

Ethnic Minority Achievement Services



Action Planning for Early Stage Bilingual Learners

*Menu of targets and strategies
for
drawing up individual action plans
in
relation to Early Stage Bilingual Learners*

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Introduction

This document has been developed and trialled by staff from Bristol and South Gloucestershire Consortium Ethnic Minority Achievement Services. It is designed to help both specialist and mainstream teachers of early stage bilingual learners to action plan in relation to pupils' needs. It is quite a brief document which attempts to cover all key stages. It aims to provide a planning framework and will not therefore go into the level of detail that some pupils may require. Targets set should be in line with the Primary Framework for Literacy and Mathematics core learning by year and appropriate secondary equivalents. More advanced bilingual learners should be action planned within existing school target setting procedures in order to reach age appropriate National Curriculum levels.

Much greater detail about supporting bilingual pupils can be found in the professional development materials from the Primary National Strategy, Excellence and Enjoyment: learning and teaching for bilingual children in the primary years.(DfCSF Ref 0013-2006PCK-EN). The secondary pilot of this programme is in progress. Useful secondary materials include Access and Engagement at Key Stage 3, Teaching EAL Learners (DfCSF 0654/2002) which provide strategies and approaches for subject teachers across the secondary curriculum.

The acquisition of English

Research tells us that bilingual pupils take about two years to acquire conversational fluency in English, but a further three years or more to learn the English needed for academic success. Often bilingual pupils never acquire this level of English and plateau at what is known as "surface fluency". At this point they are able to have conversations in English easily and have a basic everyday vocabulary but will have gaps in their vocabulary which are different to the kind of vocabulary difficulties experienced by monolingual learners. Monolingual learners acquire vocabulary in line with their conceptual development, and difficulties with new vocabulary, such as biorhythm, tend to occur for conceptual reasons. Difficulties in relation to decoding skills can affect all learners as can the understanding of new topic vocabulary. Bilingual learners acquire English vocabulary through exposure which may have little to do with conceptual development.

Early stage bilingual learners, with good command of first language and age appropriate curriculum knowledge, will understand concepts considerably beyond their ability to show these within the limitations of their command of English. They have not had the opportunity to acquire English in line with their conceptual development and so acquire English vocabulary in quite random order. A bilingual learner might know very basic words like *house, window, and door* but may never have learned associated terminology such as *letter box, hedge, window sill*. Similarly an older bilingual pupil might understand words like *perpendicular* or *evapo-transpiration* because of good class teaching but struggle with words like *bendy, zigzag* or *drizzle* – not because they are hard to read or understand as ideas, but because they are assumed vocabulary for their age group and so have not been taught to the class.

Bilingual learners are not learning English in a static environment. Monolingual English speakers are learning the language needed for academic success at the same time. This means that the bilingual learners will have to make accelerated linguistic progress in English for several years in order to fully catch up. In order to ensure that bilingual learners make appropriate progress towards and beyond national expectations, teachers must recognise the language demands of the curriculum and plan for linguistically rich learning experiences. These should include valuing linguistic and cultural diversity and a consistent focus on vocabulary extension and speaking and listening activities within lessons.

The aim of any action planning for all early stage bilingual learners is to develop pupils who are fluent articulate learners in both/all their languages. Such pupils will have learned the English needed for academic success within the UK, have high levels of self confidence as learners and linguistic skills in other languages which are much needed throughout the world.

Pupils learn English as an additional language in a very similar way to first language acquisition through:

- repetition and experimentation
- positive reinforcement
- using visual and contextual clues
- exposure to a rich language environment
- being within safe and positive relationships
- opportunities to talk
- having good reasons to communicate
- learning in a natural language environment
- feeling their knowledge and skills are valued

Early stage bilingual pupils will be most successful when their classrooms provide all of the above. The most successful early stage bilingual learners will have well developed first languages. If a pupil has a wide vocabulary in first language, s/he will start searching for a similarly wide vocabulary in their additional language; conversely, a pupil who has had poor exposure to/command of first language will have the most difficulty in acquiring another one, as their language base is poor. This is also true of literacy skills. A child who has learned to read and write successfully in home language has already learned the principles of literacy and will usually transfer those principles into their learning of literacy in a new language. First language development is, therefore, vital to progress in any language. Families should be encouraged to help their children develop first languages to the highest possible levels.

Like monolingual pupils, early stage bilingual pupils need to have grounding in English speaking and listening skills and a reasonable grasp of vocabulary to make sense of written language. It is unlikely that any teacher would expect a monolingual child who was unable to speak more than one or two words to develop as a reader without considerable practice in developing as a speaker, sharing books and learning new words, but this can happen to some bilingual learners. Looking at some basic approaches to the teaching of reading, from the perspective of a bilingual learner, may be helpful - phonetics, keywords and linguistic prediction. All of these are important approaches at the appropriate time, but there are some caveats. If the sounds or the vocabularies are unknown, the practice of the sound and repetition of the word - without further explanation - is likely to result in great frustration on all sides. It is also true that languages vary considerably phonetically and many language learners have considerable difficulty in imitating sounds which do not exist in their own language, e.g. the difficulties most English speakers have in attempting some Welsh or Arabic sounds.

The same is true of the teaching of key words. *is, and, the, a, an, but, he, to* etc are quite often the words that many early stage bilingual students miss out of their speech and written work anyway due to the different ways that languages work e.g. verb tenses, personal pronouns, articles, and some kinds of punctuation can be used differently. Reading also requires children to make linguistic predictions about which word/ group of words are likely to come next. Most native English speakers would not experience difficulty in predicting the missing words from the following sentence. *When she came home she put --- --- television and watched -- -- favourite programme (on, the, her)*. To read quickly we all acquire this skill of predicting what is likely to come next. Some bilingual learners would have difficulty with the above exercise because their particular language might not use the article *the*, or personal possessive pronouns such as *her*. Most students of modern languages can no doubt appreciate difficulties with prepositional verbs.

