

EAL at USI



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an Orbital Education School





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Contents:

- Introduction & Starter
- Lesson Structure & Main Activity
- Assessment & Reporting
- At-home Strategies
- Resources
- Q&A

The EAL Team



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Misbah Ahmad
Y1 & Y2



Zunarah Siddiqui
Y3 & Y4



Fatin Guennouni
Y5 & Y6

"At USI, all teachers are EAL teachers!"

What We Do in EAL:



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- Help children develop their speaking, listening, reading, and writing skills in English.
- Build children's confidence and participation in class and across the school.
- Work closely with teachers to ensure lessons are accessible and challenging for all learners.
- Celebrate and value children's home languages and cultures.
- Track progress carefully and share achievements with teachers and parents.

Ice-Breaker: Where Are You From?



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Let's get to know each other!



- Pair up with someone you don't know.
- Talk and listen to each other for a few minutes.
- Try to guess which country your partner is from — but don't say it straight away!
- When everyone has guessed, we'll share and see who was right!




*Think about clues like **accent**, **language**, **clothing**,
or what your partner tells you about their **home**.*


Lesson Structure:



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 **Recap** → We review what we learnt in the last lesson to help children remember **key vocabulary** and **ideas**.

 **Starter** → A short, fun activity to get children **thinking** and **speaking** in **English**.

 **Input** → Then, we introduce **new language** or **skills**.
(e.g. new words, grammar, or a model sentence).

 **Main Activity** → Children **practise** using **English** through **speaking**, **reading**, or **writing** activities. (MTYT)

 **Plenary** → We come back together to **share**, **reflect**, and **celebrate** what we have learned.



Main Activity:

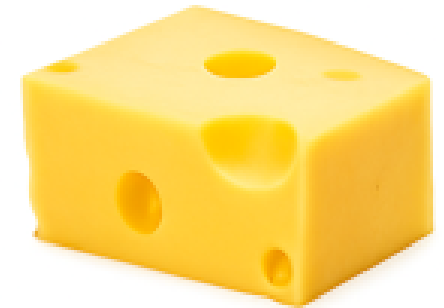


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LO: To identify and use adjectives.

What to do:

- Look at the **pictures** on your table.
- Read the **adjective cards**.
- Work together to **match** each adjective with the correct picture.
- Talk about **why** the adjective fits the picture.



Let's practice using English!



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LO: To identify and use adjectives.

- Say the **adjectives** out loud.
- Use short sentences, e.g. 'The mirror is **shiny**.'
- Ask each other questions: 'Is it big? 'Is it small?'



Purpose of this activity:

- To see how we **support** children in learning new words.
- To **build** confidence in using English.
- To **learn** how you can help your child at home.



Developing Descriptive Writing!



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LO: To identify and use adjectives.

- ✓ **Expanded noun phrases**
Use adjectives and add detail.

Example: "A happy child" →
"A happy child playing in the park."

- ✓ **Comparatives & superlatives**

big → *bigger* → *biggest*
cold → *colder* → *coldest*

- ✓ **Ambitious vocabulary**

Use precise words: *exhausted* instead of *tired*,
enormous instead of *big*.

