are new arrivals.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptors for bands D (competent) and E (fluent) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Continuing to mark for subject knowledge and understanding rather than correct use of English language, whilst taking note of language structures which need to be clarified for, or further practised by the learner.
- Correcting and modelling clear examples of particular language structures that the learner needs to practise. The band D learner should routinely be given time to self-correct subsequent similar errors.
- Including relevant language features in the success criteria for assessments, including opportunities for peer- and self-review.
- Encouraging the learner to identify spelling and grammatical errors, and issues of appropriacy and register (e.g., written vs spoken language) when proofreading their own writing. Band D learners might be asked to refer back to a word bank from the start of a topic, and to go through their work checking and if necessary correcting their own spelling.
- Ensuring that access arrangements are followed wherever appropriate, particularly for new arrivals. For further details, see guidance from the DfE. (gov.uk/government/publications/key-stage-2-tests-access-arrangements).



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Seating the band D learner with a friendly group of peers, preferably a mixed language group to include other speaker(s) of the learner's [home language](#).

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging band D learners to engage in extra-curricular opportunities which will promote reading and facilitate deeper engagement with texts, such as clubs in which learners discuss books, articles, and films they have enjoyed in a variety of languages.
- Including band D learners in extra-curricular opportunities that might involve reading and writing for a purpose. For example, writing for the school magazine.
- Encouraging band D learners to take on roles with greater responsibility, such as becoming a buddy or [near-peer mentor](#) for new arrivals or younger learners. This could also include peer reading in a variety of [home languages](#), perhaps pairing older and younger learners.

Ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Recommending well-known books (e.g., *The Snowman*, *The Gruffalo*, and Michael Rosen's poetry for younger learners, or the Harry Potter series for older learners), films and TV programmes that will build up the learners' cultural frame of reference.

What might this look like in practice?

Example: Key stage 1 history – Victorian toys.

Teacher	Class	Band D learner
<p>Asks class if they know what a Venn diagram is. Shows a couple of examples on IWB, then shows how two plastic hoops can be used to sort objects or words. Provides an assortment of toys and explains that, as a practice, the class will decide where each toy belongs in the hoops (Venn diagram) (1) toys for babies and toddlers, (2) toys for 4–10-year-olds, and (3) toys which both groups might play with.</p>	<p>Says what the toy is and suggests where it might belong on the Venn diagram.</p>	<p>Says what the toy is and suggests where it might belong on the Venn diagram.</p>
<p>Explains that they are going to be thinking about toys that children in the Victorian period played with.</p> <p>Shows labelled pictures on IWB, reads name of toy clearly and briefly discusses, eliciting key observations as appropriate, paying particular attention to cultural references.</p> <p>Asks learners to match the correct label to each toy.</p>	<p>Says name of toy and answers questions as appropriate.</p> <p>Matches pictures of toys to labels.</p>	<p>Matches pictures of toys to labels.</p>

Band D (Competent) – Reading and viewing, and Writing

<p>Explains that the class is going to sort out pictures of toys into three groups using a Venn diagram. The groups are: (1) toys Victorian children played with, (2) toys children today play with, and (3) toys played with by both groups. Models a couple of examples, using hoops on the carpet, and elicits a couple more from the class.</p>	<p>Sorts pictures of toys into Venn diagram under headings: Victorian, Today and Both.</p>	<p>Sorts pictures of toys into Venn diagram under headings: Victorian, Today and Both.</p>
<p>Explains that the class is going to write sentences comparing what Victorian children played with, and what children of today play with. Models a couple of sentences highlighting <i>play vs played, but</i> and <i>both</i>.</p>	<p>Writes sentences comparing Victorian toys to modern ones.</p>	<p>Uses scaffolding such as a substitution table with gaps, or sentence stems, to write sentences comparing Victorian toys to modern toys. Focus on past and present tenses and connectives (<i>but, although, both</i>). Encouraged to add some sentences without the table.</p>

Example: Key stage 2 history – Ancient Egypt.