Assessing Early Stage Bilingual Learners using National Curriculum Levels and extended scales

Extended scales should be used as needed in the assessment of early stage bilingual learners as an interim measure. As soon as possible ordinary National Curriculum levels should be used in relation to all subjects, not just English. QCA guidance and assessment scales 'A Language in Common: Assessing English as an additional language' (QCA 2000) should be used. These scales provide steps towards national curriculum level 1, and differentiation within level 1, and are reproduced below. .

The full document 'A Language in Common' is available for further guidance on www.qca.org.uk

The extended scale for listening

Step 1 Pupils listen attentively for short bursts of time. They use non-verbal gestures or respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

Step 2 Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

Level 1(Threshold) With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.

Level 1(Secure) In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversations.

The extended scale for speaking

Step 1 Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs using single words or phrases in English.

Step 2 Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.

Level 1(Threshold) Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

Level 1(Secure) Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.

The extended scale for reading

Step 1 Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

Step 2 Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud

Level 1(Threshold) Pupils can read a range of familiar words and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

Level 1(Secure) Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

The extended scale for writing

Step 1 Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

Step 2 Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

Level 1(Threshold) Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

Level 1(Secure) Pupils use phrases and longer statements, which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

Assessment and the Action Planning Menu

The guidance contained in the menu can only be general in nature and cannot cover every eventuality. Please seek advice from EMAS as needed. Pupils with a high level of need should always be assessed by, or in close collaboration with, an EMA specialist teacher.

EMAS recommends that this group include:

- All pupils from asylum and refugee backgrounds, including unaccompanied minors.
- New arrivals to the UK with obvious high level needs e.g.: limited prior education, high level SEN issues (a joint assessment by EMAS and the Educational Psychology Service will be needed), immediate pastoral concerns.
- Pupils who have been initially assessed within the school but are making poor progress.
- All EAL pupils with possible SEN difficulties.

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Using the Action Planning Menu

In order to facilitate the efficient mapping of early stage bilingual learners onto Language in Common extended scales, the descriptors for speaking, listening, reading and writing have been cross referenced to the extended scales where appropriate. Some of the descriptors may sit comfortably within an Early Years context. Reference to Early Years Foundation Stage documents is advisable for children in YR and below. Early Years EAL pupils should make appropriate progress within communication, language and literacy early learning goals by the end of the Early Years Foundation Stage.

The menu is divided into seven sections: listening, speaking, reading, writing, grammar, social/behavioural and family. Clearly these all interrelate and it is advised that targets and strategies are taken from each appropriate section and customised for individual pupils. A great emphasis on vocabulary extension and development is made throughout and teachers need to be continually aware of the patterns of English language acquisition, and the length of time it takes to reach the level of fluency needed for academic success. The descriptors have all been lettered for ease of access.

Each section is organised in a similar way: a descriptor of pupil ability/situation, appropriate targets that should be set, teaching strategies and family strategies. Targets will need to be personalised. The menu is designed to work alongside other school policies on bi/multi-lingualism, language and literacy, behaviour, parental partnership etc. The descriptors are of the most common issues in

relation to early stage bilingual learners, they do not include every eventuality, nor do they include routine classroom targets in relation to National Curriculum areas as these are assumed to be already in place. If a particular pupil is causing concern it is advisable that they have a full assessment of need by an experienced teacher with a specialism in English as an Additional Language. Similarly the section on social/behavioural issues only focuses on common behaviours of children new to English and is designed to complement the school's existing behaviour plans. The same is true of the family section which outlines only very common problems.

Early stage bilingual learners may benefit from have individual action plans as part of their personalised learning entitlement, which should largely focus on English language development. Any bilingual pupil with SEN difficulties should have an IEP which reflects both areas of need. The monitoring of early stage bilingual learners should be part of the school's pupil monitoring and tracking systems.

Further information, advice and resources are available from www.emas4success.org

Index

The menu is relatively easy to follow. Look in the index below for the descriptor that best fits the pupil or situation and look on that page. Language in Common extended scales are noted in brackets under each descriptor letter where appropriate.

Listening

Listening A:	Pupil can understand home language but does not understand spoken English.....Page 14 <i>* Pupils with apparent language delay in first language will need specialist assessment</i>
Listening B: (Step 1)	Pupil understands very simple instructions, simple everyday vocabulary in English; uses non-verbal gestures to respond to greetings and questions about themselves.....Page 15
Listening C: (Step 1)	Pupil understands simple English spoken in class for a short period, but loses concentration.....Page 16
Listening D: (Step 2)	Pupil understands the gist of English spoken in the class but misses detail, some pieces of information and nuance; listens attentively to a range of speakers, including teacher presentation to whole class.....Page 17
Listening E: (L1 Threshold Secure)	In familiar contexts pupil follows conversations and responds appropriately; listens with understanding to sequences of instructions Page 18

Speaking

Speaking A:	Appears relaxed, uses body language positively, not yet speaking in English.....	Page 19
Speaking B: (Step 1)	Child can speak some single words, count 1-10, greet and name everyday items in English; can mimic staff/peers without necessarily understanding meaning.....	Page 20
Speaking C: (Step 2)	Pupil can speak in phrases and short simple sentences in English (probably with errors) Can communicate basic needs. Has a basic naming vocabulary but limited descriptive or sequencing language.....	Page 21
Speaking D: (Level 1 Threshold)	Pupil can speak in simple sentences using some connectives Is using some descriptive and sequencing language. Joins in simple conversations, can give a simple recount of an event. Speech contains grammatical errors.....	Page 22
Speaking E: (Level 1 Secure)	Pupil has conversational proficiency and can make short contributions in front of the class. Can begin to extend their ideas and accounts by providing some detail. Can speak using some grammatical complexity.....	Page 23

