Student Inclusion for
EAL Learners in the
Primary School

Parent Workshop
26 January 2023

Inclusion Team

EAL

SFL

SALT

ENRICHMENT

COUNSELLING

What does inclusion mean to us?

All our students are capable and intelligent learners, who are beginning to master their home language(s). With the right type of support, they can participate fully in learning, understand the concepts and skills being taught, and reach the same goals as their English-speaking peers, as they develop full control of academic English.

Aims

- Who are the Language Acquisition Team?

- How do we support learners inclusively at Patana?

- How do we assess EAL learners?

- What is the importance of home language(s) and how might you support your child with their language development?

Who Are We?

Y1 + Y2	Y3 - Y6

Diana — DIHO

Nicki — NITR

Sofie — SODE

Eoin — EOBE

Anthony — ANCS

Alis — ALGO

Mark — MASD

Kem — TIBU

Noi — POSA

James — JABL

Binnie — PALE

Luktaan — PATK

Who do we support?

Identify need for language acquisition support:

- FS Class Teachers and FS Language & Communication Specialist

- Communication with family: home language development and long term family goals

- Listening, speaking, reading and writing

- Standardised assessment tools

- School reports

International schools have different standards and criteria for receiving EAL support

Inclusive - enrolment in the primary school is possible at all stages of language acquisition if we can support student needs.

Overview of EAL (English as an Additional Language)

Key Stage 1		Key Stage 2				Key Stage 3		
Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9

Fully inclusive support
Planning, co-teaching, assessing

Two extra English classes
- EAL during World Languages (non-Thai)
  - EAL during other class times (Thai)

- EAL during World Language 1
- Choose another language as World Language 2
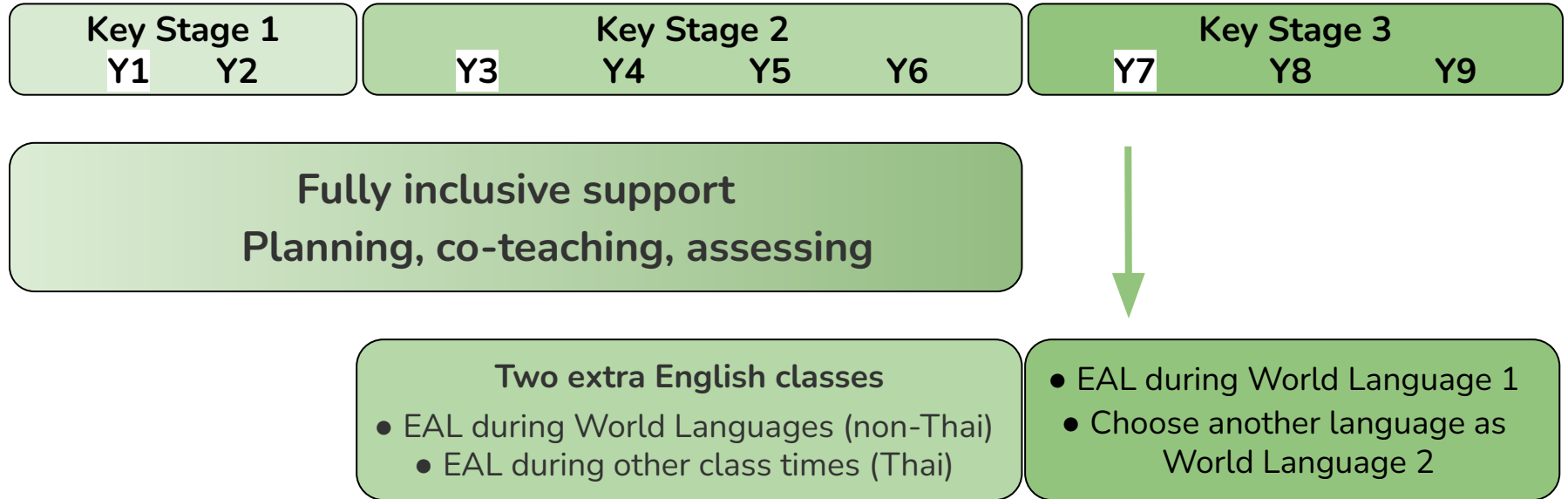
How do we support?