- ✓ **Figurative language**

Similes: *as cold as ice*

Metaphors: *a wave of happiness*

- ✓ **Independent writing**

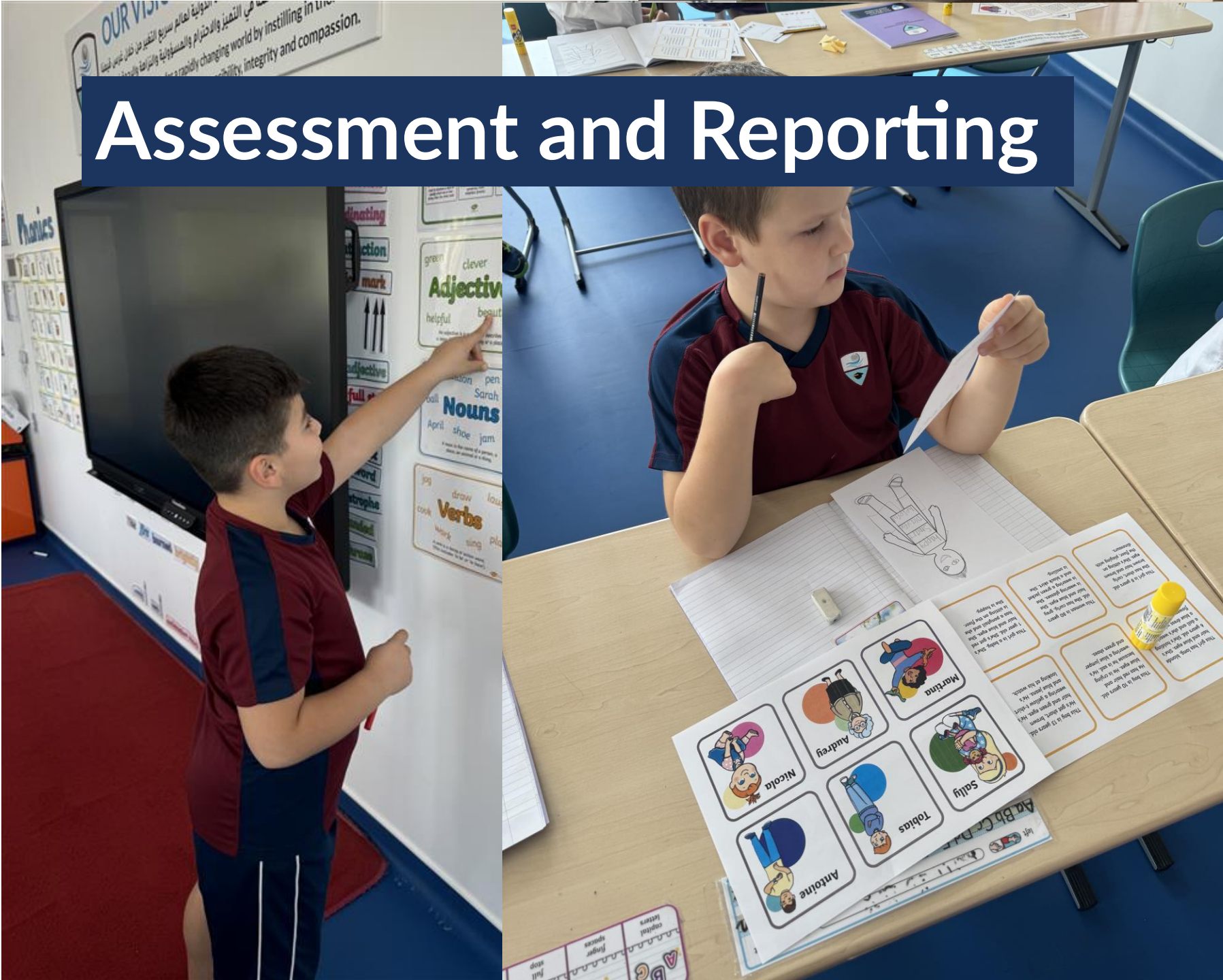
Write short paragraphs describing pictures.



Assessment and Reporting



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Identify & Assess



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- Some students are identified as EAL during the admissions process.
- Class teachers also refer students to EAL after monitoring their understanding and writing skills within lessons
- Children referred to the EAL program are then assessed by the EAL teacher
- The student then either receives further support in class or is added to the EAL register

Bell Foundation



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At USI, we use the Bell Foundation EAL Assessment Framework to ensure that every student's progress in English is clear, measurable, and well-supported.

- Assess each student's current level of English proficiency.
- Set personalised language learning targets.
- Monitor progress regularly and consistently.
- Communicate progress clearly with class teachers and parents.

This framework also forms part of our official school reporting system.



Proficiency in English (Strand and Hassel, 2018)

- A= No English. Withdrawal support from the EAL team during MFL
- B= Basic English- Still needs significant amount of support
- C=needs ongoing EAL support
- D= needs some EAL support
- E= operates without EAL support across the curriculum

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Within the framework, English language proficiency is measured across speaking, listening, reading, and writing — using developmental bands.

For example, a student's profile might look like this:


- Speaking (B1): The student understands basic grammar and responds confidently to simple questions.
- Listening (A3): The student can understand teachers and peers when spoken to slowly and clearly and can follow simple instructions.
- Reading (A2): The student can connect pictures with familiar words and understand basic writing conventions.
- Writing (A1): The student can copy or reproduce letters, label pictures, or fill in blanks using a provided word bank.

