‘….I’m a little bit weak .... because some things’re like in my head yeah but I can’t like express it out like, write…like I know that it’s right yeah but I can’t like write it in sentences.... like spread it out basically.’

Aamina Hamid Y10

….use more ‘bigger words’….

everyday language ⟷ **academic language**

How closely aligned are pupils' language backgrounds to the academic registers of English?

- Pupils who speak English as a first language and who have parents or carers who have acquired academic literacy.
- Pupils who speak English as an additional language, have literacy skills in their first language and who have parents or carers who have acquired academic literacy.
- Pupils who speak English as a first language but whose parents or carers have not acquired academic literacy.
- Pupils who speak English as an additional language but have no literacy skills in their first language and whose parents or carers have not acquired academic literacy.

EAL

‘English as an additional language (EAL) refers to learners whose first language is not English.’

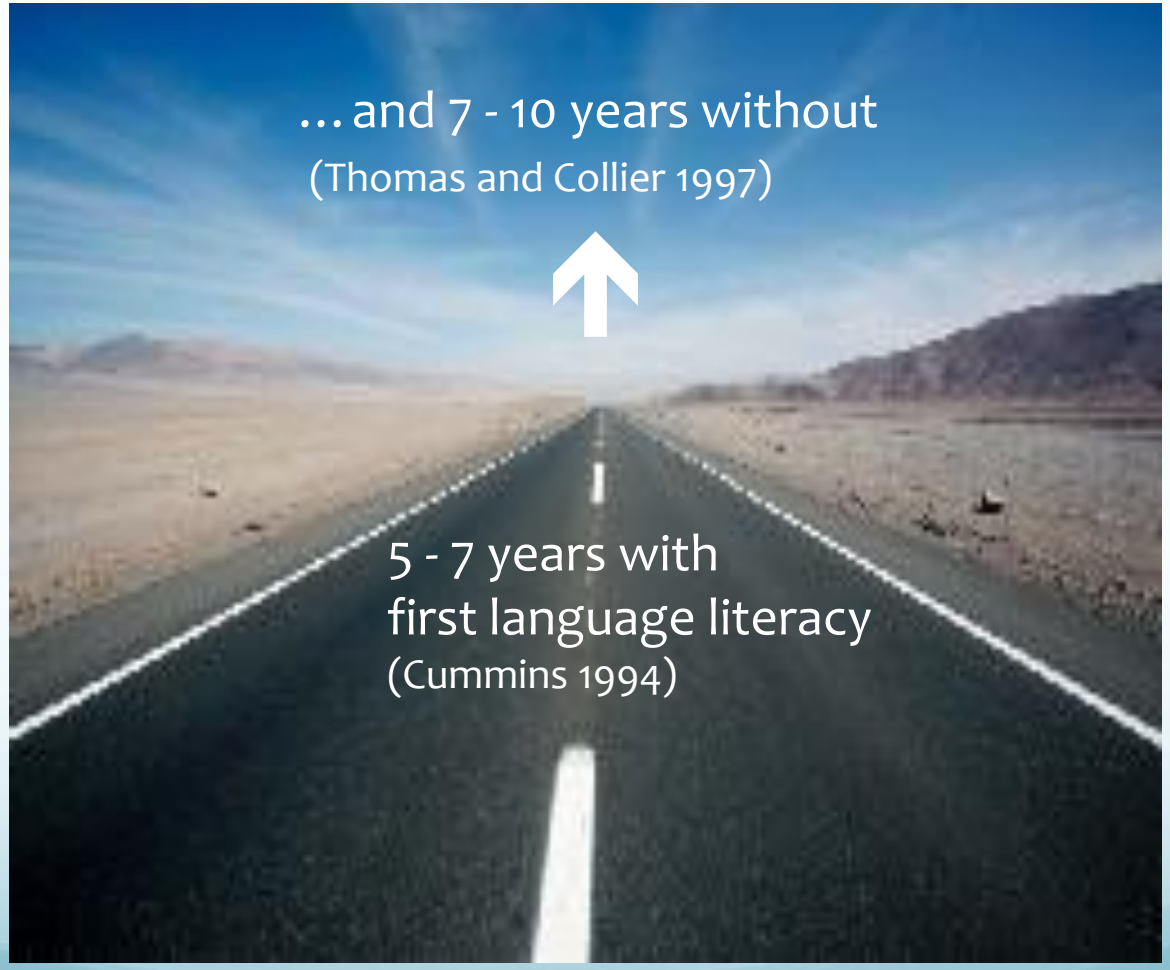
(Ofsted 2011)