Reading

Reading A: (Step 1)	Pupil can understand and speak a little English, may be able to read at age appropriate level in first language, is not yet reading in English.....	Page 24
Reading B: (Step 2)	Pupil can read very simple texts, has range of basic decoding skills in English; can follow a text read aloud.....	Page 25
Reading C: (Level 1 Threshold)	Pupil can decode texts used in class with limited understanding.....	Page 26

Writing

Writing A:	Pupil has not written before. English may be a new script. <i>(Not applicable for YN, R pupils)</i>	Page 27
Writing B: (Step 1)	Pupil can write at an age appropriate level in first language but is new to writing in English. Uses English letters and letter-like forms to convey meaning.....	Page 28
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Grammar

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Grammar C:	Pupil's speech and written work show incorrect use of determiners <i>a</i> , <i>an</i> and <i>the</i>	Page 31
Grammar D:	Punctuation problems in written work.....	Page 31

Social/behavioural issues

Social/behavioural A:	New pupil appears isolated in school and is finding social integration difficult.....	Page 32
Social/behavioural B:	Pupil has friends in school but reports feeling lonely out of school.....	Page 33
Social/behavioural C:	New pupil with limited English befriends child with challenging behaviour.....	Page 34
Social/behavioural D:	New to English pupil is over-physical with others, can become /seem aggressive.....	Page 35
Social/behavioural E:	Pupil has low self esteem (in relation to identity as minority ethnic child in UK).....	Page 36
Social/behavioural F:	Pupil shows limited general knowledge in school work and seems to have a narrow range of after school activities.....	Page 36

Family issues

Family A:	Parents can not communicate easily with the school in English.....	Page 36
Family B:	Parents feel unable to help child with reading practice/homework because of lack of English.....	Page 37
Family C:	Pupil has frequent absences/is often late.....	Page 37
Family D:	Extended holidays overseas during term time.....	Page 38
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Family F:	Parents are unfamiliar with the UK school system.....	Page 40
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Listening A Pupil:	Targets	Teaching strategies – see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Can understand home language but does not understand spoken English.</p> <p><i>*If there are suspicions that there are difficulties in first language, contact EMAS and Speech and Language.</i></p>	<p>Understand greetings, very simple classroom instructions, routines and the names of basic classroom items.</p> <p>Respond to key words in a command.</p>	<p>Teach whole class greetings and numbers 1-10 in pupil's home language. <i>Learn from family or other bilingual.</i></p> <p>Reinforce basic classroom instructions and everyday vocabulary to pupil within everyday teaching. <i>Ensure instructions and vocabularies used are consistent and in standard English.</i></p> <p>Provide visual and concrete support for vocabulary/activities.</p> <p>Provide speaking and listening opportunities in class work that includes collaborative working.</p> <p>Group with good language models and /or other bilingual pupils who can interpret. Set up buddy system.</p> <p>Praise pupil when s/he shows understanding of target language. Encourage indications of understanding.</p> <p>Set up and use home school communication system. Where possible send word lists/key texts home.</p> <p>Provide additional individual/small group support for pupil to practise new skills in English.</p> <p>Share books, provide group language games.</p> <p>Provide bilingual support for home school communication if possible/needed.</p> <p>Encourage pupil to indicate when can/can't understand.</p>	<p>Meet regularly with school staff.</p> <p>Encourage and support the child during this initial learning period. <i>The child/young person may not want to speak English at home. This means s/he needs a rest! If the child/young person is negative about home language explain its importance and value.</i></p> <p>Continue to develop first language.</p> <p>Speak on behalf of the child as needed.</p> <p>Talk about school at home. Reinforce classroom language through home language.</p> <p>Discuss school work in first language.</p> <p>Help school staff with words in first language where needed.</p> <p>Share books with child/young person</p> <p>(dual text if possible)</p>

Listening B (Step 1) Pupil:	Targets	Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Understands very simple instructions, simple everyday vocabulary in English.</p> <p>Uses non-verbal gestures to respond to greetings and questions about themselves.</p>	<p>Understand instructions /information containing more than 1 piece of info.</p> <p>Build on basic vocabulary knowledge.</p> <p>Understand simple texts read to the class.</p> <p>Listen attentively for short amounts of time.</p>	<p>Reinforce instructions and group into meaningful chunks. Use key visuals and peer modelling.</p> <p>Be clear about the vocabularies being taught. Continually reinforce and teach vocabularies, using visuals and real objects wherever possible. Use bilingual strategies where possible.</p> <p>Engage pupil appropriately during teacher talk <i>prevent the child from getting into the habit of switching off.</i> e.g. expect key visuals to be held up, reinforce key vocabularies.</p> <p>Select from strategies in Listening 1.</p> <p>Use picture dictionaries and age appropriate bilingual dictionaries.</p> <p>Pre-tutor text preferably in first language. Engage parental support where possible.</p> <p>Work closely with the family e.g. home/school communications book, regular meetings supported by interpreters</p>	<p>Meet regularly with school staff.</p> <p>Encourage and support the child/young person during this initial learning period. <i>The child/young person may not want to speak English at home. This means s/he needs a rest! If the child/young person is negative about home language explain its importance and value.</i></p> <p>Speak on behalf of the child/young person as needed.</p> <p>Talk about school at home. Reinforce classroom language/key texts through home language.</p> <p>Help school staff with words in first language where needed.</p> <p>Share books with child/young person(dual text if possible)</p>

