

The 3 underpinning elements of successful Additional Language Acquisition are:

- ★ Time
- ★ Modelled language
- ★ Opportunities to practise newly acquired language.

Strategies for supporting Primary school pupils for whom English is an additional language, at stages 1 - 4 of language acquisition, and across the 3 lines of development of CfE Lit & En

For further information and a list of skills and competencies at each stage of English language acquisition, please refer to the City of Edinburgh Council EAL Service document 'Profile of Competence'.

Strategies for Supporting Listening and Talking at Stage 1

- use gesture/visuals/objects
- allow pupil time to listen and absorb
- talk through & demonstrate actions / events as they happen highlighting key words
- teach names of adults and peers
- use peers to model routines / language
- plan quality time (daily) with pupil
- model social language conventions
- play games with repetitive language
- use paired / small group activities with supportive peers (mixed ability / same language etc)
- highlight key words related to classroom activities and routines
- use audio/visual props and ICT to provide language contexts
- encourage pupil to make links with home language
- refer to classroom displays
- give clear instructions with consistent use of key words and phrases (repeated if necess)
- plan time for free talk and to talk about work
- play games (including oral, board, card, track games)
- respond in words that extend and model
- encourage pupil to respond in words and phrases e.g. Can I have ...
- ask: closed questions; either / or questions; 1 word answer questions
- give thinking time for pupil to mentally rehearse words
- focus on pupil's meaning rather than the words used
- provide the words the pupil needs (as long as it doesn't pre-empt pupils' responses)
- expand and extend what pupil says
- send on simple errands / messages with partner (check outcome!)
- set up home/school communication system. Where possible send word lists/key texts home
- encourage parents to: talk about school at home; continue to develop L1; discuss school work/reading book in L1

Supportive Question Types in Order of Linguistic Challenge.

- **Questions requiring a yes / no or true / false answer e.g. "Is this shape a circle?"**
- **Questions containing alternative answers e.g. "Is this shape a circle or a triangle?"**
- **Questions containing multiple choice answers e.g. "Is the table made of wood, plastic or metal?"**
- **Closed questions requiring the learner to make a one word answer e.g. "When was the Battle of Culloden?"**
- **Closed questions requiring the learner to form a longer answer e.g. "What causes an earthquake?"**
- **Open questions requiring a certain level of thinking skill e.g. "What do you think will happen next?"**

Spot Check

for class/subject/support teachers

- Do bilingual pupils in my class understand the learning intention(s) of the lesson?
- Do I know their prior knowledge or experience of this subject?
- Am I aware of the English language skills bilingual pupils in my class currently have? (by referring to their EAL Profile of Competence)
- Have I built in opportunities to develop these skills to support their progress in English language acquisition?
- Have I been able to relate this lesson to their country / culture / language?
- Have I highlighted / written on the board the key words and phrases for this lesson?
- Are bilingual pupils using a dual language dictionary and recording key words for the lesson in a word book?
- Have I used visuals / objects / gesture to help understanding?
- Have I or another adult or pupil modelled the key language structures for the activity?
- Are bilingual pupils communicating purposefully in this lesson?
- Have bilingual pupils had an opportunity to discuss this in their first language/English?
- Have I used supportive questions to talk through their understanding?

Strategies for Supporting Listening and Talking at Stage 2

- teacher modelling / rephrasing sentences and questions
- provide models of different language functions e.g. describing, explaining
- group with pupils who can provide good models of English
- provide sentence starters using visual cues
- respond in words that extend and model /recast pupils' utterances in correct form
- allow time for child to mentally rehearse words/contributions
- whole class reading (modelled by teacher)of fiction / non fiction with contextual support
- ask oral gap-fill and either/or questions and encourage pupil to refer to visual cues
- games to practise language using set phrases
- promote use of L1 for learning
- encourage parents to discuss homework in L1
- information seeking activities e.g. simple questionnaires
- clarify/explain curricular language eg key words
- paired feedback at plenary sessions
- provide beginnings of responses
- display key curriculum vocabulary & concepts/topics
- provide collaborative tasks
- retell story / activity (eg investigation) through sequencing pictures
- extend child's experience of working in groups, allocating specific role to ensure participation
- opportunities for drama/role play
- opportunities to plan / talk in groups
- opportunities for paired problem solving and feedback
- frameworks to scaffold pupil's talk
- provide a purpose for listening e.g. use framework to record information to answer pre-set questions/responses to text etc
- use buddies/pair work
- encourage the use of picture dictionaries
- work closely with the family

