



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

EAL Parent Workshop

26th September 2017



EAL Leadership

Head of EAL – Marianne Harvey



EAL Primary Coordinator – Angela Hay



EAL Department Team

Suzanne Fernandez

Year 1/2 beginner

Sarita Somaya

Year 1/2 intermediate

Angela Hay

Year 3/4 beginner

Ashwarthy Jayashanker

Year 3/4 intermediate

Lynn Jones

Year 5/6 beginner

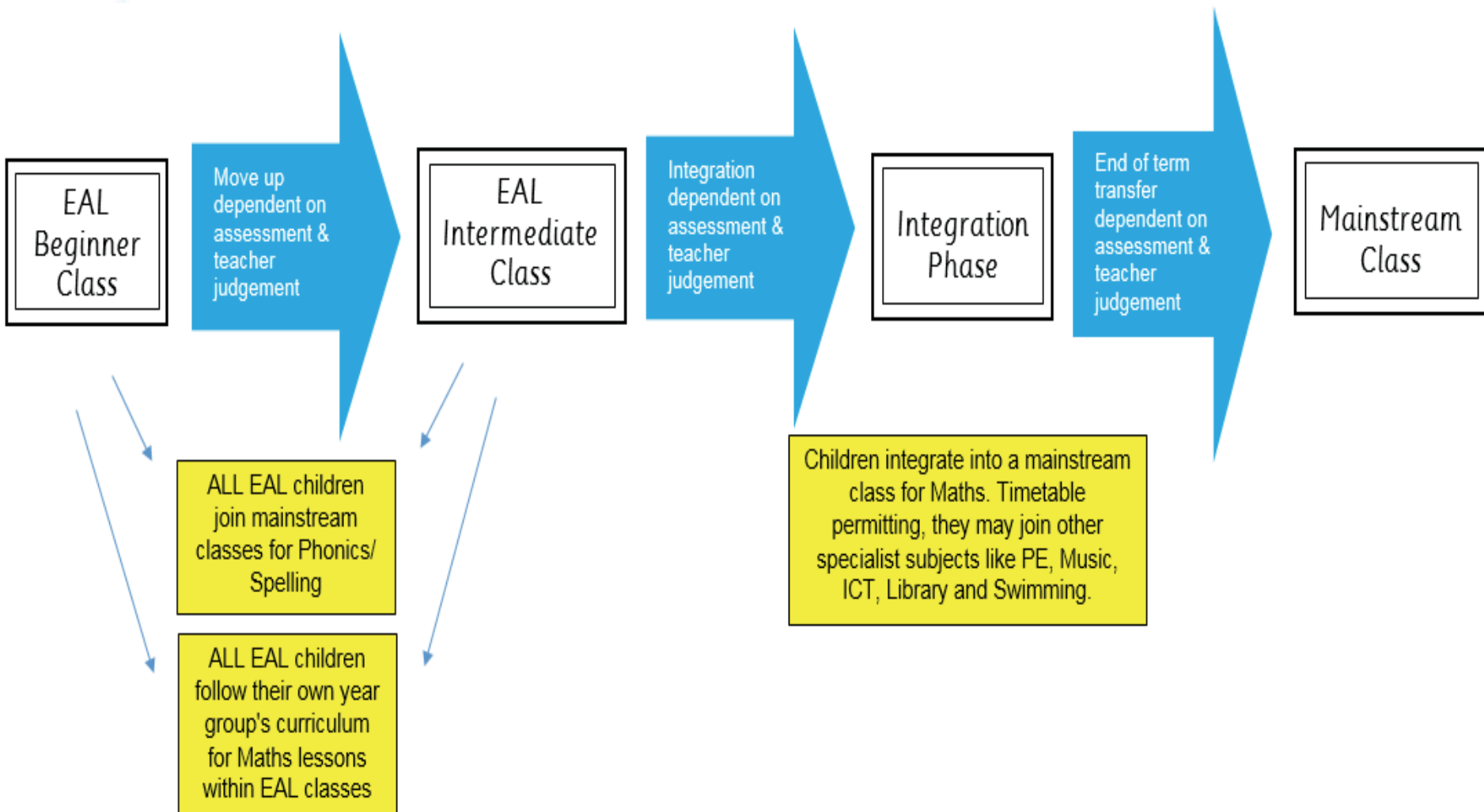
Peter Winkley

Year 5/6 intermediate

Marianne Harvey

Secondary Years 7, 8 & 9

Primary Integration / Transfer Management Plan



Assessment

- All students are assessed in speaking, listening, reading and writing.