It's important to note that most students have a spiked profile, meaning their proficiency may vary across the different domains.

School Reports



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Academic Report

Pupil

Reporting period

QID

Year

Term 3 2024/25

31711200005

YEAR 3 B

EAL		
Area of Focus	Progress	Attitude Towards Learning
Speaking	Excellent	Ambitious
Listening	Excellent	Ambitious
Reading	Excellent	Ambitious
Writing	Excellent	Ambitious

Comment Reading & Writing

can use time conjunctions appropriately in her written work (e.g. first, next, then) and can use a range of prepositions and prepositional phrases correctly too. (e.g. at night, in the playground)

Comment Speaking & Listening

can follow and give detailed instructions with increasing independence. She can use the vocabulary that she has been taught, correctly and in context.

EAL Teacher Comment

has demonstrated excellent progress in EAL. She has consistently exceeded expectations in understanding and applying parts of speech; accurately identifying and using nouns, verbs, and adjectives in her writing. She can also confidently shift between past, present, and future tenses. dedication and enthusiasm for learning have enabled her to meet the year group expectations. Her remarkable achievements in English are a testament to her hard work.

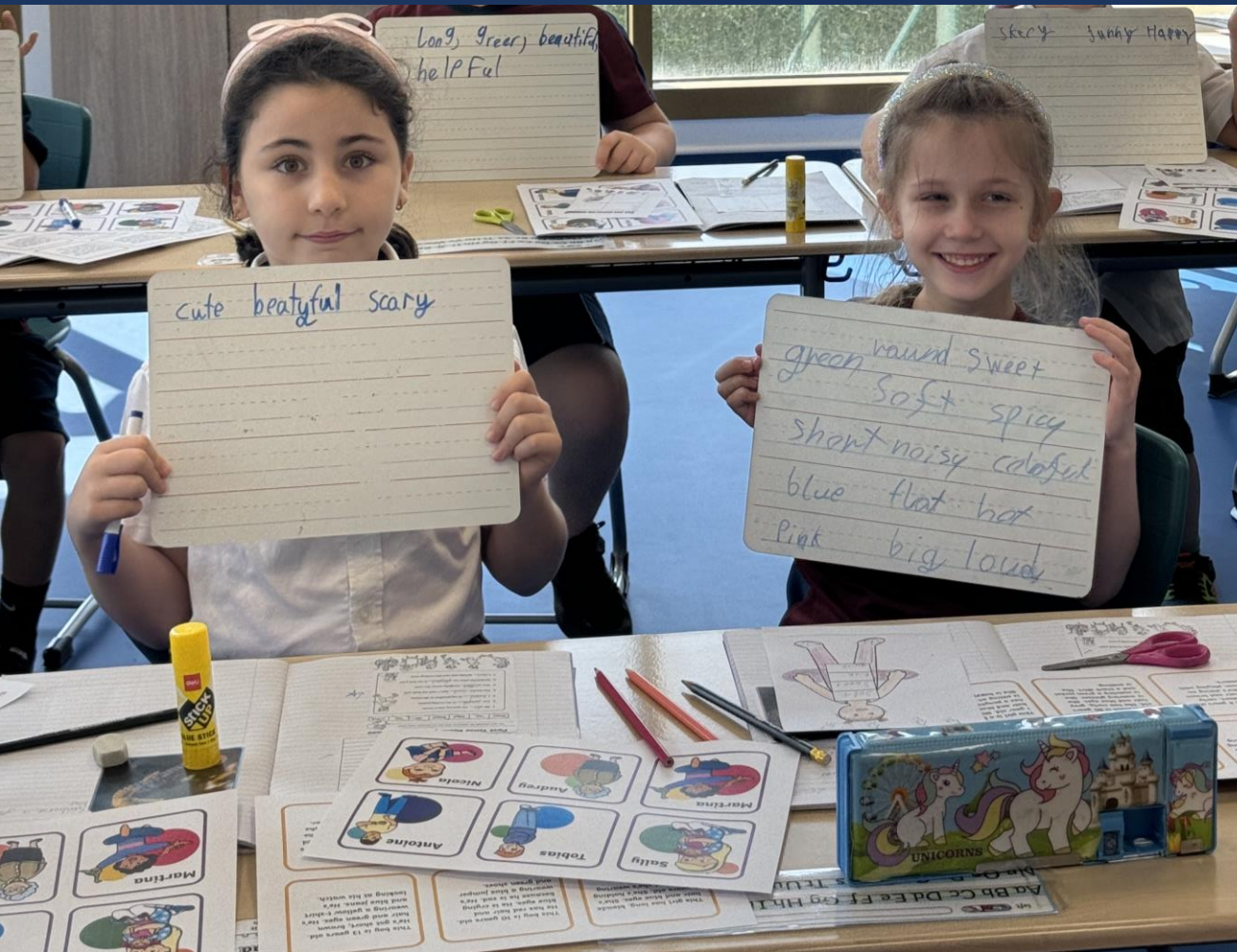
Bell Foundation EAL Assessment Framework			
Listening and Understanding	C8	Reading and Viewing	C5
Speaking	C8	Writing	C5