Teacher	Class	Band D learner
Explains that they are going to read a short text about Ancient Egyptian games. Writes some new and key words (e.g. Mehan, Senet, Hounds and Jackals) on the board and says them clearly. Shows pictures of the games to make meaning clear.	Listens. Looks at visual word mat to understand the Ancient Egyptian games.	Listens. Looks at visual word mat to understand the Ancient Egyptian games.
Reads text. Gives out spider diagram (with subheadings for note-taking). Models how to take notes using the diagram.	Listens to teacher, for gist.	Listens to teacher, for gist. Translates subheadings into home language for clarification if desired (using translation app or dictionary if necessary).
Reads text again, more slowly whilst learners take notes.	Makes notes on spider diagram.	Makes notes on spider diagram with subheadings. Uses preferred language(s) (i.e., the learner can use whichever language(s) will be easiest for note-taking).
Monitors as learners attempt to recreate text. Supports band D learner where necessary, for example with the formation of the past tense.	Attempts to write text exactly as it was spoken. Then compares with a partner.	Attempts to write text exactly as it was spoken. Then compares with a partner (fellow home language speaker is ideal).
Reads text one more time. Shows correct text on IWB and reads aloud again. Ask learners to underline where they wrote something different.	Works with a partner to make any changes. Works with a partner to underline.	Works with a partner to discuss grammatical structures such as formation of the past tense, and make any changes. Works with a partner to underline.



Listening (understanding)

Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.



Speaking

Developing competence in fluent, creative use of English.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Taking opportunities to showcase the learner's ability in English and asking their expert advice on how to say things in their **home language(s)**, for example, in supporting a new arrival who shares a language.
- Encouraging learners who share a language to speak it in daily classroom life, for example in greeting peers, chatting, and in collaborative discussion tasks.
- Learning and encouraging all pupils to learn some simple greetings in other languages spoken in the class. Encourage learners who speak other languages to teach the class simple phrases and songs or rhymes.
- Encouraging band E learners to support those who share their language and are newer to English.

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Inviting members of different community groups with different jobs into school to talk about their professional lives and how they use their languages at work.
- Encouraging older learners to set up their own conversation clubs where they can practise speaking together.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Investigating links with external organisations where appropriate, including those that will provide long-term academic support and mentoring opportunities, such as IntoUniversity (intouniversity.org/) and signposting these opportunities to learners.

Support the learner with specific areas of language development related to curriculum learning.

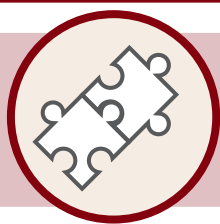
Suggestions include:

- Noticing and explaining cultural references that the learner may not understand, which may arise in classroom talk or teacher explanations, such as references to English fairy tales, customs, or historical events.

Adapt teaching to ensure effective learning.

Suggestions include:

- Expecting a band E learner to participate fully in class presentations and discussions speaking fluently and with little hesitation. If necessary, provide extra thinking/ rehearsal time. If pronunciation is sometimes an issue, consider giving the learner quick practice with an adult before presenting to a class.
- Encouraging a band E learner to elaborate on their points during a discussion. (bell-foundation.org.uk/enhancing-classroom-talk).
- Exposing a band E learner to a range of audio and video materials including some on unfamiliar topics.
- Including band E learners in any opportunities to hear experts speaking, for example local religious leaders or politicians. Encourage the learner to contribute to any discussions where possible.



3. Integrated focus on content and language

Include the language demands of a subject in all curriculum planning.

Suggestions include:

- Identifying opportunities to explore and explicitly teach **academic vocabulary** and structures, particularly with older learners, as a means of preparing them for the linguistic challenge of secondary school. (bell-foundation.org.uk/transition-guidance). The Oxford Phrasal Academic Lexicon (OPAL) (oxfordlearnersdictionaries.com/wordlists/opal) is organised into sublists according to frequency of use and provides definitions, related words, and models pronunciation.
- Continuing to identify the language functions and structures needed for spoken tasks.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for listening and speaking activities in upcoming topic/lesson(s).