- When? At the beginning of the new school year and towards the end of each term. (There are 3 terms.)

- Assessment results tell us
 1. which class a student is placed in
 2. when they are ready to move from a beginner class to an intermediate class
 3. when they are ready for further integration or full transfer to mainstream.

- Transfer to mainstream is not time dependent. It is dependent on assessment results.

- Assessments are based on the CEFR

Common European Framework for Reference for Languages

The CEFR defines language proficiency at six levels arranged in three bands:

A1 and A2 (Basic user)

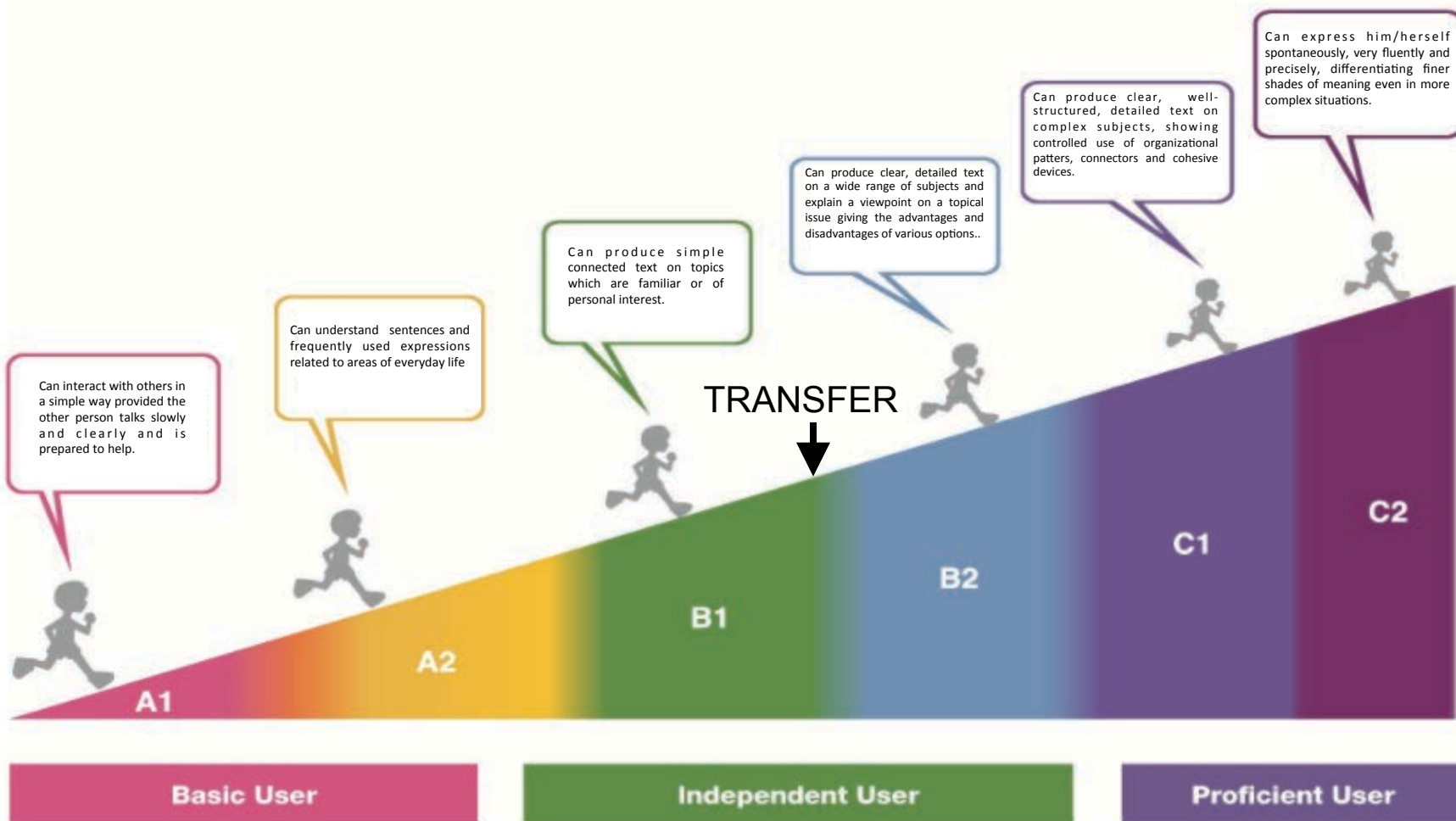
B1 and B2 (Independent user)