<p>Listening C (Step 1) Pupil:</p> <p>Understands simple English spoken for a short time in class, but loses concentration.</p>	<p>Targets</p> <p>Sustain understanding for classroom input, mainly in simple English.</p> <p>Respond appropriately to straightforward comments/instructions.</p>	<p>Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials</p> <p>Be clear about the vocabularies being taught. Continually reinforce and teach vocabularies, using visuals and real objects wherever possible.</p> <p>Provide subject specific vocabulary word lists and glossaries, supported bilingually where possible.</p> <p>Teach everyday colloquial and idiomatic usages as they occur.</p> <p>Repeat key instructions and information, reinforce in written or pictorial form.</p> <p>Check pupil understanding.</p> <p>Manage class questioning so that each child/pupil peak to another/small group before talking in front of the class.</p> <p>Select from strategies listed above as appropriate.</p> <p>Reinforce specific understanding and vocabularies with the pupil.</p> <p>Use collaborative learning materials.</p> <p>Group with other speakers of first language and or with bright chatty speakers of English.</p> <p>Provide opportunities for pupil to listen and discuss own experiences e.g. from photos from home.</p>	<p>Family strategies</p> <p>Meet regularly with school staff.</p> <p>Go over homework with child/young person and provide support in first language to ensure conceptual development. Use English if appropriate.</p> <p>Provide encouragement and emotional support, discuss any problems that emerge with the school.</p> <p>Encourage child/young person to bring in items from home to share at school.</p>
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Listening D (Step 2) Pupil:	Targets	Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Understands the gist of English spoken in the class, but misses detail, some pieces of information and nuance.</p> <p>Listens attentively to a range of speakers, including teacher presentation to whole class</p>	<p>Understand information given verbally in class.</p> <p>Extend understanding of subject specific and related vocabularies.</p> <p>Become familiar with a wide range of idiomatic expressions.</p>	<p>Be aware of language used with the class and language needed for academic success.</p> <p>Provide subject specific vocabulary word lists and glossaries.</p> <p>Explain and discuss language forms used in class.</p> <p>Reinforce spoken language visually / in written form.</p> <p>Check that the pupil has understood as above.</p> <p>Explore idioms and metaphors used in other languages to clarify equivalent meanings in English idioms.</p> <p>Provide collaborative opportunities to discuss teacher input.</p>	<p>Meet regularly with school staff.</p> <p>Go over homework with child/young person and provide support in first language and/or English.</p> <p>Provide encouragement and emotional support, discuss any problems that emerge with the school.</p> <p>Discuss idioms etc in first language.</p>

Listening E (Level 1 Threshold/Secure) Pupil:	Target	Teaching strategies see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>In familiar contexts pupil follows conversations and responds appropriately.</p> <p>Listens with understanding to sequences of instructions.</p>	<p>Respond appropriately to more abstract teacher talk.</p> <p>Interact in peer group activity with sustained exchanges.</p>	<p>Provide opportunities to listen to radio/CD with follow up questions.</p> <p>Provide opportunities to practise telephone skills. Telephone message game.</p>	<p>Discuss difficulties with child/young person.</p> <p>Give opportunities to practise telephoning in English at home.</p>

From this point refer to English Level Descriptors – Level 2 (QCA National Curriculum in Action)

Speaking A Pupil:	Target	Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Appears relaxed, uses body language positively, not yet speaking in English.</p> <p><i>Has age appropriate fluency in first language (test in first language if in doubt, contact EMAS / Speech and Language).</i></p>	<p>Be able to greet, count 1-10 and name everyday objects in English.</p> <p>Learn the most basic words needed in class - key vocabularies from literacy text/numeracy tasks.</p> <p>See introduction, section on vocabularies.</p>	<p>Teach whole class greetings and numbers 1-10 in pupil's home language.</p> <p>Reinforce everyday vocabulary to pupil within everyday teaching.</p> <p>Provide visual and concrete support for vocabulary/activities.</p> <p>Provide speaking and listening opportunities in classwork that include collaborative working.</p> <p>Group with good language models.</p> <p>Praise pupil when s/he speaks and meets the target.</p> <p>Set up and use home school communication system.</p> <p>Provide additional individual/small group support for pupil to practise new skills in English/home language.</p> <p>Share books, provide group language games.</p> <p>Provide bilingual support for home school communication if possible/needed, otherwise create workable communication system with family.</p> <p>Pre tutor key vocabularies if possible.</p>	<p>Continue use of first language at home</p> <p>Communicate with the school on behalf of the child/young person through agreed system</p> <p>Reinforce greetings, counting and new vocabulary through home language (and English) at home</p> <p>Provide encouragement and emotional support to child/young person during a difficult stage. Keep telling the child/young person that s/he will learn to speak in English and things will get easier.</p>

Speaking B (Step 1) Pupil:	Targets	Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Child can speak some single words, count 1-10, greet and name everyday items in English.</p> <p>Can mimic staff/peers without necessarily understanding meaning.</p>	<p>Make simple requests, speak in short phrases and begin to talk in simple sentences.</p> <p>Develop language for turn taking games.</p> <p>Use a range of simple sentence patterns, see introduction.</p> <p>Use grammatical patterns to create meanings.</p> <p>Develop vocabulary/grammar needed for literacy/numeracy.</p>	<p>Continue with strategies from speaking 1.</p> <p>Reinforce key vocabulary items in lessons for all pupils adding visuals or bilingual translations where possible.</p> <p>Model correct sentence structures for the pupil</p> <p>Set up peer modelling within normal classroom verbal interactions.</p> <p>Provide collaborative learning opportunities.</p> <p>Provide individual small group support.</p> <p>Provide opportunities to speak in first language.</p>	<p>As above</p> <p>Reinforce survival language /what is being taught at school in home language.</p>