Suggestions include:

- Continuing to explicitly teach subject-specific vocabulary for speaking about curriculum topics in small groups and/or whole class. This is particularly useful in KS2 for developing **academic language**. (bell-foundation.org.uk/building-vocabulary).
- Drawing attention to and exploring the distinction between more formal and informal ways of speaking and how this is influenced by situation, topic, and audience. Create class versions of **synonyms** for making more formal choices of language.
- Modelling the vocabulary and structures needed for subject-related speaking tasks, such as, evaluating (*It might have worked better if we had..., ...this could be biased because*) and analysing (*so we can see that..., it is clearly...*).
- Teaching and rehearsing words and phrases for more formal class presentations (*In our group we were investigating..., We found that..., Therefore our conclusion is...*).
- Drawing attention to **figurative language** (such as similes and metaphors) and **idioms**, where they arise in speech, and clarifying meaning.

Provide opportunities for learners to practise listening to and speaking about the language of the curriculum.

Suggestions include:

- Creating regular opportunities for the learner to answer more complex questions in terms of language structures and thinking (*What would happen if ...? What could you have done differently ...? Is there any evidence for ...?*). (bell-foundation.org.uk/enhancing-classroom-talk).



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Adapting support to recognise spiky profiles where a learner has greater proficiency in writing for example, than in speaking. Scaffolding might still be required for learners who are less confident when speaking in groups.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptor for band E (fluent) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Sharing the success criteria for any speaking/listening assessment and making sure the learner understands.
- Building in opportunities for self-assessment and peer assessment, including teaching the necessary words and phrases (e.g., *I think they demonstrated their knowledge of... by...*, *I think they could improve their presentation by...*, *I felt I did... well, I could have made it more effective by...*) and encouraging this to become part of a group's ongoing mutual support.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Establishing an environment where oracy is valued and seen as an integral part of learning. This might include an expectation that band E learners will have the opportunity to work with different groups of learners, including those who might pose a challenge.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Signposting any clubs and activities which would encourage the learner to interact and make friends whilst also developing listening and speaking skills. For example, sports clubs, drama groups, debating club, etc.
- Making sure the learner plays an active role in assemblies.
- Inviting band E learners to be peer mentors for students who share their home language(s), or to be part of schemes such as Young Interpreters (bit.ly/young-interpreters) if operational in the school. Give these roles high status.

Ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Considering recruiting parent governors from different community groups so that they have a voice in key discussions.
- Continuing to overcome communication barriers with parents by making school information clear and accessible, using visuals, unambiguous language, and use of translations and interpreters where necessary/possible.
- Ensuring that information about the education system and the school itself is available in a family's **preferred language(s)**. (bell-foundation.org.uk/english-education-system).

What might this look like in practice?

Example: Key stage 1 DT – food and nutrition.

Teacher	Class	Band E learner
Explains that the class is going to do an assembly on the work they have been doing around food and nutrition. Asks groups to mind map what they can remember about the different food groups. Gives out spider diagram and flashcards with pictures of different foods. Includes foods from cultural backgrounds of learners in the class.	In groups, matches pictures of foods to headings on the spider diagram: fat, protein, sugar, etc.	Works with group, identifying foods, discussing and allocating them to food groups.
Asks each member of each group to talk about one particular food group. Rehearses the language and models an example: <i>“The next group is proteins. Foods such as fish and meat and lentils and soya belong in this group.”</i> Monitors groups as they practise, taking time to rehearse the band E learner and help with any pronunciation or syntax issues.	With group, allocates a food group to each person. Then works collaboratively to decide what each group member will say. Then practises.	With group, allocates a food group to each person. Then works collaboratively to decide what each group member will say. Then practises.
Rehearses the language around nutrition (<i>our bodies need protein because..., we use sugar for ...</i>). Gives groups time to extend their presentation to include this and monitors.	Constructs and practises presentation with group.	Constructs and practises presentation in group, perhaps rehearsing once with an adult to check pronunciation.

Band E (Fluent) – Listening and Speaking

Explains success criteria (speaking clearly, showing pictures, using key words) and models what this might look like. Then gives more practice time.	Practises in groups, evaluating themselves against success criteria.	Practises in groups, evaluating themselves against success criteria.
Models what peer feedback might sound like (<i>"I thought you did ... really well. Maybe next time you could show a bigger picture of fruit and vegetables..."</i>).	Watches teacher modelling how to give feedback and asks questions if unsure.	Watches teacher modelling how to give feedback and asks questions if unsure.
Supervises as groups present to the rest of the class and give peer feedback. Encourages feedback from band E learner.	Groups present to the rest of the class and give peer feedback.	Performs presentation and receives feedback. Watches others and gives feedback.