C1 and C2 (Proficient user)

		Level	General description
Proficient user	C2	Mastery	Highly proficient – can use English very fluently, precisely and sensitively in most contexts
	C1	Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts
Independent user	B2	Vantage	Can use English effectively, with some fluency, in a range of contexts
	B1	Threshold	Can communicate essential points and ideas in familiar contexts
Basic user	A2	Waystage	Can communicate in English within a limited range of contexts
	A1	Breakthrough	Can communicate in basic English with help from the listener

← TRANSFER

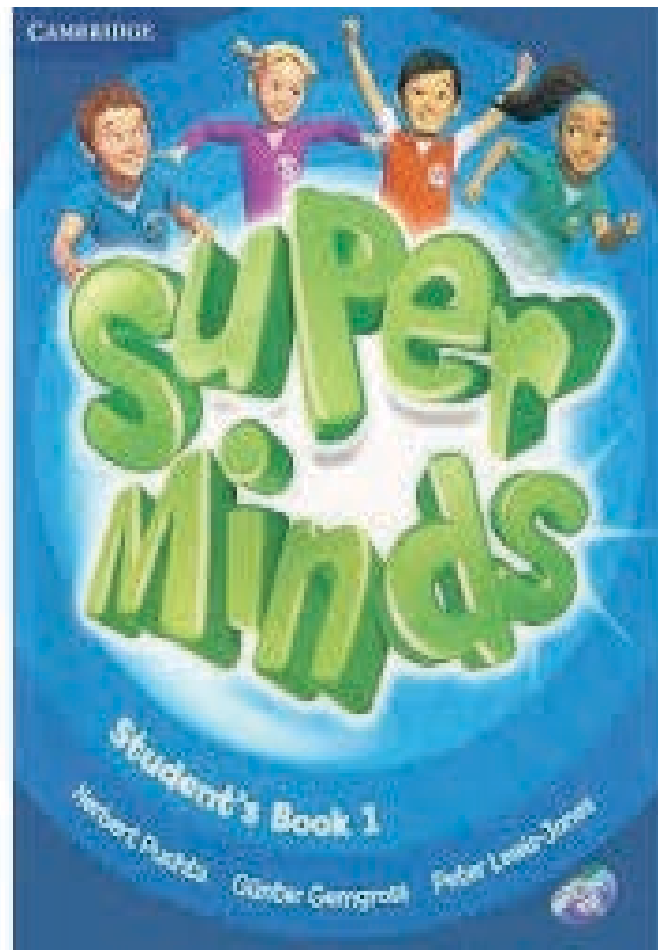
Common European Framework for Reference for Languages



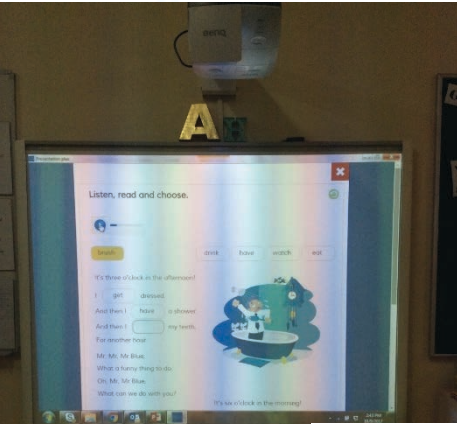
Resources – Primary

Super Minds

- Published by Cambridge Press
- Used in many international schools around the world
- Speaking, Listening, Reading and Writing
- Links to the CEFR



Super Minds in the classroom



2 Write the words.

time ten do When at o'clock

Mary Tell me about your day. What ¹ time do you get up?
 Hugo OK. Well, I get up ² at seven o'clock.
 Mary ³ when do you go to school?
 Hugo At nine ⁴ o'clock.
 Mary And when ⁵ do you play in the park?
 Hugo On Saturday at ⁶ ten o'clock. ✓

3 Write sentences.



1 I get up at six o'clock. 2 I [ⓔ] brush teeth at seven o'clock. 3 I go to school at eight o'clock. ✓



4 I eat lunch at twelve o'clock. ✓ 5 I play in the park at four o'clock. ✓ 6 I go to bed at nine o'clock. ✓

Super Minds at home

Back to school

floor, well, bookcase, clock, window, cupboard, board, chair, door.

board bookcase chair

cupboard door

1 Worksheet 1: My day

1 Look and write the words.

brush, play, go, go, have, have, have, get, get, to school, lunch, dressed, in the park, dinner, up, your teeth, to bed, breakfast

1 get up 2 get dressed 3 have breakfast

4 brush your teeth 5 go to school 6 have lunch

7 play in the park 8 have dinner 9 go to bed

WHACKER!

