

# Primary EAL Support

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# EAL provision at our school

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- The Phenomenal Power of the Human mind
- Who is an EAL student?
- Research
- Communication- BICs & CALPs
- Why are EAL lessons important
- CEFR & New in KS1
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- Questions



# Ice Breaker

- Open the Kahoot App on your Ipad.
- Insert the pin code.



# Who is an EAL student?

**EAL refers to learners whose first language is not English (English as an Additional Language).**

- An EAL student is not as proficient in English as a student of the same age who has been learning only English.
- An EAL student exhibits English language structures and features that are typical of those in the process of learning English.
- An EAL student needs assistance in classroom activities because of their stage of English language development.

Pupils do not cease to be EAL students once they have stopped having EAL lessons in our school



# Who is an EAL student?

**Pupils do not cease to be EAL students once they have stopped having EAL lessons in our school.**

Further research by Cummins (1996) and others states that an EAL student starting primary school with little or no English can take from 5–7 years to reach the same level of English as his or her age-equivalent peers.

Adolescent students are generally able to make more rapid progress in language development in the initial stages than younger children (see, e.g. Yates, de Courcy and Nicholas 2007) but their language will continue to exhibit EAL features and they will still benefit from EAL support for some time.



# Research from the 1970s Onwards

## Jim Cummins

Much of the theory underpinning EAL practice over the last 40 years comes from the work of the Canadian academic Professor Jim Cummins. This includes: Cummins first developed the Iceberg Model in 1981; he adopted the metaphor of an iceberg to distinguish between what he called 'Basic Interpersonal Communicative Skills (BICS) and Cognitive and Academic Language Proficiency (CALP).

He pointed out that learners develop conversational skills first, in face to face highly contextualised situations, but take longer to develop the language which contributes to educational success.

The idea of BICS and CALP is useful, but it is not absolute. For example learners can acquire specific formal academic language that there is a lot of focus on in class. The distinction between the two does not refer to informal spoken language versus formal written language.

It is important that EAL learners develop control over different forms according to the context.



# Communication

## There are two types of competence when we talk about learning English

- Basic Interpersonal Communicative Skills (BICS) which are usually quickly acquired, in the classroom and through interaction with peers.
- Cognitive Academic Language Proficiency (CALP) which often needs to be the focus of EAL teaching at the more advanced stages of learning the English.