Example: Key stage 2 – DT food and nutrition.

Teacher	Class	Band E learner
Explains that the class is going to plan a healthy school lunches menu for a week. Each group has a stack of pictures of different food ingredients, and they have to select 15.	Looks through pictures with their group.	Looks at food ingredients, checks that they are familiar.
Recaps on and models language of possibility (<i>if we chose the cauliflower and the potato, we could make...</i>) and of politely disagreeing (<i>I see what you mean but... I disagree because...</i>). Also tells groups menus will be assessed for healthiness and tastiness, and there will be extra points for the menu with the most dishes from around the world. Monitors groups.	With group, sorts and selects food ingredients, discussing the health merits of possible recipes.	With group, sorts and selects food ingredients, discussing the health merits of possible recipes. Perhaps suggests a dish from their culture.
Tells class they are going to present their menus and vote on the one they think is best, according to the success criteria above and their use of persuasive selling language. Models and rehearses examples of persuasive selling language (<i>We are going to present to you the healthiest and tastiest menu you have ever seen, etc.</i>).	Rehearses examples of persuasive selling language after watching teacher model it.	Rehearses examples of persuasive selling language, after watching teacher and others model it.
Monitors groups, checking in with band E learner.	Works with group to practise how to present their menu to the class.	Works with group to practise how to present their menu to the class.
Manages presentations, ensures band E learner's group is able to watch some other groups before presenting themselves, so that they have a group to model themselves on.	Presents and tries to "sell" their menu to the class and votes on the best of the other groups.	Presents and tries to "sell" their menu to the class and votes on the best of the other groups. Draws on own expertise/knowledge.



Reading and viewing

Engaging with curriculum-related reading activities independently and productively in different subject areas.



Writing

Demonstrating competence in independent use of diverse vocabulary, sentences, and genres with increased accuracy and fluency.



1. Multilingualism as an asset

Plan opportunities for learners to make use of their linguistic expertise.

Suggestions include:

- Making it clear that you value the learner's [home language\(s\)](#), both as part of their identity and as a valuable learning tool, by referencing it in questions and conversations (e.g., “Do you have a similar story in Urdu?”, “I know you read a lot in Arabic because your parents told me. Have you read any adventure stories?”).
- Continuing to encourage the learner to make use of their full language repertoire in order to engage more deeply with reading and writing activities (e.g., encouraging learners to read, label, make notes, and write texts in their [home language\(s\)](#) as well as English).
- Positioning the learner as an expert. At band E (fluent), learners will be able to support other learners who share a common language by becoming a [near-peer role model](#). Elevating learners to the position of expert will increase a learner's sense of self-efficacy which will in turn impact their attitude and performance in school. In particular, learners might draw on their knowledge of languages, including English, to make comparisons between languages which will help in developing reading and writing skills.
- Developing opportunities for learners to write letters/emails in their [home language\(s\)](#) for authentic reasons (e.g., to provide information for prospective new students, including those who are joining as mid-phase arrivals).

Encourage and actively promote opportunities for learners to develop and maintain literacy skills in their home language and other languages they know.

Suggestions include:

- Encouraging attendance at supplementary schools to nurture and develop reading and writing skills in the **home language(s)**. More information about supplementary schools can be found at: bit.ly/supplementary-ed
- Including pieces of work written in the **home languages** in classroom wall displays of excellent work.
- Making sure that books/magazines are available to read in the learner's **home language(s)**. If possible, include curriculum subject books as well as stories.



2. High expectations with appropriate support

Plan opportunities for learners to encounter key curriculum learning in multiple ways.

Suggestions include:

- Integrating Directed Activities Relating to Text (**DARTs**), (bell-foundation.org.uk/darts) such gap-filling, sequencing, matching exercises that require real understanding of text, as an alternative to comprehension questions.
- Investigating links with external organisations where appropriate, including those that will provide long-term academic support such as IntoUniversity (intouniversity.org/) and signposting these opportunities to learners.