Strategies for Supporting Listening and Talking at Stage 3

- devise collaborative tasks such as problem solving/information seeking activities
- support extended listening with tape and book
- set up problem solving activities
- give independent feedback at plenary
- check pupils' understanding by questioning
- provide activities to model and practice language for different settings and audiences
- provide opportunities for: giving explanations, explaining processes, predicting probabilities.
- enable contributions to presentations and demonstrations
- engage pupil in informal conversation to develop fluency and confidence
- use role play and drama
- provide time for pupils to initiate talk
- give thinking time for responses
- encourage partner talk and reporting back (think, pair, share)
- continue to pair or group with good language model peers for collaborative activities
- provide opportunities for pupils to ask questions for varied roles e.g. interviews / enterprise tasks etc
- play games to practise positional & descriptive language
- provide keyword cards as aide memoires for listening and retelling
- extend range of vocabulary through homework activities (in home language and English)
- teacher modelling
- guided questioning
- make language topic displays and word banks
- provide a range of thesauruses and dictionaries
- highlight and encourage the recording of keywords and sentence structures for all lessons
- provide opportunities for pupils to rehearse and consolidate new language structures orally in pairs/groups

Strategies for Supporting Writing at Stage 4

- establish writing partners
- show good examples of texts and stories to demonstrate final outcome
- talk about language within the context of the text e.g. parts of speech
- discuss the differences between spoken and written English
- brainstorm ideas in pairs/groups prior to writing
- use highlighters to track ideas
- use writing frames to scaffold writing in different genres/styles
- provide classroom displays to highlight the literacy focus
- devise activities to broaden the vocabulary around a theme
- use dictionaries and thesaurus
- demonstrate and encourage the use of spider graphs/mind maps to organise writing
- model use of bullet points / note taking
- encourage awareness of word families e.g. photograph, photographer, photography
- develop semantic awareness e.g. 'volume' in music and science
- develop activities to incorporate ideas from source materials into own texts e.g. changing genre and register to fit own writing
- demonstrate and encourage the use of punctuation to show clause and sentence structure and clarify meaning
- encourage pupils to practise using paragraphs to separate and connect ideas
- encourage pupils to practise writing extended texts
- continue to model writing and text convention
- support the use of subject specific language
- use texts to develop figurative language e.g. metaphor / idiom etc
- continue opportunities to rehearse 'out loud'
- reread work to check flow and continuity
- continue activities to broaden vocabulary choices
- games and activities to develop use of adjectives, adverbs, determiners
- use word order grids and cards
- use (shared) activities to improve selected sentences / texts
- provide feedback on an individual basis so pupil can understand how correct form clarifies meaning.
- ICT
- Encourage the ongoing use of dual language/English to English dictionary as appropriate

Strategies for Supporting Writing at Stage 3

- provide visual stimuli for pupils to write from e.g. photos, video, artefacts
- discuss context for writing
- talk about the structure of English and possible similarities and differences with other languages e.g. different word order, articles etc.
- provide opportunities to rehearse before writing
- encourage paired work and peer evaluation
- play games / provide activities to help understanding and use of prepositions, match nouns and pronouns, teach articles
- provide sentence starters
- support planning by sequencing key words and phrases prior to writing
- model writing for the pupil
- use writing frames to scaffold first attempts
- introduce different connectives/conjunctions eg because, so, then, but, however etc
- provide writing frames e.g. to practise connectives/ conjunctions
- customise known text
- provide simple grids or tables for pupils to complete
- ICT
- encourage students to learn from their mistakes
- encourage pupils to punctuate while writing
- ask pupil to read back the sentences to see if they 'sound right'
- provide interactive display e.g. of new or key words
- encourage the ongoing use of dual language/English to English dictionary as appropriate