Speaking C (Step 2) Pupil:	Targets	Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Can speak in phrases and short simple sentences in English (probably with errors).</p> <p>Can communicate basic needs.</p> <p>Has a basic naming vocabulary but has limited descriptive or sequencing language.</p>	<p>Speak in short sentences in well structured English using simple connectives e.g. <i>and, but, because</i>.</p> <p>Use positional language.</p> <p>Use descriptive language increasingly.</p> <p>Increase vocabulary range in everyday English.</p> <p>Use sequencing language (first, then, next, after etc).</p>	<p>Review strategies above and keep those that are still appropriate.</p> <p>Provide classification activities that will develop descriptive language (adjectives and adverbs) Reinforce in everyday teaching.</p> <p>Consolidate and extend vocabulary range within normal teaching.</p> <p>Reinforce connectives, descriptive and sequencing language alongside general class work.</p> <p>Share pupil's work with the class on his/her behalf.</p> <p><i>See listening 3-5</i> As above</p>	<p>Continue to encourage the child/young person and to communicate with the school.</p>

Speaking D (Level 1 Threshold) Pupil:	Targets	Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Can speak in simple sentences using some connectives. Is using some descriptive and sequencing language. Joins in simple conversations, can give a simple recount of an event.</p> <p>Speech contains grammatical errors.</p>	<p>Speak in simple and complex sentences.</p> <p>Recount an event/story using 6 - 8 well structured sentences.</p> <p>Give explanations.</p> <p>Make comparisons using comparative forms correctly.</p> <p>Use connectives such as <i>if, when, although</i> that involve tense change.</p> <p>Increase use of sequencing language.</p> <p>Speak about matters of interest in familiar settings.</p> <p>Answer simple questions in front of class.</p>	<p>Review previous strategies and keep those that are still appropriate.</p> <p>Provide group tasks that will necessitate confident, lengthy speech.</p> <p>Reinforce complex sentence structure within teaching NB tense changes and clauses.</p> <p>Give opportunities to speak in first language where possible.</p>	<p>Ensure homework is done. Give help as needed.</p> <p>Continue to meet with school staff regularly.</p> <p>Continue to support child/young person, to develop home language and to give child/young person a positive sense of self.</p>

Speaking E (Level 1 Secure) Pupil:	Targets	Teaching strategies - see unit 4, Speaking Listening and Learning PNS EAL materials and relevant Access and Engagement materials	Family strategies
<p>Has conversational proficiency and can make short contributions in front of the class</p> <p>Can begin to extend their ideas and accounts by providing some detail.</p> <p>Can speak using some grammatical complexity.</p>	<p>Speak to a variety of audiences, sometimes at length.</p> <p>Be able to discuss academic topics using some appropriate specific subject vocabulary</p> <p>Convey meaning and engage listeners' interest.</p>	<p>Review previous strategies and keep those that are still appropriate.</p> <p>Provide tasks that will require the discussion of academic topics using appropriate subject vocabulary.</p> <p>Provide opportunities for pupil to speak to the class and ensure this happens e.g. plenaries, circle time.</p> <p>Plan in relation to academic vocabularies and development of literacy.</p> <p><i>See listening 3-5 As above</i></p>	<p>As above.</p> <p>Show interest in child's academic learning, encourage and motivate child/young person to strive for excellence.</p>

Reading A: (Step 1) Pupil:	Target	Teaching strategies – see also units 1 Planning and Assessment and 2 Creating a Learning Culture, PS NEAL Materials and relevant Access and Engagement materials.	Family strategies
<p>Can understand and speak a little English, may be able to read at age appropriate level in first language.</p> <p>Can participate in reading activities.</p> <p>Can recognise letters and familiar words.</p>	<p>Identify letters of the alphabet by shape and sound.</p> <p>Read simple texts with known vocabulary.</p> <p>Re-tell story using basic language.</p>	<p>Ensure pupil has reading materials that have known vocabulary.</p> <p>Provide bilingual books.</p> <p>Make books together using everyday classroom language.</p> <p>Share books and discuss new vocabularies.</p> <p>Introduce initial reading techniques/decoding skills as in school scheme, making sure materials are understandable.</p> <p>Provide collaborative reading tasks that are visually supported within classroom teaching.</p> <p>Give pupils literate in first language opportunities to use and demonstrate those skills.</p> <p>Pre tutor/provide bilingual books where possible.</p>	<p>Share books with child/young person at home, practise reading.</p> <p>Discuss the value of reading with child/young person.</p> <p>Continue to develop L1 proficiency as a reader where that is appropriate.</p> <p>Watch DfES video on helping child/young person read (if available in right language).</p> <p><i>Videos also available about mathematics.</i></p> <p>Ensure child/young person visits local library.</p>