HOW TO PLAY

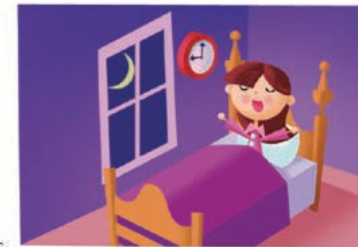
ROUND 1 of 3
00100

Listen and find the words.

PLAY

Read and choose.

- 1 She up at seven o'clock.
- 2 She breakfast at eight o'clock.
- 3 She her teeth.
- 4 Then she to school.
- 5 She in the park with her friends.
- 6 She dinner with her family.
- 7 She to bed at nine o'clock.



EAL in the Secondary School

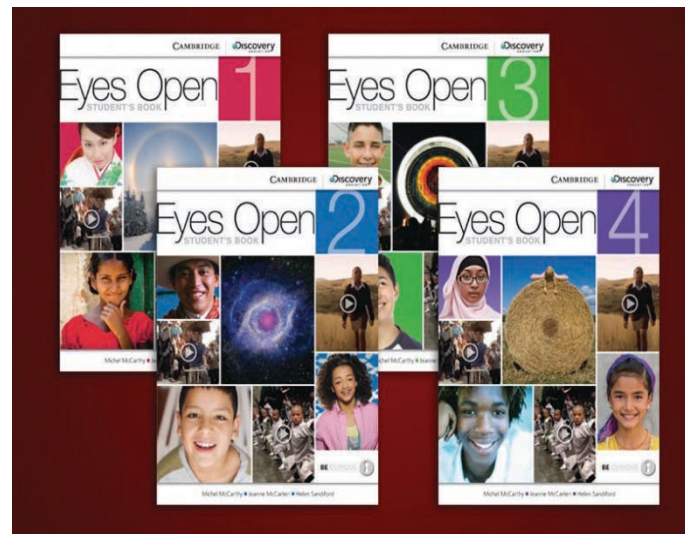
- Students attend a Year 7, 8 and 9 form. Year 10 attend a mainstream form.
- On entry to DCIS all students speaking, listening, reading and writing proficiency in English is assessed according to CEFR. This ensures students are placed correctly in school system. The data is used to inform teaching and track progress. It identifies the appropriate level of integration with mainstream. Students and parents are provided with student targets in the four skills.
- Initially EAL students integrate with mainstream subjects that aren't language based. Most students integrate immediately in to mathematics, PE, Art, Drama, DT, music and computing.
- As students progress through the CEFR framework, they begin to integrate with the language based subjects, science, history and geography.

EAL in the Secondary School

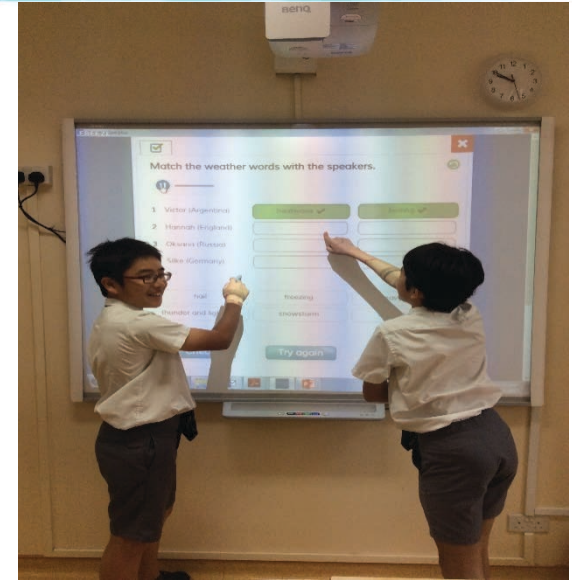
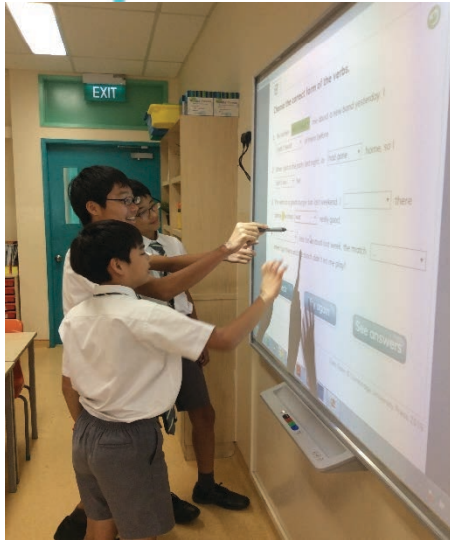
- Students receive intensive English language lessons in the EAL classroom, using the 'Eyes Open' programme. Classwork is IT based, interactive and visual. All students have a unique login for the Eyes Open online practice. The code allows them to access games, activities and videos to extend the day's learning at home.
- Students are assessed in the four skills each term of the year and where appropriate students are moved to partial integration or transfer to mainstream. All movement is based on student levels. Transfer is not time dependent.
- When a student has reached level B1.3 in all four skills, the assessment demonstrates that the student is ready for full mainstream integration. The student will then fully integrate in to the mainstream class, including attending English Language and Literature lessons where appropriate