**talk about writing/
use talking as an activity to prepare for writing**

Strategies for Supporting Listening and Talking at Stage 4

- devise collaborative tasks that will necessitate extended speaking
- support extended listening with tape and book
- set up problem solving activities
- give independent feedback at plenary
- check pupils' understanding using formative assessment strategies
- provide activities to model and practise language for different settings and audiences
- provide opportunities for: giving explanations, explaining processes, predicting probabilities.
- enable contributions to presentations and demonstrations
- engage pupil in informal conversation to develop fluency and confidence
- use role play and drama
- provide time for pupils to initiate talk
- give thinking time for responses
- encourage partner talk and reporting back (think, pair, share)
- continue to pair/group with good language model peers
- ask questions for varied roles e.g. interviews / enterprise tasks etc
- provide opportunities for pupils to play games to practise positional & descriptive language
- extend range of vocabulary through homework activities (in home language and English)
- teacher modelling as required
- guided questioning
- make language topic displays, word banks and glossaries
- provide a range of thesauruses and dictionaries
- encourage maintenance of personal vocabulary jotter
- be aware of language needed for academic success (inc assessments)

Strategies for Supporting Reading at Stage 1

- share reading (books with illustrations)
- with younger pupils choose books which have repetitive, predictable patterns of language and are visually well supported
- ask pupil to find/match/highlight letters in words, words in texts, phrases in texts
- model following print with finger / pen
- model letter names and sounds
- synchronise spoken with written word
- provide talking texts – on tape / CD Rom
- provide dual language books / dictionaries / ICT to] demonstrate or explain words and phrases
- provide visual cues, use props/actions/puppets etc. as appropriate
- have a rich, clearly contextualised print environment (cross curricular)
- establish peer modelling
- read back any writing, pupil and teacher
- ask for/ provide / demonstrate meanings of words
- play word games eg word pairs/word & picture 'bingo' etc
- ask pupils to work collaboratively to sequence pictures with simple written text
- ask pupils to work collaboratively to sequence words in sentence/ sentences/instructions/processes/stories
- ask pupils to choose between True/False statements to show understanding of text
- annotate text with translations of key words/phrases into first language
- make picture dictionary/word bank in English and home language
- label diagrams/texts/pictures/illustrations with prepared cards (words and phrases)
- pre teach key words prior to meeting in text
- ensure word level work is appropriate

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talk about text

Strategies for Supporting Writing at Stage 2

- encourage peer modelling in small groups
- scribe for individuals
- devise paired writing tasks
- use storyboards
- talk about writing as it is done
- link the writing activity to the preceding talk or reading
- ask pupil to label pictures / diagrams with initial letter cues and use word lists
- ask pupil to write short phrases of two or more words
- create cloze procedures
- use writing frames from across the curriculum
- make literacy activities and games to teach phonics
- use interactive, collaborative tasks
- develop word banks (with illustrations / translations)
- encourage the pupil to write in first language
- ICT
- build semantic web/topic web of related vocabulary
- provide example paragraphs and ask pupils to substitute new set of information
- build in writing activities to consolidate new language eg writing crossword clues on key topic vocabulary
- encourage the ongoing use of picture/dual language English dictionary as appropriate

**talk about writing/
use talking as an activity to prepare for writing**

Strategies for Supporting Writing at Stage 1

- use individual whiteboards and pens
- model the writing for the pupil
- show/provide examples of different types of writing
- provide key word/common word lists linked to writing tasks
- clearly organise information on the board
- devise shared group writing tasks with opportunities to 'have a go'
- ask pupil to copy short text that has been explained and discussed
- provide opportunities for talk as rehearsal and the use of talking partners prior to starting writing tasks
- provide support for pupils to match simple sentence starters to sentence endings, then ask pupil to copy complete sentences
- ask pupil to sort/sequence simple jumbled sentences
- use gap fill exercises
- provide sentence starters
- play simple writing / alphabet card games and puzzles
- ask pupils to copy words matched to pictures / diagrams
- ICT
- encourage pupil to write in first language (as appropriate)
- prepare differentiated tasks for the pupil to complete while the others work independently
- encourage the use of picture/dual language dictionary as appropriate to age and skills