<p>Reading B: (Step 2) Pupil:</p> <p>Can read very simple texts, has range of basic decoding skills in English.</p> <p>Can follow a text read aloud.</p>	<p>Target</p> <p>Begin to predict what the text will be about.</p>	<p>Teaching strategies – see also units 1 Planning and Assessment and 2 Creating a Learning Culture, PNS EAL Materials and relevant Access and Engagement materials.</p> <p>Teach phonic differences between English and first language.</p> <p>Teach decoding skills as usual, ensure pupil has opportunities to discuss and learn new vocabularies</p> <p>Continue to develop speaking and listening skills alongside reading.</p> <p>Continually increase and consolidate range of vocabulary.</p> <p>Pre-tutor where possible. Provide small group/individual support.</p> <p>Use shared and guided reading strategies.</p> <p>Paired reading.</p>	<p>Family strategies</p> <p>Hear child/young person read, discuss text and new vocabularies.</p>
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<p>Reading C: (Level 1 Threshold) Pupil:</p> <p>Can decode texts used in class with limited understanding.</p>	<p>Target</p> <p>Read texts used in class with understanding.</p> <p>Use contextual clues to aid comprehension.</p> <p>Read more complex texts, extend decoding knowledge (maybe in specified way).</p>	<p>Teaching strategies – see also units 1 Planning and Assessment and 2 Creating a Learning Culture, PNS EAL Materials and relevant Access and Engagement materials.</p> <p>Teach phonic differences between English and first language.</p> <p>Continue to develop speaking and listening skills alongside reading.</p> <p>Continually increase and consolidate range of vocabulary.</p> <p>Use higher order questioning skills</p> <p>Provide collaborative reading activities.</p> <p>Use shared and guided reading strategies.</p> <p>Focus on comprehension rather than decoding.</p>	<p>Family strategies</p> <p>Understand the difference between decoding and reading with understanding.</p> <p>Congratulate child/young person on decoding skills. Talk through new vocabulary</p>
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Writing A: Pupil:	Targets	Teaching strategies – see units 1 Planning and Assessment and 2 Creating a Learning Culture, PNS EAL Materials and relevant Access and Engagement materials.	Family strategies
<p>Has not written before*</p> <p>English may be a new script.</p> <p><i>*Not applicable to YN,R pupils</i></p>	<p>Develop emergent writing.</p> <p>Practise writing patterns, left to right orientation, tracing exercises.</p> <p>Learn letter formation, recognise letters of the alphabet.</p> <p>Write own name.</p> <p>Simple copy writing of words that are understood in English.</p>	<p>Provide initial writing activities including multi sensory ones as appropriate.</p> <p>Use writing patterns etc from school/commercial handwriting scheme.</p> <p>Matching pictures and words understood in English.</p> <p>Discuss and use other scripts in class including pupil's first language. Provide examples of different scripts in class.</p> <p>Link writing activities to reading as outlined above.</p> <p>Use drawings and visuals.</p>	<p>Learn how the school is teaching writing from the teacher.</p> <p>Practise writing patterns/letters/ name at home.</p> <p>Discuss first language script as appropriate and importance of writing.</p> <p>Encourage emergent writing after discussion with teacher. <i>Younger children.</i></p> <p>Teach lower case letter formation to reinforce what is being taught at school.</p>

Writing B: (Step 1) Pupil:	Targets	Teaching strategies – see units 1 Planning and Assessment and 2 Creating a Learning Culture, PNS EAL Materials and relevant Access and Engagement materials.	Family strategies
<p>Can write at an age appropriate level in first language but is new to writing in English.</p> <p>Uses English letters and letter-like forms to convey meaning.</p>	<p>Understand English alphabet and organisation of script.</p> <p>Use written language to communicate meaning supported by oral work or pictures.</p> <p>Write in single words, simple sentences in English independently. <i>Numbers of words/sentences could be specified.</i></p> <p>Respond to text in simple written form.</p>	<p>Develop alongside speaking, listening and vocabulary extension.</p> <p>Write in first language and use bilingual/parental support to translate into English.</p> <p>Introduce new writing system as in Writing 1 if necessary.</p> <p>More bilingual books, dictionaries.</p> <p>Teach writing alongside reading as outlined above.</p> <p>Encourage scribe support where pupil talks and another writes.</p> <p>Use simple recording systems such as grids, yes/no answers where the emphasis is on showing understanding.</p> <p>Provide Cloze, picture/text matching, sentence matching.</p> <p>Use collaborative, visually supported tasks e.g. sequencing and matching activities.</p>	<p>Translate first language drafts if possible.</p> <p>Understand that the child's/young person's written English will develop later than spoken language and reading.</p> <p>Encourage writing at home.</p>

<p>Writing C: (Step 2) Pupil:</p> <p>Can write one or two simple sentences independently in English</p>	<p>Targets</p> <p>Write short paragraph.</p> <p>Use connectives <i>and, but, because</i> in sentences.</p> <p>Use simple present and simple past tenses correctly.</p> <p>Write using some descriptive language- adjectives, adverbs, adjectival/adverbial phrases/clauses.</p>	<p>Teaching strategies – see units 1 Planning and Assessment and 2 Creating a Learning Culture, PNS EAL Materials and relevant Access and Engagement materials.</p> <p>Ensure pupil can speak at an appropriate level, link with speaking and listening targets above.</p> <p>Use bilingual dictionary / books as appropriate.</p> <p>Provide collaborative written tasks.</p> <p>Provide writing frames.</p> <p>Reinforce correct grammatical usages, discuss grammatical differences with First language where needed.</p>	<p>Family strategies</p> <p>Encourage the child/young person in written tasks. Make sure they understand what is being written.</p>
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<p>Grammar A: Pupil</p> <p>Has problems with word order in speech and written work.</p>	<p>Target</p> <p>Speak and write in sentences using correct word order.</p>	<p>Teaching strategies – see Grammar for Writing (DFEE 0107/2002), Access and Engagement in English</p> <p>Provide speaking and listening exercises to facilitate greater oral command.</p> <p>Use word games where it is possible to vary word order to make sentences.</p> <p>Reinforce correct word order in sentences.</p> <p>Teach the main parts of speech, functions and how they are used in sentences.</p> <p>Encourage proof reading, edit in pairs with other child.</p> <p><i>Discuss how different languages use word order.</i></p>	<p>Family strategies</p> <p>Monitor homework tasks, support where possible and needed.</p> <p>Encourage proof reading of home work.</p> <p>Buy grammar book for use at home, ask for teacher advice on suitability.</p>
<p>Grammar B: Pupil:</p> <p>Uses incorrect tenses, mainly in written work.</p>	<p>Target</p> <p>Write using correct tenses.</p>	<p>Teaching strategies – see Grammar for Writing (DFEE 0107/2002), Access and Engagement in English</p> <p>Provide oral practice in which different tenses will be used.</p> <p>Focus on tenses in delivery and discussion of texts.</p> <p>Provide practice looking at tense use in texts.</p> <p>Encourage proof reading.</p> <p>Provide tutoring in tense usage.</p> <p><i>Discuss how different languages use tenses.</i></p>	<p>Family strategies</p> <p>Encourage proof reading of home work, provide help.</p> <p>Monitor homework tasks, support where possible and needed.</p> <p>Buy grammar book for use at home. Ask for teacher advice on suitability.</p>