Eyes Open language Programme

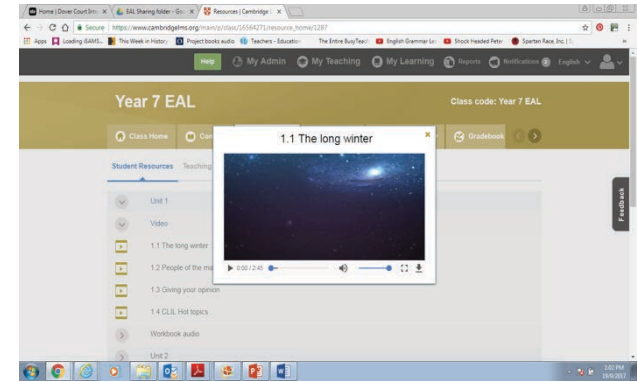
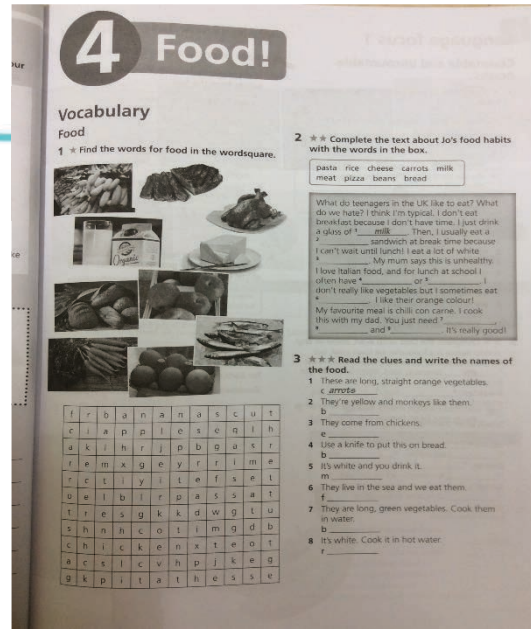
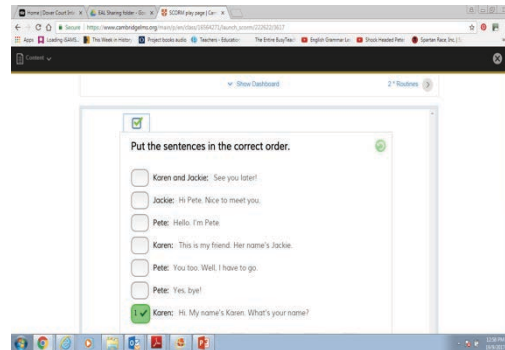
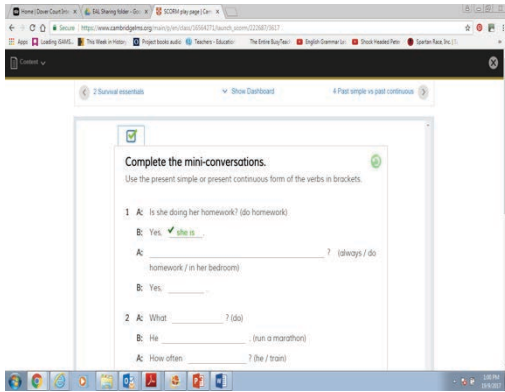
- Published by Cambridge Press
- Used in many international schools around the world
- Speaking, Listening, Reading and Writing
- Links to the CEFR
- Aimed at older language learners with appropriate texts