First Language

‘First language is the language to which the child was initially exposed during early development and continues to use in the home and community. If a child acquires English subsequent to early development, then English is not their first language no matter how proficient in it they become.’

(School census preparation and guidance DFES 2007)

How long does it take EAL pupils to acquire academic language skills in English?



Look, it's making them move. Those don't stick.

We found out the pins stuck on the magnet.

Our experiment showed that magnets attract some metals.

Magnetic attraction occurs only between ferrous metals.

(Scaffolding Language, Scaffolding Learning by Pauline Gibbons)

Academic language

The extended drought caused the crops to fail, resulting in a widespread famine and many deaths, especially among the children and elderly. (23 words)

Everyday language

There was no rain for a very long time. The farmers had planted crops like maize and wheat and corn, but because it didn't rain, all the crops died. Because there were no crops there was nothing for people to eat, and they became very hungry. Because they didn't have enough to eat, many of them died, especially the children and old people. (64 words)

English Learners, Academic Literacy and Thinking by Pauline Gibbons

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Learning takes place in…

What the learner can already do on their own

…the zone of proximal development

What the learner can do with help from someone who is more skilled than them

New things the learner can do on their own

Vygotsky 1987

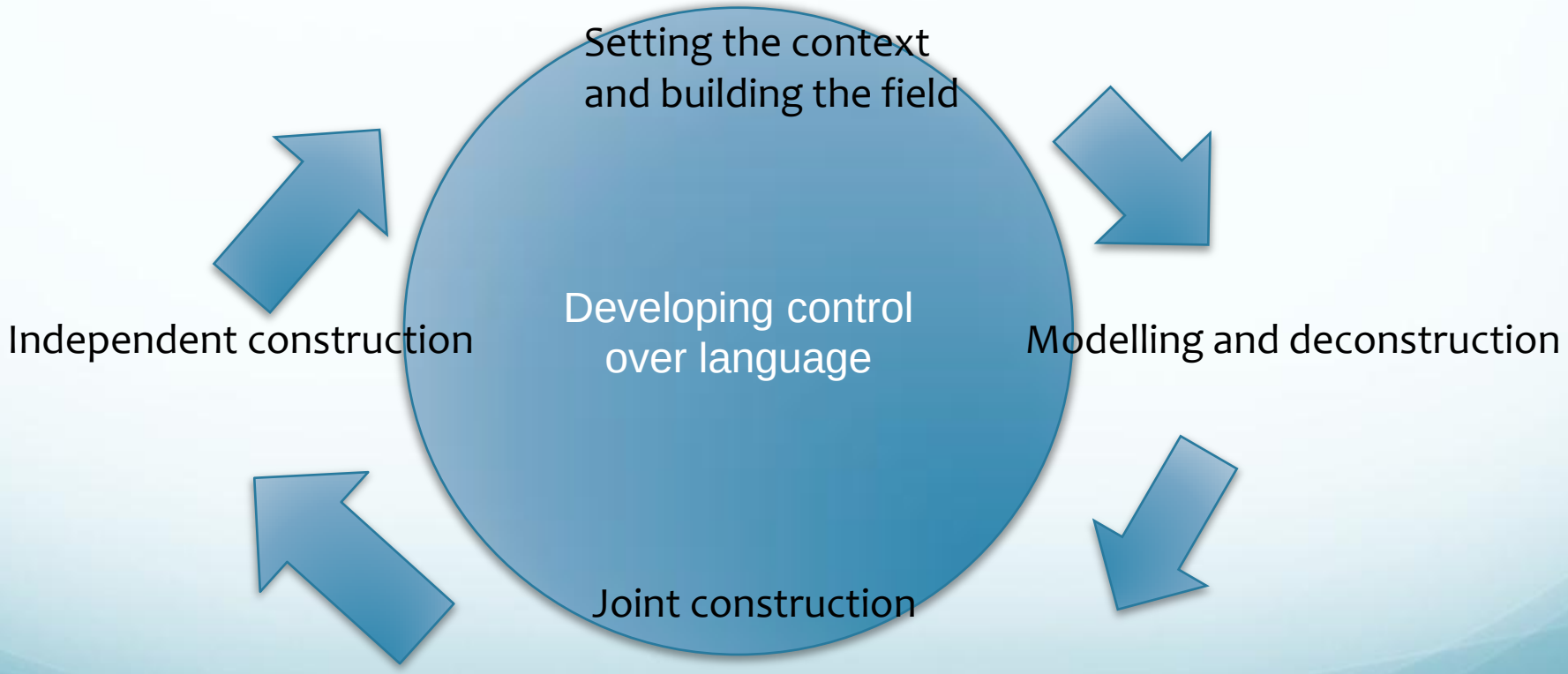
Scaffolding

‘What the child is able to do in collaboration today he will be able to do independently tomorrow.’
(Vygotsky)

‘A learner (even of a very young age) is capable of learning any material so long as the instruction is appropriately organised.’

(**Bruner**)

The teaching and learning cycle



Joan Rothery: Sydney University The Disadvantaged Schools Project

‘The language system has completely disappeared from view in schooling and in most pre-service teacher education courses. So successful has this effacement of language knowledge been, that students and educators alike have no idea what might be known about language.’