<p>Grammar C: Pupil:</p> <p>Speech and written work show incorrect use of determiners <i>a, an</i> and <i>the</i>.</p>	<p>Target</p> <p>Use determiners <i>a, an</i> and <i>the</i> correctly (in oral and) written work.</p>	<p>Teaching strategies – see Grammar for Writing (DFEE 0107/2002), Access and Engagement in English</p> <p>Provide oral practice, emphasise correct determiner use.</p> <p>Focus on determiners in delivery and discussion of texts.</p> <p>Provide tutoring in determiners usage.</p> <p>Encourage proof reading.</p> <p>Use word labels with correct determiners in classroom display.</p> <p><i>Discuss how different languages use or don't use articles.</i></p>	<p>Family strategies</p> <p>Monitor homework tasks, support where possible and needed.</p> <p>Encourage proof reading of home work.</p> <p>Buy grammar book for use at home, ask for teacher advice if needed.</p>
<p>Grammar D: Pupil:</p> <p>Shows punctuation problems in written work.</p>	<p>Target</p> <p>Use specified punctuation <i>correctly</i> in written work.</p>	<p>Teaching strategies – see Grammar for Writing (DFEE 0107/2002), Access and Engagement in English</p> <p>Focus on punctuation usage in delivery and discussion of texts.</p> <p>Provide tutoring in punctuation usage.</p> <p>Encourage proof reading.</p> <p><i>Discuss how different languages use or don't use punctuation.</i></p>	<p>Family strategies</p> <p>Monitor homework tasks, support where possible and needed.</p> <p>Encourage proof reading of home work.</p> <p>Buy grammar book for use at home ask for teacher advice if needed</p>

Social/behavioural A New pupil:	Targets	Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials	Family strategies
<p>Appears isolated in school and is finding social integration difficult.</p>	<p>Form friendship with one or two pupils</p> <p>Be comfortable during play/break times.</p>	<p>If possible prepare class for new arrival and discuss welcoming strategies.</p> <p>Set up buddies, pair with pupils who share first language if possible.</p> <p>Ensure pupil's strengths, including those in first language are recognised and valued in the class e.g. learning simple greetings etc.</p> <p>Provide support at play/break times and safe activities if needed.</p> <p>Introduce pupil's parents to parents of new friends as appropriate.</p> <p>Use circle time to discuss the issue in class, or drama/role play.</p> <p>Ensure parents know about after school activities and clubs.</p> <p>Be aware of different experiences of schooling that the pupil may have had in terms of behaviour management.</p> <p>Use PHSE time to discuss issues for pupils learning a new language, coming to a new country.</p>	<p>Talk to child/young person about other pupils in class.</p> <p>Try to befriend other parents and encourage out of school activities with other children/young people from class out of school.</p> <p>Encourage child/young person to join appropriate after school activities and clubs</p>

Social/behavioural B Pupil:	Targets	Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials	Family strategies
<p>Has friends in school but reports feeling lonely out of school.</p>	<p>Develop social life out of school.</p>	<p>Discuss situation with pupil and parents.</p> <p>Introduce child's parents to the parents of pupil's school friends in school if possible /needed.</p> <p>Give information about out of school activities/ clubs that the pupil might join.</p>	<p>Discuss situation with school, inform school of child's/young persons out of school interests.</p> <p>Invite child's/young person's friends to the house.</p> <p>Get to know the parents of the child's/young person's school friends</p> <p>Help child/young person attend out of school clubs and activities</p>

Social/behavioural C New pupil:	Target	Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials	Family strategies
<p>With limited English befriends child with challenging behaviour.</p>	<p>Form friendships which can provide positive role models in language and behaviour.</p>	<p>Ensure pupil's strengths, including those in first language are recognised and valued in the class.</p> <p>Ensure the pupil works/plays alongside pupils who can provide positive role models in language and behaviour.</p> <p>Ensure pupil has activities in class at which s/he can succeed and get recognition and status.</p> <p>Use circle time to discuss helping new pupils to settle in.</p>	<p>Talk to child/young person about other children/young people in class</p> <p>Try to befriend other parents and encourage play with other children/young people from class out of school</p> <p>Encourage child/young person to join appropriate after school activities and clubs</p>