Behind the scenes	Teaching & Co-teaching
Co-plan with Leaders of Learning (Curriculum) and Class Teachers	A flexible model of support based on research Team, parallel or station teaching are examples

Team Teaching

Parallel Teaching
ABC   ABC

Station Teaching
DEF → ABC
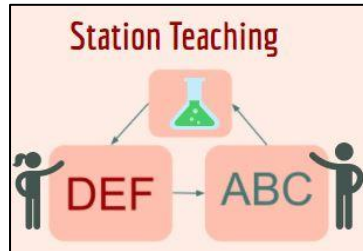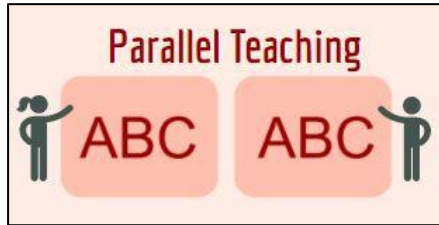
Benefits:
- ★ different strengths and areas of focus
- ★ smaller focus groups
- ★ opportunities for student talk / receive feedback
- ★ multiple ways to learn

How this might look for your child?
- ★ flexible or changing groups
- ★ two or more adults in the room
- ★ support in an inclusive manner

Co-teaching example

Lead-Support
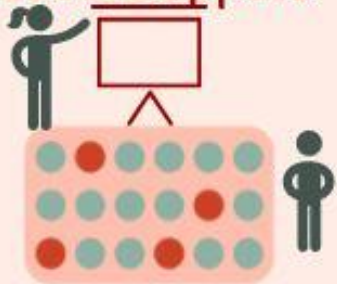
What happens when EAL support is no longer needed?

Key Stage 1	Key Stage 2	Key Stage 3
Y1 Y2	Y3 Y4 Y5 Y6	Y7 Y8 Y9

Leaving EAL in KS1?
Continue in same class with same teacher

Leaving EAL in KS2?
Non-Thai → join World Languages
Thai → continue Thai A

Leaving EAL in KS3?
● Choose an additional foreign or home language
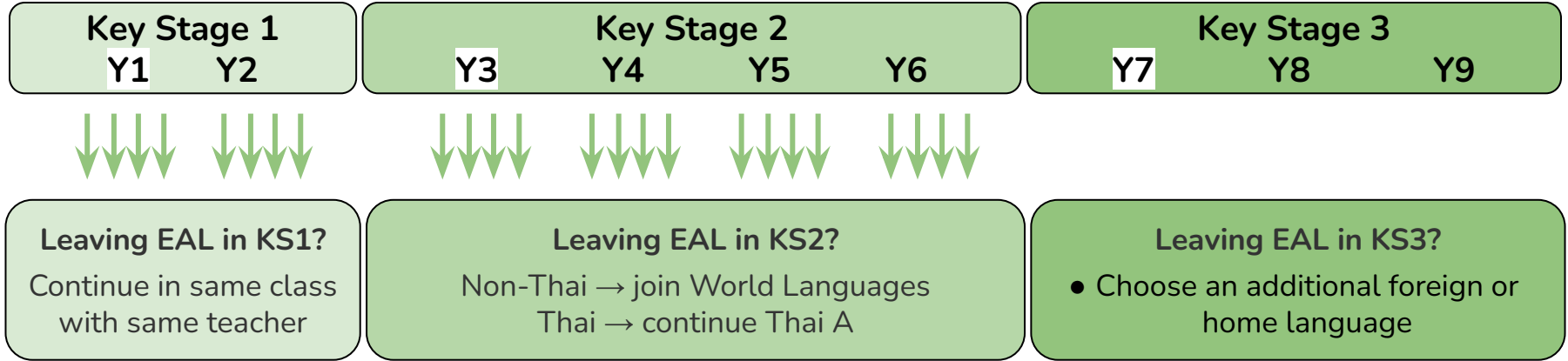
How do we assess?

Language Learning Intentions (LLIs)

We assess the 4 skills of:

listening, speaking, reading and writing

on a scale from level 1 to level 5+.

Not all children start on level 1.

Our Admissions' test helps us to decide

where a child should start on the LLIs.