**talk about writing/
use talking as an activity to prepare for writing**

Strategies for Supporting Reading at Stage 2

- Display signs, posters, keywords backed up with clear visuals
- Illustrate signs
- Provide opportunities to talk about text pictures/illustrations with a partner
- Teach alphabet rhyme
- Use Jolly Phonics/Letterland/multi sensory approach to the teaching of sounds. Use ICT programmes
- label pictures and illustrations
- provide sentence starters using visual cues.
- create cloze procedures with key vocabulary and / or visual cues
- provide support to enable pupils to match sentence beginnings to endings
- model / rephrase sentences and questions
- ICT e.g. Kidspiration/Clicker 4
- provide activities to revisit and reinforce key language
- ask focused questions to check or confirm understanding of text
- make links across curriculum areas
- provide support and encourage pupils to make own books and word banks in English and / or home language
- set up paired reading e.g. with fluent reader or pupil who shares home language
- Encourage the on-going use of picture/dual language/English dictionary as appropriate
- ask for verbal summary of reading
- encourage prediction about text content using visual and contextual cues
- ask pupil to transfer information from a text into a key visual by completing tables, classifying information, sequencing of key points
- for older pupils provide character lists and summaries of longer class texts/novels etc
- use collaborative reading activities eg information gap, jigsaw reading etc

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talk about text

Strategies for Supporting Reading at Stage 3

- pick out **key** words (e.g. underlining, highlighting) to help understanding
- preview text (e.g. introduce key vocabulary, ideas, subject matter, share similar stories, concept maps, word weaving, brain storm relevant topic etc)
- encourage re-reading
- use teacher/adult-led shared reading strategies
- encourage shared reading in groups and pairs (eg set up 'jigsaw' reading activities etc)
- scaffold questions leading to *how* / *why* questions
- listen to taped stories for intonation / developing reading stamina
- listen to others on tape
- set up role play activities / act out play scripts
- explain cultural references/nuances
- provide dictionary / thesaurus work
- reinforce subject specific language
- use highlighters to track ideas at paragraph / text level
- use visual / audio / video support for text
- provide an interactive visual display around text
- provide opportunities to link reading to personal experiences
- practise hot seating characters
- provide a framework to ask / answer questions about the text e.g. *who, what, where* grid
- write book reviews
- discuss homonyms
- make cross-curricular references, links and glossaries (mono and bilingual)
- (ask pupils to) restructure text by remodelling information from a text into a different format (eg flow chart, diagram, list etc)
- use cloze to consolidate newly learned key vocabulary and structures
- ask pupils to sequence sentences into paragraphs/paragraphs into chapters etc to show understanding
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talk about text

Strategies for Supporting Reading at Stage 4

- explain cultural references / nuances
- make cross-curricular references, links and glossaries (mono and bilingual)
- ask specific skimming questions
- ask specific scanning questions
- use colour coding/numbering etc to identify different types of information in text
- discuss ambiguous phrases
- discuss and teach idiomatic language
- explain hidden and actual meanings of texts
- discuss figures of speech, simile, metaphor, personification
- discuss symbolism/allegory
- ask pupils to match headlines to pictures / titles to texts e.g. in text books, newspapers
- ask pupils to identify topic sentences of paragraphs
- use DARTS activities (directed activities related to text)
- use Reciprocal Reading techniques (predicting, clarifying, questioning and summarising) to engage pupils with text giving each a role/responsibility within a group reading task
- use vocabulary building strategies: word banks at appropriate level, crosswords, word searches, matching vocabulary with definitions etc
- ask pupils to underline words they don't understand, match sentences to pictures/diagrams
- use cloze procedure, true/false or fact/opinion statements
- cut up and jumble the words/sentences/paragraphs of a known text and ask pupils to sequence
- ask pupils to underline key facts or events
- ask pupils to transfer information from a text onto a grid/table or label a diagram
- ask pupils to identify and use information in a text to predict/anticipate/hypothesize
- identify and highlight specific language structures associated with particular types of text/genres to support pupils' understanding and control of style/tone/genre etc
- encourage pupils to look for bias and recognise different perspectives of a common event

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talk about text