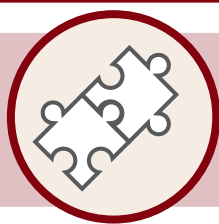
Support the learner with specific areas of language development related to curriculum learning.

Suggestions include:

- Checking the learner's understanding of **idioms**; literary devices, such as assonance, simile and metaphor; and implicit messages encountered in texts.
- Checking the learner's understanding of cultural references arising in texts that the learner may not recognise (e.g., foodstuffs (such as in *The Very Hungry Caterpillar*) might not be familiar to all learners; references to English nursery rhymes or historical events might also cause confusion if not explained).

Adapt teaching to ensure effective learning.

- Continuing to pair or group the learner with supportive peers who will be good reading/writing role models for shared tasks.



3. Integrated focus on content and language

Include the language demands of all subjects in all curriculum planning.

Suggestions include:

- Continuing to interrogate topics, exam rubric (particularly for SATs), and mark schemes for language features necessary to demonstrate higher level understanding and engagement with a task.
- Interrogating sample exam responses to understand the nuances of language use necessary for securing the highest marks.

Use appropriate strategies to explicitly teach vocabulary and structures necessary for reading/viewing and writing activities in upcoming topic/lesson(s).

Suggestions include:

- Continuing to explicitly teach subject-specific vocabulary needed for reading and writing about curriculum topics in small groups and/or whole class. This is particularly useful in KS2 for developing [academic language](https://www.bell-foundation.org.uk/building-vocabulary). ([bell-foundation.org.uk/building-vocabulary](https://www.bell-foundation.org.uk/building-vocabulary)).
- Checking understanding of nuanced language which influences inference and deduction. For example:
 - Differences between [synonyms](#) such as “smile” and “smirk”, or “crowd” and “rabble.”
 - Varying degrees of certainty expressed through modality with words such as “may”, “might”, “probably”, “definitely”, etc.

Provide opportunities for learners to practise reading/viewing and writing about the language of the curriculum.

Suggestions include:

- Writing clear examples of particular language structures that the learner still needs to practise, either on the board, or in resources, or as part of individual feedback. Always do this in context (e.g., using the passive voice in history: “*Many homes **were destroyed** by the Great Fire of London*”, or modals of possibility in science: “*The plants **might have died** because they had no light*”).
- Using dictogloss ([bell-foundation.org.uk/dictogloss](https://www.bell-foundation.org.uk/dictogloss)) as a way of modelling text construction and focusing on complex language structures.



4. Effective and holistic assessment

Use information gathered during the induction and initial assessment to inform lesson planning and support.

Suggestions include:

- Gathering a comprehensive picture of a learner's prior education, including at what age they started school, which language(s) were used in their school, and which topics were studied.
- Continuing to use formative assessment and observation to provide the information needed to appropriately adapt teaching for the learner. For example, if you notice that a learner often misuses modal **verbs** (e.g., will, would), you might design a substitution table (bell-foundation.org.uk/substitution-tables) which reinforces these as well as the curriculum task.

Adapt assessment procedures, including methods for providing feedback, to ensure they take into account learners' proficiency in English.

Suggestions include:

- Using the descriptor for band E (fluent) of the EAL Assessment Framework (bell-foundation.org.uk/eal-assessment-framework) to monitor progress and set targets.
- Sharing the success criteria for any speaking/listening assessment and making sure the learner understands.
- Building in opportunities for self-assessment and peer assessment, which encourage the learner to upgrade their written texts (e.g., to use more complex grammar, a wider range of vocabulary, appropriate style for the target audience, etc.). For example, set up peer feedback sessions which focus on a particular area, such as use of capital letters, descriptive words, or persuasive language.
- Involving learners in their own goal setting. Inviting them to ask and answer questions which foster structured reflection, such as *"How could I improve?"*, *"What would help me to learn faster/ better?"*.



5. Social inclusion

Build in opportunities for learners to form friendships in the classroom.