	Speaking									
	Level 1	**1+**	**Level 2**	**2+**	**Level 3**	**3+**	**Level 4**	**4+**	**Level 5**	**5+**
A	Produces single words or short phrases in famiar social and learning contexts		Correctly uses simple prepositions of place		Talks about immediate learning and experiences using conjunctions		Pronunciation does not impede comprehension		Employs more formal language to justify and defend opinions	
B	Uses some common adjectives		Describes pictures, classroom objects or familiar people using simple phrases with increasing grammatical accuracy		Accurately assigns pronouns related to gender		Forms a range of questions accurately		Shares experiences and events with age-appropriate detail	
C	Identifies and names some school and everyday objects		Provides a more extended *response to questions* using basic syntax & with some error.		Uses vocabulary independently that has been introduced in tasks and taught in lessons		Recounts information in different subject contexts detailing where, when, who and what		Participates in group activities and class learning without language scaffolding	
D	Pronounces most words comprehensibly		Retells stories or sequences of events, but may not be gramatically accurate		Expresses likes, dislikes or preferences with reasons		Extends sentences in an age-appropriate manner, including responses to questions		Uses age-appropriate subject-specific vocabulary independently and accurately	

How do we assess?

Language Learning Intentions (LLIs)

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	25/8/22									
	1									
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	25/8/22	4/9/22								
	1	2								
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How do we assess?

Language Learning Intentions (LLIs)

The final date means the student is secure with that skill.

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	25/8/22	4/9/22	1/10/22							
	1	2	3							
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How do we assess?

Language Learning Intentions (LLIs)

We use the same LLIs for all students on the EAL register.

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	25/8/22 — 1	4/9/22 — 2	1/10/22 — 3							
B	Uses some common adjectives		Describes pictures, classroom objects or familiar people using simple phrases with increasing grammatical accuracy		Accurately assigns pronouns related to gender		Forms a range of questions accurately		Shares experiences and events with age-appropriate detail	
	26/8/22 — 1	10/9/22 — 2	15/10/22 — 3							
C	Identifies and names some school and everyday objects		Provides a more extended *response to questions* using basic syntax & with some error.		Uses vocabulary independently that has been introduced in tasks and taught in lessons		Recounts information in different subject contexts detailing where, when, who and what		Participates in group activities and class learning without language scaffolding	
	24/8/22 — 1	3/9/22 — 2	1/10/22 — 3							
D	Pronounces most words comprehensibly		Retells stories or sequences of events, but may not be gramatically accurate		Expresses likes, dislike or preferences with reasons		Extends sentences in an age-appropriate manner, including responses to questions		Uses age-appropriate subject-specific vocabulary independently and accurately	
	30/8/22 — 1	16/9/22 — 2								

How do we use LLIs to plan in class support?

Language Learning Intentions (LLIs)

Uses vocabulary independently that has been introduced in tasks and taught in lessons

7/11/22		
1		

With scaffolding, begins to use subject-verb agreement

22/11/22		
1		

Shows some awareness of plural nouns including some irregular nouns

7/11/22		
1		

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	25/8/22	9/9/22	Oct 22	13/9/22	24/10/22							
	1	2	3	1	2							
B	Uses some common adjectives			Describes pictures, classroom objects or familiar people using simple phrases with increasing grammatical accuracy			Accurately assigns pronouns related to gender		Forms a range of questions accurately		Shares experiences and events with age-appropriate detail	
	7/9/22	21/9/22	7/11/22									
	1	2	3									
C	Identifies and names some school and everyday objects			Provides a more extended **response to questions** using basic syntax & with some error.			Uses vocabulary independently that has been introduced in tasks and taught in lessons		Recounts information in different subject contexts detailing where, when, who and what		Participates in group activities and class learning without language scaffolding	
	25/8/22	13/9/22	Nov	13/9/22	5/10/22		7/11/22					
	1	2	3	1	2		1					
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7/11/22		
1		

When does a student no longer need support?

Students are typically:

- meeting most LLIs (L4 / L5)
- largely accessing learning **without EAL support**
- meeting **most** year level age-related expectations

A range of evidence across different subjects.

External assessment tool to assess students' reading, writing, speaking and listening skills.