- Progress and Attitude to learning for each domain.
- Comment/next steps for reading and writing and speaking and listening.
- Term 3 report will include overall teacher comment.
- Bell Foundation Band for each band.



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How To Support Your Child at Home





Why Home Support Matters!

Children learn languages best when they use them in everyday life.

You don't need to be fluent in English.

Using your home language alongside English helps your child's learning too.



Small steps at home make a big difference.

Strategies to use at home:



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Talking together

- Use your first language
- Talk about the day
- Use "why" and "how" questions

Fun with Language

- Watch children's TV shows or short videos in English.
- Sing songs, rhymes, or chants in English and your home language.
- Play word games like "I Spy" or matching objects to words.

Writing and Drawing

- Draw and label pictures
- Make shopping lists / notes together in English or both languages.
- Keep a family diary

Reading at Home

- Read in any language
- Share books in English
- Visit the library

Strategies to use at home:



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Staying Connected

- Talk to your child's teacher about progress and how to help at home.
- Encourage your child to join clubs, playdates, or community groups where they can use English.
- Celebrate your child's progress in both languages!



Class Dojo

Primary Week Ahead



Year 6

12.10.25

Literacy: Students will be continuing with the diary entry unit. They will be completing a shared write and drafting their own piece of writing for the unit.

Week Ahead Doc

Diary Entry
Features



MODAL VERBS
Modal verbs are verbs that indicate likelihood, ability, permission or obligation.
might, could, may, must

FIRST PERSON

When you write in the first person, you put yourself inside the writing by describing how you felt and what you were doing.

I, me, my

EXPANDED NOUN PHRASE
Expanded noun phrases add more detail to the noun by adding one or more adjectives.

*damp clothes
busy passageways
strong-smelling tea*

DESCRIPTIVE DETAIL - SENSES

A writing technique that uses the five

PAST TENSE

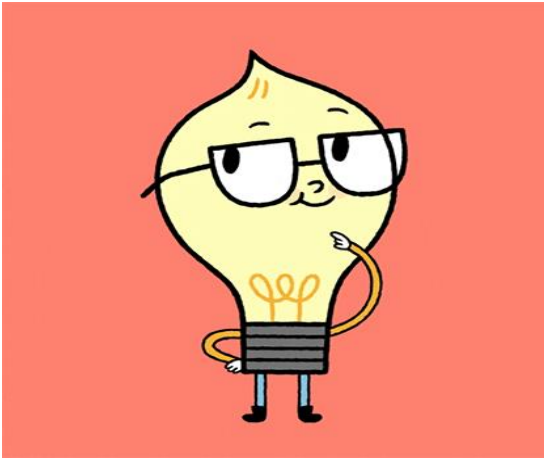
Past tense explains things

Literacy topic
support materials

Strategies to use at home:



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Helpful Tip

15 minutes a day of reading, talking, or games in any language, along with English, will help your child succeed.

Remember

- Being bilingual is a strength.
- Learning English takes time.
- The more your child hears, speaks, and enjoys language, the faster their confidence grows.



Useful Resources



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Educational games:



Translation

tools:



Google Translate



DeepL

Other resources:



Reading and Phonics:



Storyline Online

Phonics & Stuff





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Thank You!