Suggestions include:

- Continuing to group the learner in collaborative reading/writing activities, with friendly peers who provide good models of language and behaviour, particularly where they are new to the school. Include peers who share the same **home language** as well as those who do not, in order to build mixed-language friendship groups.

Signpost learners to opportunities beyond the classroom where they might become more fully involved in school and community life.

Suggestions include:

- Encouraging band E learners to take on greater responsibility in any extra-curricular opportunities which promote reading and facilitate deeper engagement with texts. For example, helping to run clubs in which learners discuss books, articles, and films they have enjoyed in a variety of languages.
- Encouraging band E learners to take on greater responsibility in extra-curricular opportunities that might involve reading and writing for a purpose. For example, helping to edit the school magazine.
- Encouraging band E learners to take on roles with greater responsibility, such as becoming a buddy or **near-peer mentor** for new arrivals or younger learners. This could also include peer reading in a variety of **home languages**, perhaps pairing older and younger learners.

Ensure parents and carers are informed and able to be involved in their child's education.

Suggestions include:

- Continuing to ensure information about the education system and the school itself is available in a family's **preferred language(s)**. (bell-foundation.org.uk/english-education-system).
- Ensuring that parents and carers know where to access information about curriculum content and any statutory assessments, and where necessary, checking that this information can easily be translated, for example, straight from the website.

What might this look like in practice?

Example: Key stage 1 English – “scary story” writing preparation.

Teacher	Class	Band E learner
Shows a list of story starters on the board, some are suitable for scary stories (<i>The door creaked slowly open</i>), others are less so (<i>It was a bright and sunny day...</i>). Asks groups to decide which starters go in the scary story starter box and which do not.	With group, allocates starter phrases to scary or not scary box.	Works with friendly, mixed-language group to allocate starter phrases to scary or not scary box. Supports other learners where appropriate.
Shows pictures on IWB of scary Halloween characters (e.g., <i>a witch, a monster, a ghost</i>) and asks group to think of adjectives to describe how they look and adverbs to describe how they move or speak. Puts some on board as examples, and gives out sheets with pictures of characters and word mats .	Writes adjectives and adverbs around picture on sheet. Then compares with group and adds new ideas.	Writes adjectives and adverbs around picture on sheet, referring to bilingual dictionary or translation tool, or more ambitious vocabulary, if necessary. Compares with group and explicitly discusses any new words and nuances between suggestions. Adds new ideas.
Passes round scary story starter box and asks each group to send a representative who picks out one starter phrase and reads it aloud. Makes the band E learner the representative for their group, if confident.	Representative from each group pulls a phrase from box and reads it to the group.	If confident to be representative, pulls a phrase from box and reads it to the group.
Models how to compose an effective opening sentence using the phrase and character (e.g., <i>The door creaked slowly open and the headless ghost glided silently inside the house</i>). Elicits and underlines the language (adjectives and adverbs) that create scary atmosphere.	In groups or pairs, composes a scary starter sentence using allocated phrase and character. Underlines their adjectives and adverbs and discusses the impact they have.	In groups or pairs, composes a scary starter sentence using allocated phrase and character. Underlines their adjectives and adverbs and discusses the impact they have.

Example: Key stage 2 English – ghost story preparation.

Teacher	Class	Band E learner
Groups band E learner with friendly peers, including home language speakers if possible. Revisits idea of text, audience, purpose (TAP), and checks understanding by quick matching exercise on IWB (matching word to definition).	Sits with allocated group. Matches words Text, Audience, and Purpose to definitions.	Sits with allocated group. Matches words Text, Audience, and Purpose to definitions. Uses dictionary to clarify any nuances. Supports the rest of the group, including any learners using the same language who might be newer to English.
Identifies lesson topic (ghosts); audience (Year 5 learners); purpose (to entertain and scare). Elicits what kind of language will be needed. Writes examples on IWB.	Suggests ideas for words and phrases which will entertain and scare.	Suggests ideas for words and phrases which will entertain and scare. Discusses meaning of any new words with group and records them in personal vocabulary book, checking definition in dictionary if necessary. Perhaps discusses meanings with other home language speakers.
Shows two opening sentences on IWB, one of which is an impactful model. Directs pairs to analyse and decide which is better and why.	In pairs, underlines features of each sentence which make it suitable/unsuitable for the topic/audience/purpose.	In pair, underlines features of each sentence which make it suitable/unsuitable for the topic/audience/purpose.
Shows a choice of pictures on the IWB. For example, a dark wood, a cemetery, a deserted classroom, and elicits ideas for an opening sentence based on each picture. Writes models next to pictures. Then directs learners to compose individually, using a picture as a springboard.	Individually, referring to word mat constructs an opening sentence. Then swaps with partner to give peer feedback using appropriate checklist.	Individually, referring to word mat or translation tool if necessary, constructs an opening sentence. Then swaps with partner to give peer feedback using appropriate checklist which includes learner's targets.