# My child speaks and communicates very well!?

Place of entry

SHANGHAI

Result

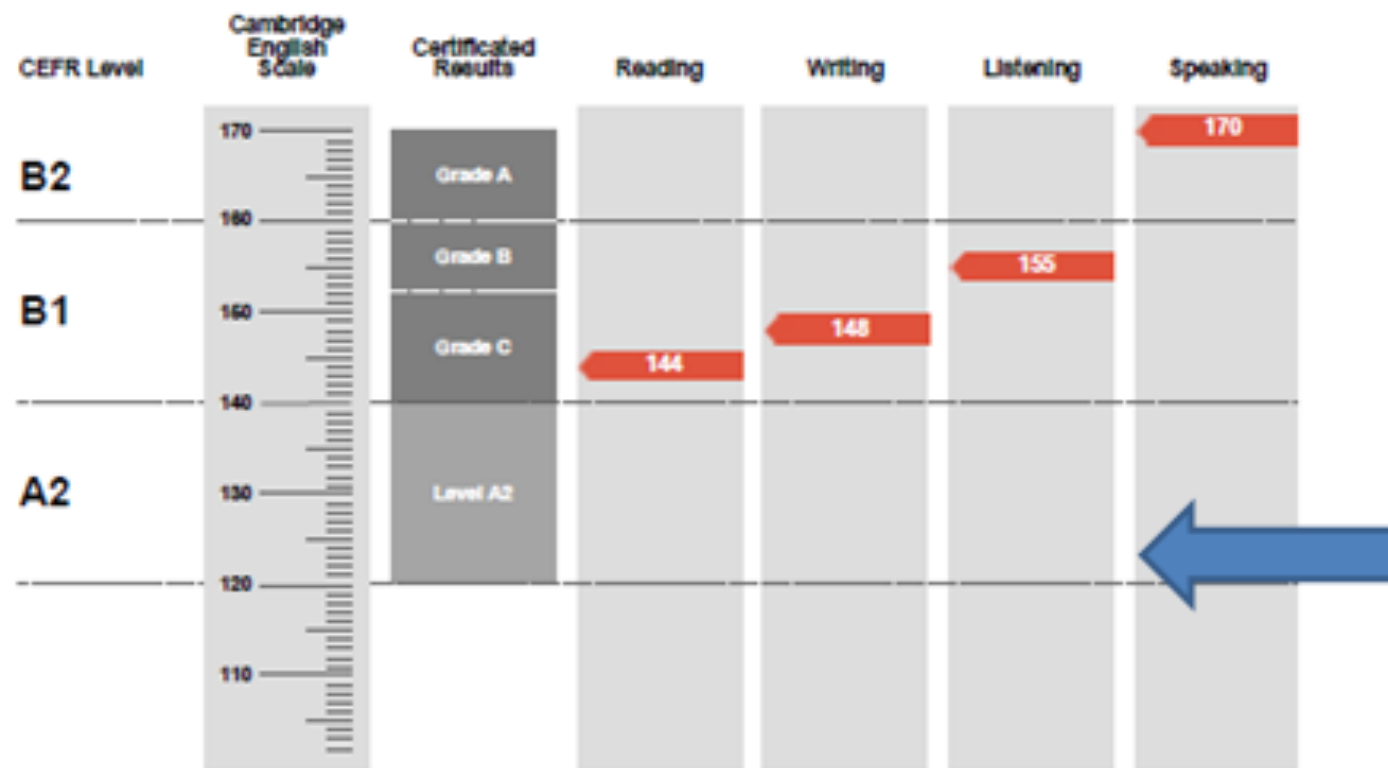