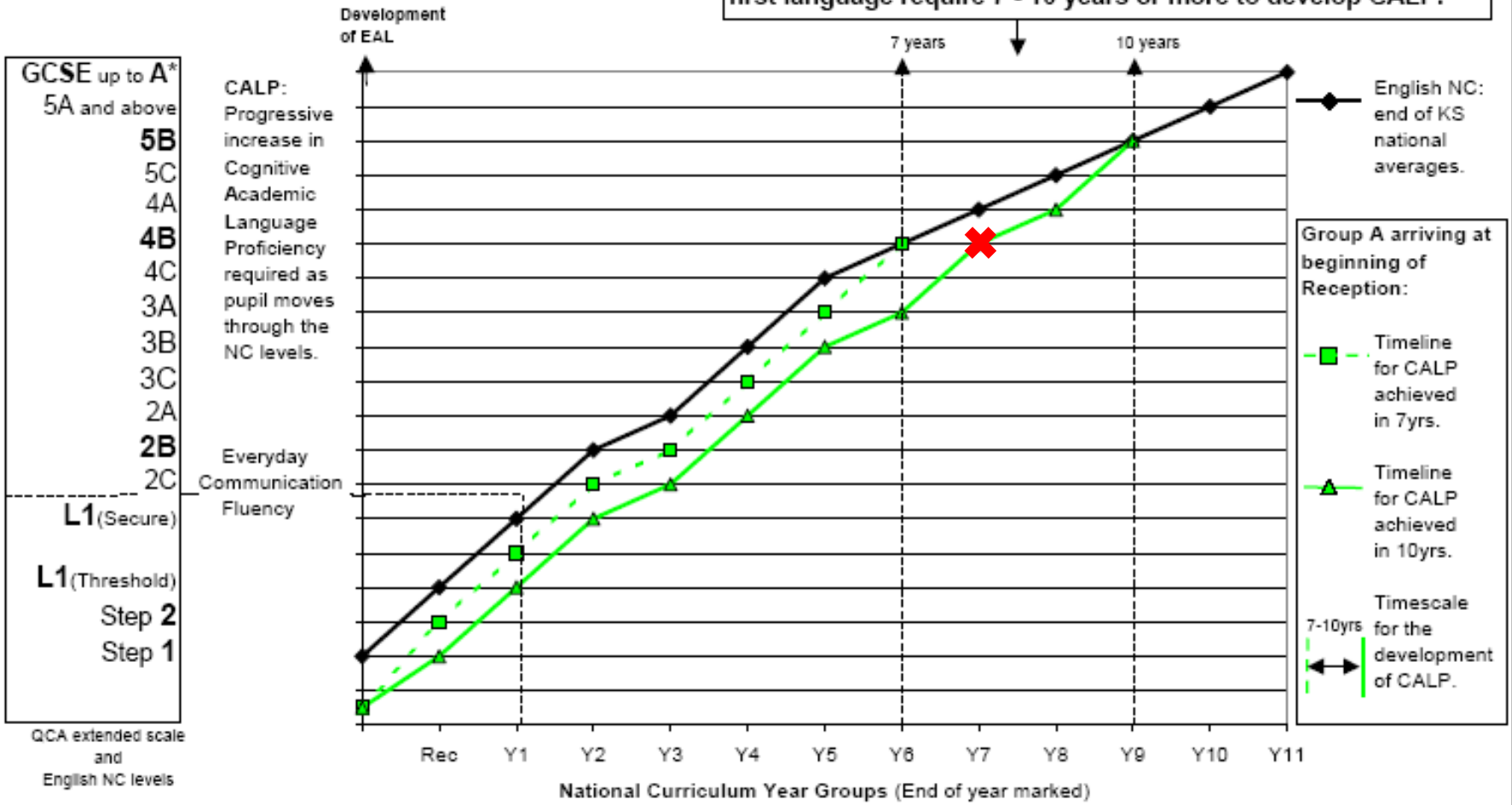
8.4

- **All pupils** in 8.4 are bilingual or multilingual.
- 25% of the class do not use any English at home.
- 15% use only English at home.
- The rest use a mixture of languages at home including English.
- 75% were born in the UK.
- 25% arrived between the ages of 4 and 6.
- 90% started learning English around the age of 4, the rest later.
- 70% have no literacy skills in their first language.
- 50% say one of their parents cannot speak much English.
- 15% say both parents cannot speak much English.

THE DEVELOPMENT OF EAL - MATRX RECORD SHEET: GROUP A IN RECEPTION

GROUP A:
Newcomers arriving from abroad in Reception

Group A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7 - 10 years or more to develop CALP.