⚠️ International schools have different standards and criteria for ending EAL support

Reading

	Level 1	Level 2	Level 3	Level 4	Level 5
A	Begins to recognize basic high frequency words	Reads and pronounces common word endings clearly and distinctly most of the time	Recounts/retells a text or narrative with some details that indicate comprehension	Distinguishes between figurative and literal language including idioms etc.	Recognizes that a prefix or suffix has changed a word and infers the new meaning.
B	Recognizes names, familiar words and labels of common objects	Can begin to answer simple questions about a very simple or illustrated text	~~Recognizes words and familiar phrases or expressions~~	Demonstrates appropriate phonetic awareness with increasing fluency.	Gives detailed personal response to a text
C	Knows that letters have names and sounds	Demonstrates awareness of punctuation (full stops, capital letters, exclamation and question marks)	Uses context clues and illustrations to determine meaning of words/phrases	Can answer simple inference-type questions	Demonstrates an understanding of text presented in different formats and from different sources which can include:
D	Answers questions from/about wordless books using single words, simple phrases and gesture	Knows all single letter phonemes and assigns these correctly	Answers questions about subject-related texts including reports, diary entries, narratives, opinion pieces	Retrieves specific information from texts in response to prompts and questions	Identifies and explains figurative language and phrasal verbs independently
E	Attributes accurate meanings to letters and symbols	Reads and understands simple sentences	Engages with new vocabulary to support comprehension	~~Select titles to match text~~	Summarizes information from a variety of sources

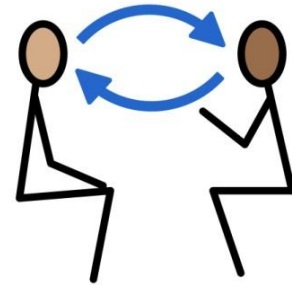Listening · Speaking · Writing · Reading

EAL

Excellent At Languages

Empower
Ambitious
Learners

Enable
Academic
Language

Encourage
Accomplished
Linguists

M

Most children joining Patana need about 2 years to become proficient in English.

Two Frequently Asked Questions

- My child is fluent, why are they still on EAL?

- How long will my child be on EAL?

E

Second Language Acquisition

BICS - the language of the playground

- Social language to make friends

- A child who has developed BICS, can communicate fluently with friends in the playground, can ask and answer questions related to their family, how they feel etc.

6 months to 2 years.

Second Language Acquisition

BICS - the language of the playground

6 months to 2 years.

CALP - the language of the classroom

5 to 7 years.

BICS

CALP

***BICS* is to make friends. *CALP* is necessary to be successful at school.**

How do students develop BICS?

Immersed in water

English language immersion

How do students develop BICS?
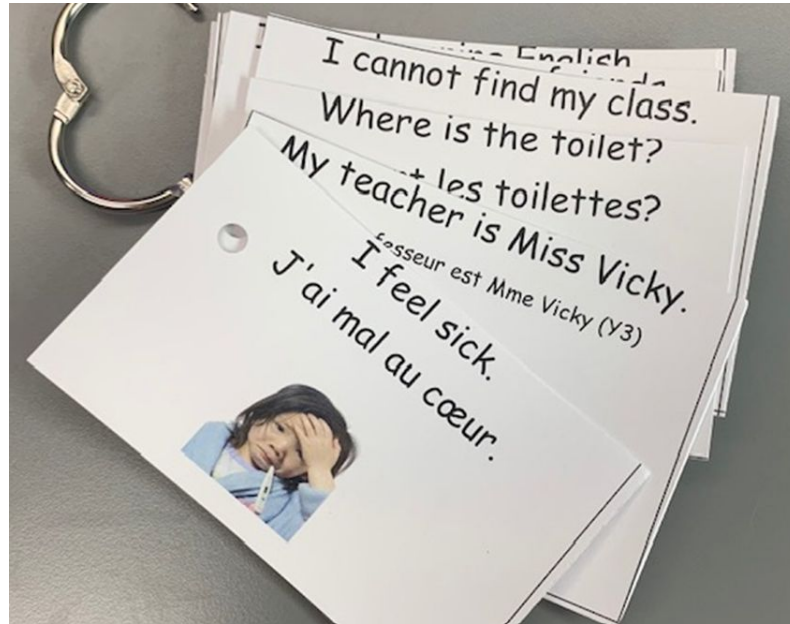
Immersion leads to fluency, but it doesn't lead to **grammatical accuracy** or **CALP** which require explicit teaching.

What is CALP?

CALP (Cognitive Academic Language Proficiency) refers to the language skills a student needs to be successful at school.

To be successful at school, a student must be able to understand, discuss and write about **academic topics**.