Pass at Grade B

Overall Score

154

CEFR Level

B1







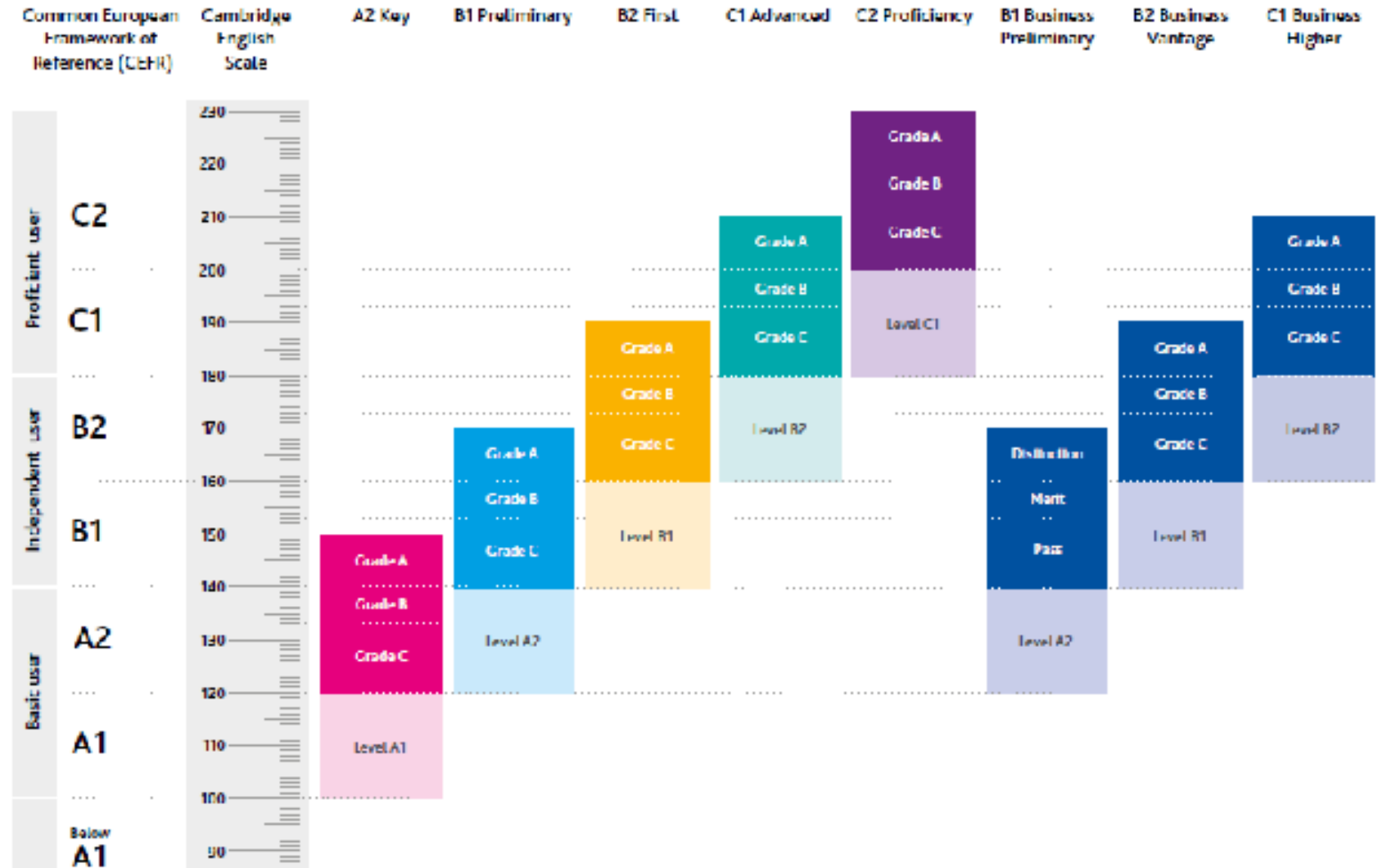
# Why are EAL Lessons Important?