Eyes Open in the classroom



Eyes Open at home



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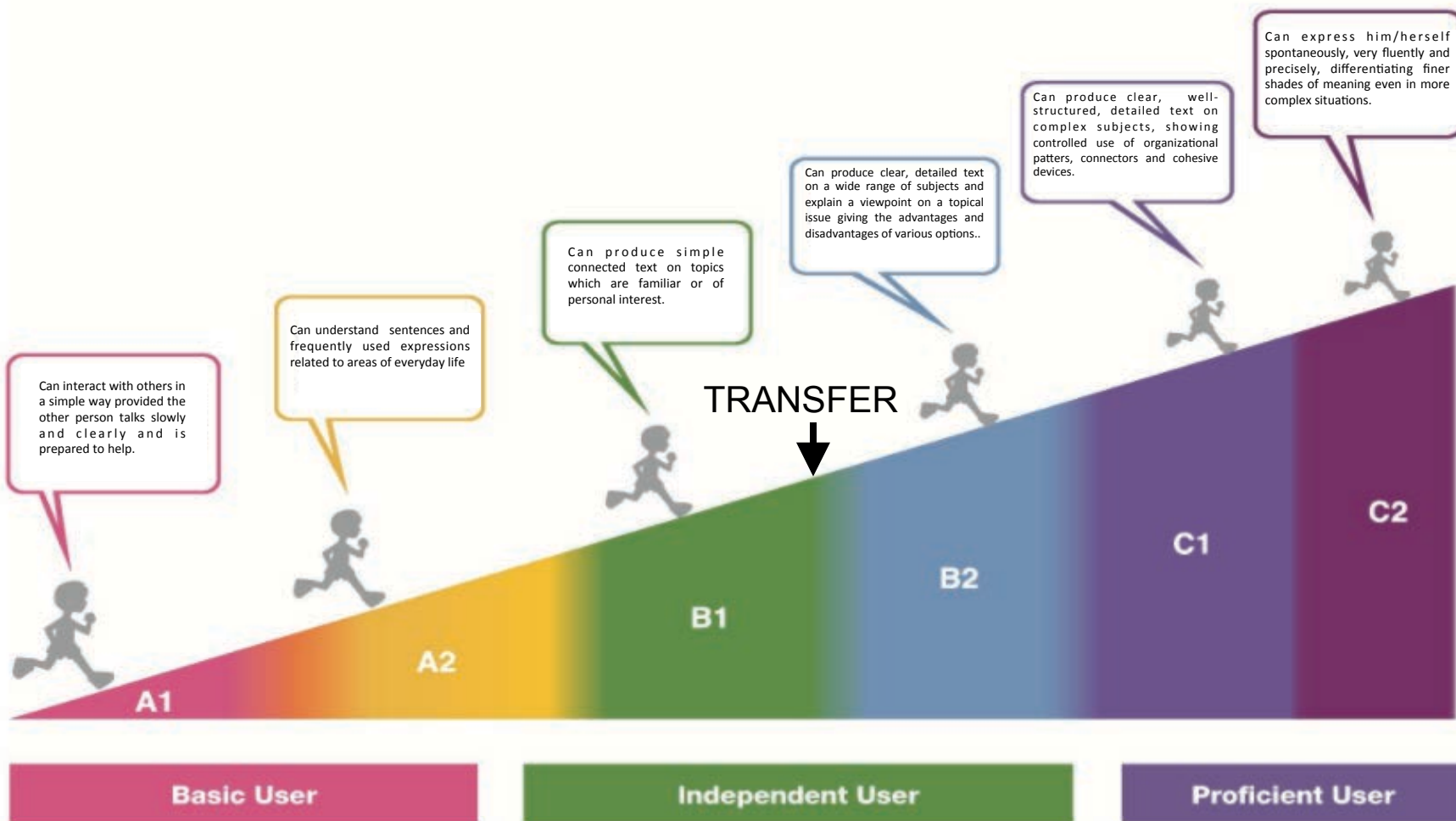
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Common European Framework for Reference for Languages



How you can support your learning at home

- Talk about Super Minds and the online homework
- Read together
- Play word games / memory games
- Use post it notes to build vocabulary
- Build a scrap book / diary
- Make it fun
- Little and often
- Socialise
- Sleep / down time



Thank you.