Listening + Speaking + Reading + Writing
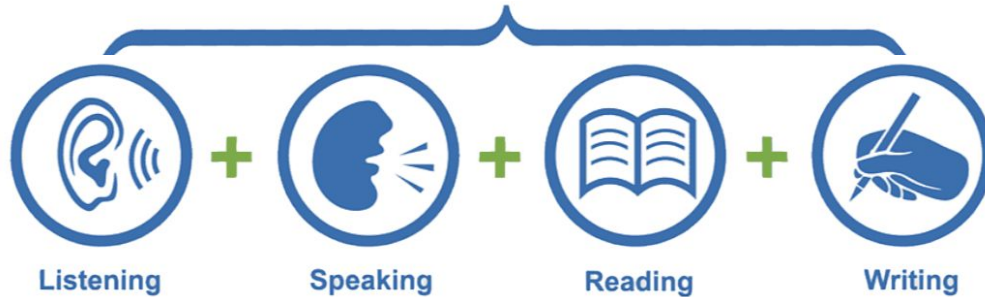
We know CALP is something that **all students must develop** (first & second language learners), so it's a core part of our inclusive practice.

What do we do to help support students' CALP?

Academic language

Shades of meaning

What do we do to help support students' CALP?
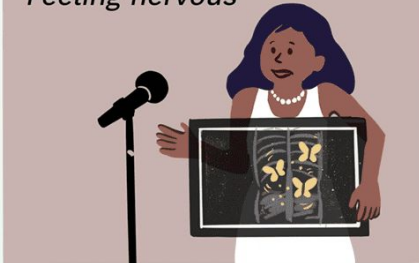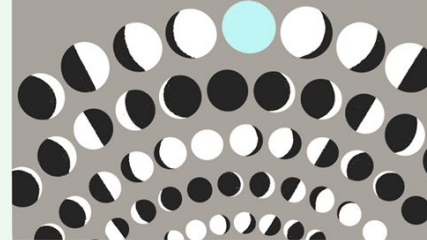
What do we do to help support students' CALP?

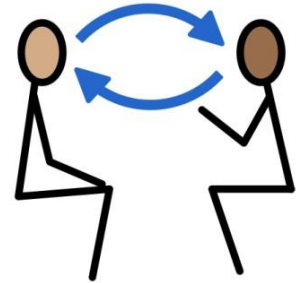Developing students' oracy – their ability to speak academically.

Students must be able to share their academic thinking grammatically accurately.
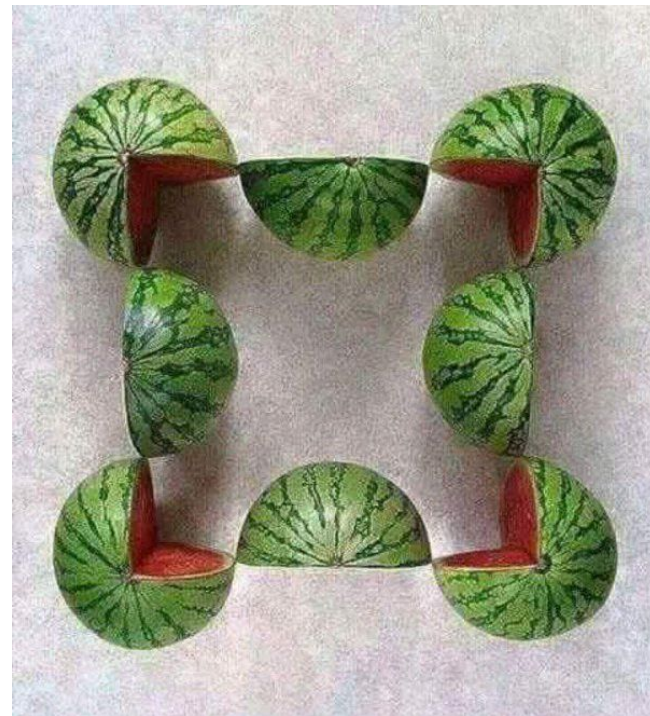
Number talk

When students can understand English and speak quite confidently, teachers should make sure they don't talk with friends in their home language in class.