- Success in learning is tied to language development
- English is not only required to communicate with their peers and teachers but also to continue the process of conceptual development.
- Competence in English is clearly a factor which will influence the school experience and learning.

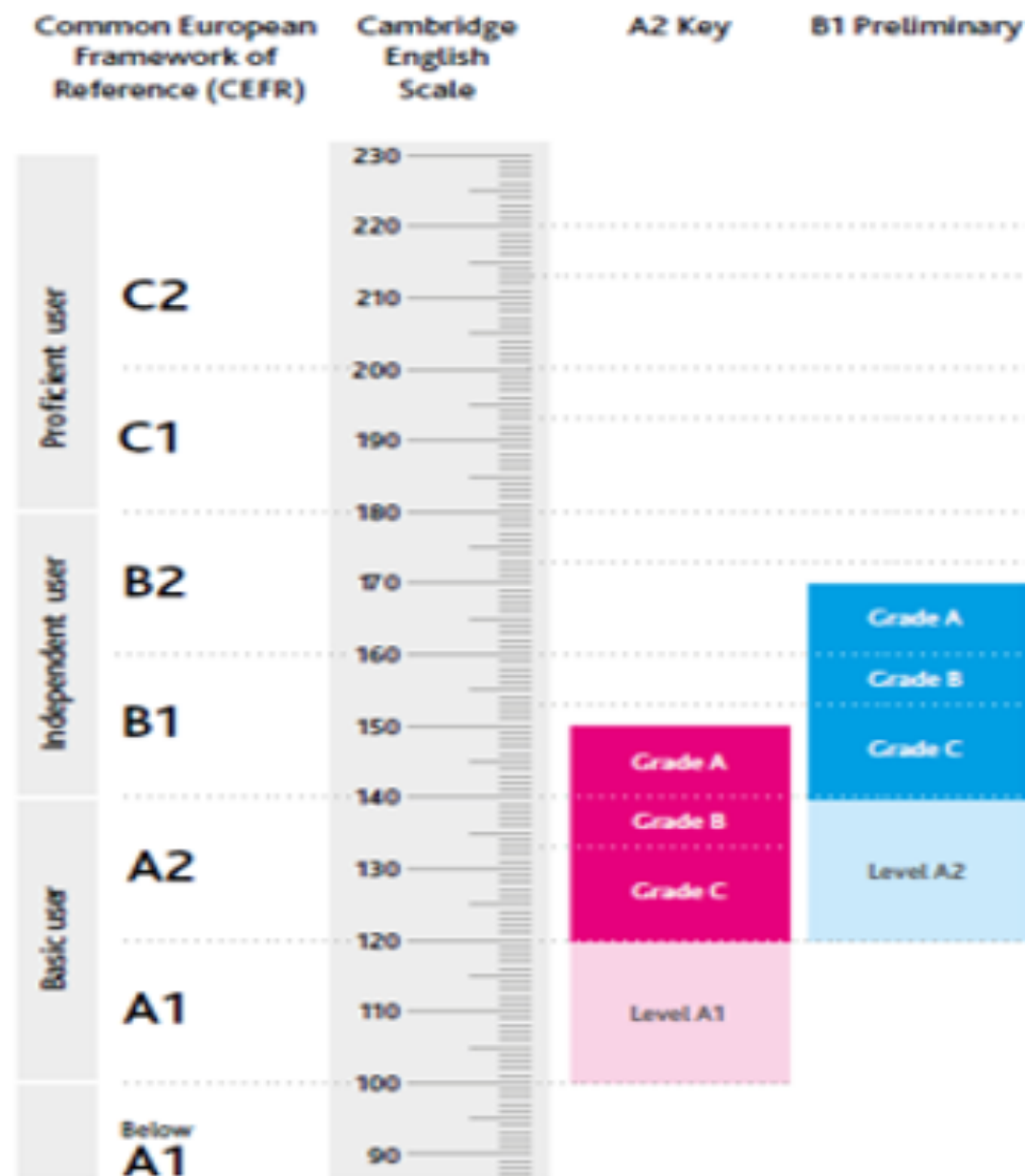


# CEFR

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability.



# CEFR: In the Primary School



# New in KS1: Cambridge Super Minds and CEFR

- Super Minds Starters – Starts in KS1
- Super Minds Level 1 – Year 1 & Year 2
- Super Minds Level 2 – Year 2

Correlates to the CEFR Framework and Cambridge syllabi in Primary and Secondary.

Super Minds Level	CEFR Level	Cambridge ESOL exams
Level 6	A2 – B1	Towards Preliminary for Schools
Level 5	A2	Flyers / Key for Schools
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		



# CEFR

- **Pre-A1 (Starters)** Helps students take their first step towards understanding basic English content on the internet and enjoying books, songs, television and films in English.
- **A1 (Movers)** Students can understand basic instructions or take part in simple conversations. They can understand basic notices, instructions or information. Students can complete basic forms and write notes, including times, dates and places.
- **A2 (Flyers)** Students can understand and use written English and communicate in familiar situations. Students can understand and use sentences and expressions to be able to interact with English speakers who talk slowly and clearly.
- **A2 + (KET/KEY)** Students can understand sentences and frequently used expressions related to areas including personal and family information, shopping and local geography. They can communicate in simple and routine tasks, needing basic information on familiar and routine matters.
- **B1 (PET)** Students can understand the main ideas of clear standard input on familiar matters like work, school, leisure etc. They can deal with most situations while travelling and can produce simple connected text on familiar topics. They can describe experiences and events, dreams and hopes and ambitions, giving reasons and explanations for opinions and plans.



# How often do the EAL Cambridge Exams take place?

This year, Cambridge exams will be offered on two occasions as follows :

- **Week commencing 20-23 April** – Cambridge Young Learners Exams (CYLEs)
- **Saturday 6 March** – KET and PET (oral will precede this)
- **Saturday 5 June** – KET & PET (oral will precede this)

**These dates are provisional and may change.**

- Your child's teacher will decide which date s/he will sit the exam and information will be provided closer to the date about venues and times.
- Certificates will be provided and they usually arrive about two months after the tests are taken.



# How should pupils prepare?

- Students should work hard in the EAL course s/he attends and complete all the homework set to the best of his/her ability. It is important to contribute as much as possible during lessons and at other times during school. Attending ECAs and mixing with other pupils in a setting where English is the common language is highly recommended.
- In addition to this, there are several websites provided by Cambridge which your child can use for further practice.
- English reading and listening outside of school is also highly recommended in order to make rapid progress.



# When do students go to mainstream?

**This is case by case and at the discretion of the Head of EAL and SLT.**

- EAL students in Year 3 after passing Flyers level with 4+ Shields in reading/writing and speaking.
- EAL students in Year 5 after a pass with Grade A or B in KET.
- EAL students in Year 6 after a pass with Grade A, in KET.
- EAL students in Year 6 after a Pass + in PET (A, B, or C grades).
  