<p>Social/behavioural D New to English Pupil Is over-physical with others and can become /seem aggressive.</p>	<p>Target Solve difficulties and play/work with others peacefully. Understand issues of personal space.</p>	<p>Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials Develop bilingual/pictorial way in which pupils can communicate needs Understand the frustration of not being able to communicate and help other pupils to do the same Set firm boundaries in relation to physical contact with others, discuss situation with family. Monitor situation and keep parents informed.</p>	<p>Family strategies Talk through situation with child/young person. Ensure child/young person understands how to communicate difficulties at school and what expected behaviours are</p>
<p>Social/behavioural E Pupil: Has low self esteem (in relation to identity as minority ethnic child in UK).</p>	<p>Target Develop high self esteem as <i>e.g. British Chinese</i> child.</p>	<p>Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials Provide anti racist curriculum and resources. Ensure child’s linguistic and cultural heritage is represented well within the class/school. Give class opportunities to discuss difference positively. Discuss with parents.</p>	<p>Family strategies Provide child/young person with opportunities to discuss and learn about cultural and linguistic heritage and place in the UK. Help school deliver input about aspects of particular culture. Be involved in school life.</p>

<p>Social/behavioural F Pupil:</p> <p>Shows limited general knowledge in school work and seems to have a narrow range of after school activities.</p>	<p>Target</p> <p>Improve general knowledge to ensure academic success.</p>	<p>Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials</p> <p>Discuss need for extra curricular activities with parents and pupil and make suggestions about possibilities.</p> <p>Arrange for access to wider activities within school time.</p>	<p>Family strategies</p> <p>Help child/young person access extra curricular activities through enrolling child/young person in clubs, sports/arts activities and taking child on visits.</p> <p>Watch TV programmes which will develop general knowledge with child and discuss.</p> <p>Support school by encouraging child/young person to attend suitable activities.</p>
<p>Family A:</p> <p>Parents can not communicate easily with the school in English.</p>	<p>Target</p> <p>Establish home/school communication system.</p>	<p>Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials</p> <p>Set up bilingual support use or interpreter service is needed.</p> <p>Find adult who shares the language and is happy to help.</p> <p>Write home school communication book in home language/very simple English.</p>	<p>Family strategies</p> <p>Attend meetings with bilingual support.</p> <p>Seek help when there are problems.</p> <p>Child/young person</p>

<p>Family B:</p> <p>Parents feel unable to help children/young people with reading practice/homework because of limited English.</p>	<p>Target</p> <p>Involve parents appropriately in their children's/young people learning.</p> <p>Ensure homework is completed.</p>	<p>Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials</p> <p>Identify with the family activities that they can do with their children in first language e.g. sharing stories, playing games etc.</p> <p>Set up bilingual homework diary/book.</p> <p>Link parents with Family Learning /FE if they wish.</p> <p>Invite pupil to attend school homework club.</p> <p>Identify areas of homework/reading practice with which the pupil will need support and provide through partnership with other pupils/TA support in school.</p>	<p>Family strategies</p> <p>Meet with the school with bilingual support if needed.</p> <p>Help child/young person with homework through first language where possible.</p> <p>Fill in homework diary/book.</p> <p>Encourage child/young person to attend homework clubs and to complete homework on time.</p>
<p>Family C:</p> <p>Pupil has frequent absences/is often late.</p>	<p>Target</p> <p>Establish regular attendance/good punctuality.</p>	<p>Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials</p> <p>Discuss with parents, find out any reasons for non attendance and action plan accordingly.</p> <p>Provide bilingual home school support if needed.</p> <p>Set up bilingual absence notes if needed.</p> <p>Refer to Education Welfare if necessary.</p>	<p>Family strategies</p> <p>Ensure child/young person attends school regularly and give reasons for any absence.</p>

Family D:	Target	Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials	Family strategies
Extended holidays overseas during term time.	Establish regular attendance. Use experiences out of school positively.	Discuss concerns about non-attendance with parents and explain school/authority policy on holidays during term time. Explain significance of lack of SAT's preparation and missing SATs to parents Set work to be done during the holiday - including work about heritage culture/country to be shown to the class.	Ensure child/young person completes holiday work set Ensure child/young person attends school regularly, follow school procedures on holidays

Family E:	Target	Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials	Family strategies
Parents seem uncomfortable in school.	Establish good home/parent relationship.	<p>Encourage all school staff to be particularly welcoming to parents.</p> <p>Ensure school environment is pleasant ,welcoming and reflects cultural/linguistic diversity well.</p> <p>Provide bilingual home school support if needed.</p> <p>Invite parents in to specific school activities or to spend time in class, introduce them to friendly parents.</p> <p>Ensure parents know how important their contribution is to child’s education.</p> <p>Spend time with the parents, try and find out what makes them uncomfortable and resolve difficulties.</p>	<p>Engage with the school at a level that is comfortable.</p> <p>Explain any difficulties to school/EMAS staff.</p>

Family F:	Target	Teaching strategies – see Unit 3 Creating an Inclusive Learning Culture PNS EAL materials, DfES SEAL materials	Family strategies
<p>Parents are unfamiliar with the English school system.</p>	<p>Ensure parental understanding of school systems.</p>	<p>Provide bilingual information/support if needed, including material on video where available e.g. learning journeys booklets on www.parentscentre.gov.uk.</p> <p>Invite parents in to spend time in class.</p> <p>Invite parents in to specific school activities.</p> <p>Ensure parents know how important their contribution is to child's education.</p>	<p>Engage with school staff in learning about school system.</p> <p>Spend time in school if possible.</p> <p>Ask questions when needed.</p> <p>Use school communication book/system.</p> <p>Where possible, ask friends to help you, ask for the school to get and interpreter if necessary.</p>

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