Glossary

Word/Acronym	Definition
Academic language/literacy/vocabulary	The language learners need to understand and use in order to carry out cognitively complex activities and to achieve success academically. Used in textbooks, tests, and in formal classroom discourse.
Antonym	A word which has the opposite meaning of another, e.g., <i>loud</i> and <i>quiet</i> , <i>tall</i> and <i>short</i> .
Article	Indefinite articles “a/an” and definite article “the” are used to precede nouns and noun phrases, and indicate whether something is specific, e.g., “ <i>The big house which belongs to my cousin</i> ”, or unspecified: “ <i>A house is usually more expensive than a flat in the same area.</i> ”
Bilingual	A learner who uses two or more languages to communicate and has access to more than one language at home and at school.
Cohesive device	A word or expression which connects ideas together and contributes to the cohesion, or flow of a text.
Cold calling	A questioning technique whereby the teacher selects and calls on named pupils to respond, rather than asking for volunteers.
Collocation	Words which go together to form a fixed relationship. For example, we talk about a <i>high</i> temperature rather than a <i>big</i> or <i>great</i> temperature. Some words collocate with particular verbs – such as <i>make</i> (a bed, a suggestion) or <i>do</i> (a dance, a test).
Colloquialism	A word or expression which is most used in informal speech or informal written text. Examples include “ <i>I get it</i> ”, meaning “ <i>I understand</i> ”; “ <i>How’s tricks?</i> ”, meaning “ <i>How are you?</i> ”. Colloquialisms can vary between different English-speaking countries, and different regions within them.
Community language (Heritage English)	The languages spoken and used, other than English, in a local community.
Complement	Words which follow the verb and add more information about the subject or object. For example: <i>Husna became a surgeon</i> (more information about the subject, Husna). <i>Honey makes this cake sweet</i> (more information about the object – this cake).
Comprehensible English	Comprehensible English is used to communicate more clearly and effectively with learners who are at the earlier stages of English language acquisition. Strategies include speaking more slowly and clearly, eliminating unnecessary words and phrases, repeating key points, and using visuals and gestures to amplify meaning.

DARTs (Directed Activities Related to Texts)	Activities that encourage the learner to analyse how a text is constructed and how its meanings are expressed at word, sentence, and text level.
Determiner	A word used before a noun, in order to distinguish it from others. For example, <i>my book, that tree</i> .
Derivation	The formation of a word from another word or base, often by adding a prefix or suffix. For example, <i>employ, employment, unemployment</i> .
Diamond 9	A graphic organiser for ranking or prioritising. Good for enabling and structuring group discussions.
Direct feedback (see also Indirect feedback)	Feedback in which learners' errors are corrected and they are provided with the correct responses.
Disciplinary literacy	A cross-curricular approach to improving literacy, in which all subject teachers are seen as literacy teachers.
Figurative language	Linguistic devices, such as metaphor, simile, and hyperbole, which make written or spoken language more entertaining, and are not to be interpreted literally. For example: <i>She could run like a cheetah. School terrified the very life out of Peter</i> .
First language (L1)	The first language to which the learner is exposed. This is not necessarily the learner's preferred language.
Formative assessment	A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.
Flipped learning	A pedagogical approach in which learners are given tasks to complete before a lesson, rather than after it.
Frustration diagram	A graphic organiser for building vocabulary, in which a word or term is explored in four quadrants.
Global errors (also see Local errors)	Errors in speech or writing which may cause misunderstanding or incomprehension in the listener/reader.
Home language	The language used most frequently at home.
Homograph	Words which are spelled the same but not always pronounced the same, and which have different meanings. For example: <i>bow</i> in the hair, <i>bow</i> to the King, <i>bow</i> of a ship, <i>bow</i> and arrows.
Idiom/Idiomatic language	Idiomatic expressions such as <i>down to earth</i> or <i>pie in the sky</i> are expressions where the words used together have a distinct meaning unrelated to their individual meanings.
Indirect feedback (see also Direct feedback)	The teacher gives feedback that an error has been made, but does not offer the correction. The learner has to identify and correct the error themselves.