M

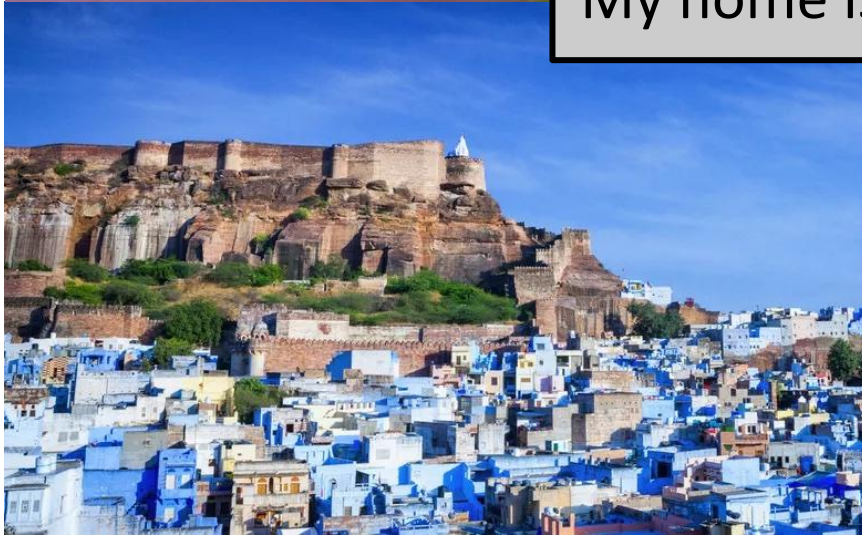# Home Languages (HOLA)

'My home is my castle!'
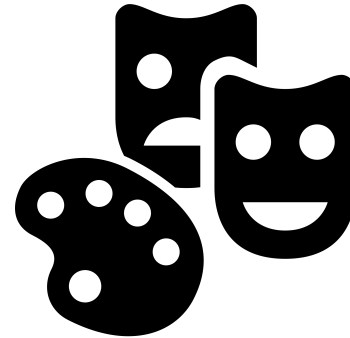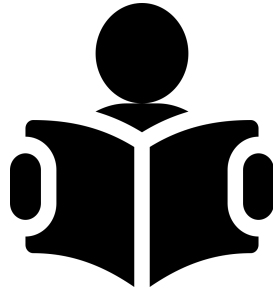
My home is my castle

My home is my castle

What do we know about the role of Home Languages (HOLA)?

Home languages – how can parents help?

Bilingual books

Repeat language correctly, don't say it's wrong.

Audiobooks and podcasts

Create real life opportunities

Talking about learning in home language, not extra English

Reading to and with your child

What can I do at home?

Primary Library

Opening Times: Monday to Friday 7:00 a.m. – 3:30 p.m.

Our Library Statement:
"Patana Libraries provide interesting, exciting, engaging and motivating multimedia resources, activities and lessons that empower our users to become lifelong pleasure readers."

PATANA LIBRARY

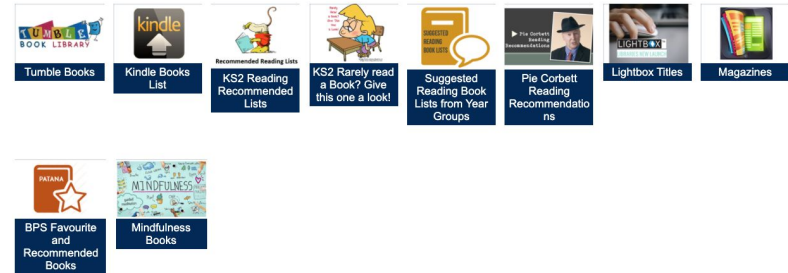Click the image below to access our reading online and databases @ home

SCAN ME

Image from www.freepik.com

https://patana.fireflycloud.asia/libraries/primary-library

Library Search

Destiny Library Search	Follett eBooks	WebPath Express	Destiny Discover	Library Quiz	NEW ARRIVALS August

Our Collection

Tumble Books	Kindle Books List	KS2 Reading Recommended Lists	KS2 Rarely read a Book? Give this one a look!	Suggested Reading Book Lists from Year Groups	Pie Corbett Reading Recommendations	Lightbox Titles	Magazines

BPS Favourite and Recommended Books	Mindfulness Books

Online Reading and Databases

(If a username and password is required, please hover the cursor over the icon to reveal them)

Times for Kids	English Simple Wiki	Make Me Genius	Kid Rex	Newsround	Allapedia	Storyline Online	Reading Websites

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in the Primary School

Parent Workshop