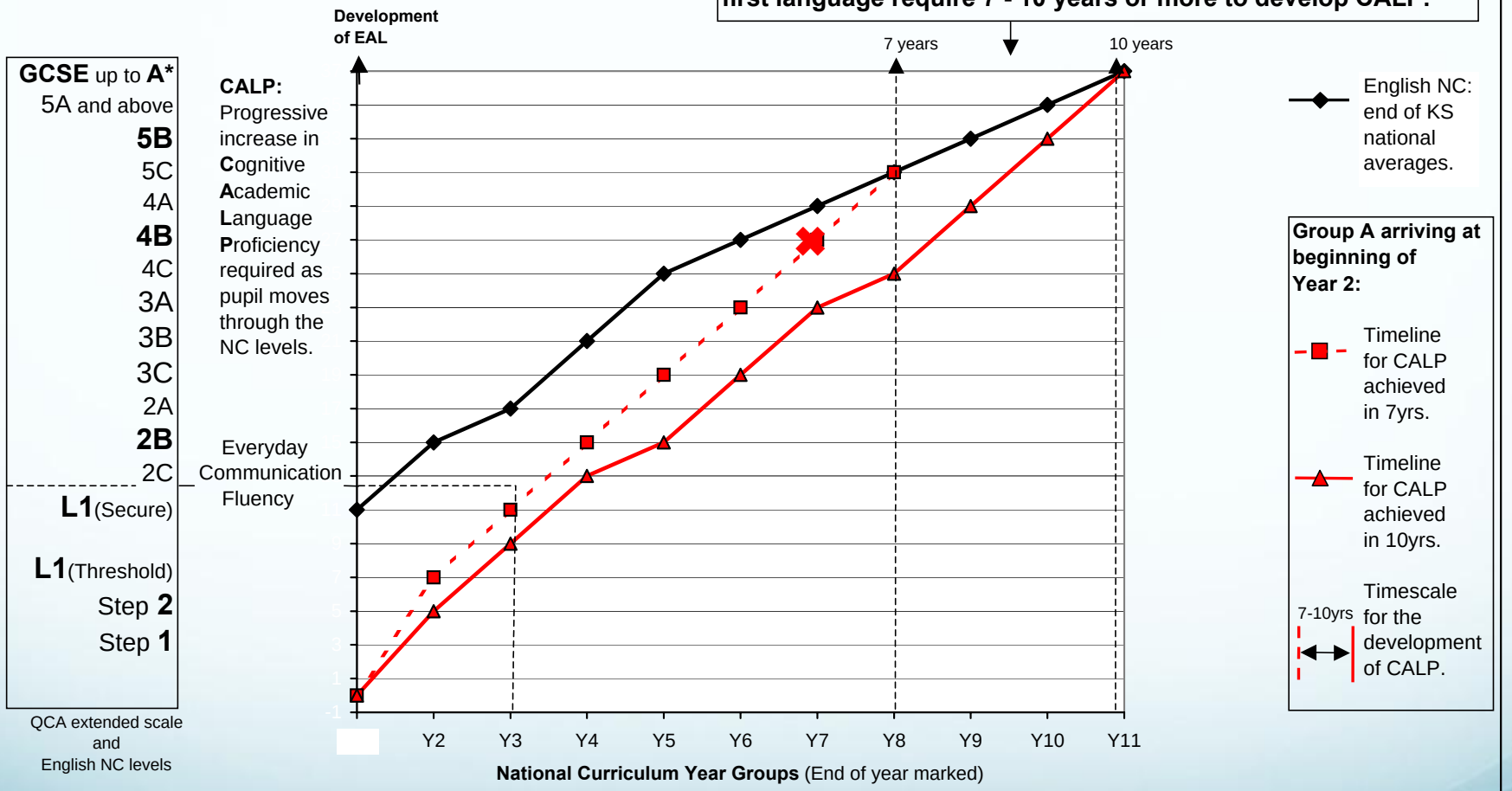


Pupil: Junaid Farooq **Class:** **Yr:** 8 **Date:** C4.0R

THE DEVELOPMENT OF EAL - MATRX RECORD SHEET: GROUP A IN YEAR 2

GROUP A:
Newcomers arriving from abroad in Year 2

Group A: Pupils who arrive in early childhood (before age 8) and have received little or no formal schooling in their first language require 7 - 10 years or more to develop CALP.



Pupil: Sahra Adan **Class:** **Yr:** 8 **Date:** **C4.2**

Focus areas for our work

- Moving between exploratory talk and reporting back type talk
- Moving between everyday and specialised/technical language including developing a ‘language for talking about language’
- Reading and writing subject-specific genres through an explicit focus on language features

Y8 Set 4 Progress so far in English after one 6 week unit of work

- Speaking and listening 70% improved their sublevel (93% 2+ sublevels)
- Reading 75% improved their sublevel (80% 2+ sublevels)
- Writing 65% improved their sublevel (62% 2+ sublevels)

Y8 Set 4 Progress so far in Science after one term of language based intervention

86% of pupils improved by a whole GCSE grade in their end of unit test

In the previous term only 21% of pupils achieved a whole grade increase