Local errors	Errors in spoken or written discourse which do not impede communication.
Loop games	Games in which learners follow on from each other matching questions to answers.
Multilingual	To describe contexts, such as urban schools, where there are speakers of many different languages.
Near-peer mentor	A peer mentor who is of similar age and has other factors in common with the learner (e.g., gender, cultural background, home language) and who can act as a role model for language learning and/or behaviour.
Non-verbal communication	Communication without words, using strategies such as body language, gesture, and facial expression.
Object	Objects can be direct or indirect. A direct object is the thing or person that is affected by the action of the verb. Example: Timothy stole a box of jewellery. The student achieved a high grade. An indirect object is the recipient of a direct object. Example: Timothy chose his mother a gold chain. High crime rates give the area a bad reputation.
Pelmanism game	A memory game where participants try to find matching cards or memorise objects.
Perfect tense: • Past perfect • Present perfect • Future perfect	Perfect tenses are formed with the auxiliary verb to have and are used to refer to actions or occurrences which are completed at a point in time. For example: Past perfect: <i>She had already left.</i> Present perfect: <i>I have recently visited Angola.</i> Future perfect: <i>We will have finished this module by October.</i>
Phonics	Reading methods which emphasise sound-symbol relationships in written language.
Phonemes	Speech sounds which are distinctive within the sound system of a particular language.
Plurilingual	To describe a speaker of more than two languages.
Preferred language	The language which a learner prefers to use; this may be the same as the language, or one of the languages, spoken at home.
Prefix	A letter or letters added to the beginning of a word to form a new word, e.g., <i>recreate</i> , <i>incomplete</i> , <i>autograph</i> , <i>homophone</i> .
Preposition/prepositional phrase	A word which usually precedes a noun and which establishes a relationship between that noun and another part of the clause. For example: She arrived <i>before</i> school started. They put all the toys <i>into</i> the box.

Realia	Objects to illustrate a topic or lesson, e.g., ration books or gas masks in a lesson about WW2.
Recast	Saying something again, in a different way, in order to model the correct language. For example: Child: <i>I goed to the zoo.</i> Teacher: <i>You went to the zoo! How lovely!</i>
Silent period	The time when learners of a language prefer to listen before producing language.
Subject	The part of the clause or sentence that usually indicates who or what performs the action, e.g., <i>the cat strolls in the garden.</i>
Suffix	A letter or letters added to the end of a word to form a new word, e.g., <i>imagination; playful; efficiently.</i>
Summative assessment	Generally more formal assessments used to evaluate learning at the end of a unit of work or a period of time. Summative assessments are generally standardised. They are generally designed for learners whose first language is English.
Synonym	Words with the same meaning in certain contexts, e.g., <i>sitting room</i> and <i>living room</i> .
Tier 1 language	Words typically found in oral language, e.g., <i>hello</i> .
Tier 2 language	Words used in many different contexts and curriculum areas, e.g., <i>table</i> .
Tier 3 language	Highly subject specific words, e.g., <i>stanza</i> .
Translanguaging	A recently developed term used to describe the ways that multilinguals make choices from their language repertoires to express their meanings and perform identities in the ways most appropriate to them. Unlike codeswitching, it helps us consider languages as fluid and seamless, rather than separate and isolated systems.
Verb	The word or words in a sentence which conveys action, occurrence, or state of being. The verb communicates information about the subject of the sentence. For example, <i>The boy ran into the park.</i> <i>Mrs Jones was feeling perplexed.</i>
Word mats	A printed bank of words, which could include translations, to help learners access a particular topic.

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