- When it is clear students were misplaced in EAL [false beginners]

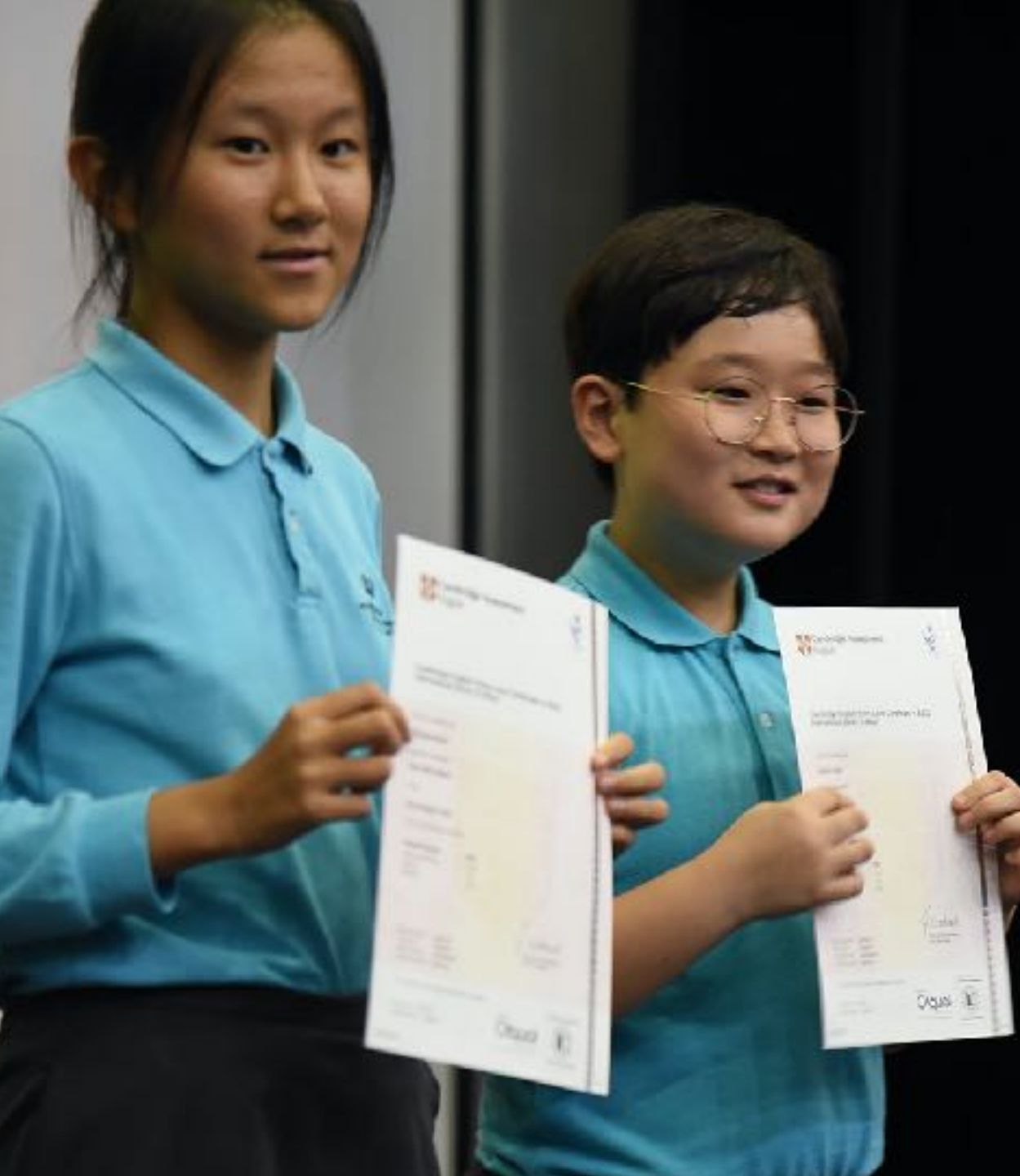




# Intensive English Lessons – IELs

- These are tutored lessons by an experienced teacher taught during the school day or after school.
- Paid for by parents.
- No profit for the school.
- Offered to EAL students because of a high demand.
- Tailored lessons in line with the course the child is studying.
- Small groups of 2 - 4 students or 1 to 1 lessons.
- Monitored and reviewed by Head of EAL.





# Exceeding Expectations! Our Cambridge KET Results 2018- 2019

- 38 of our Year 5 and Year 6 EAL students took the KET exam for the first time in Primary School In 2019.
- More than 75% of these students achieved a Pass with Merit (B) or a Pass with Distinction (A) . We are very proud of all of our students!



# But I want my child to learn Mandarin, French or Spanish.....?

- Emails
- Questions
- Meetings



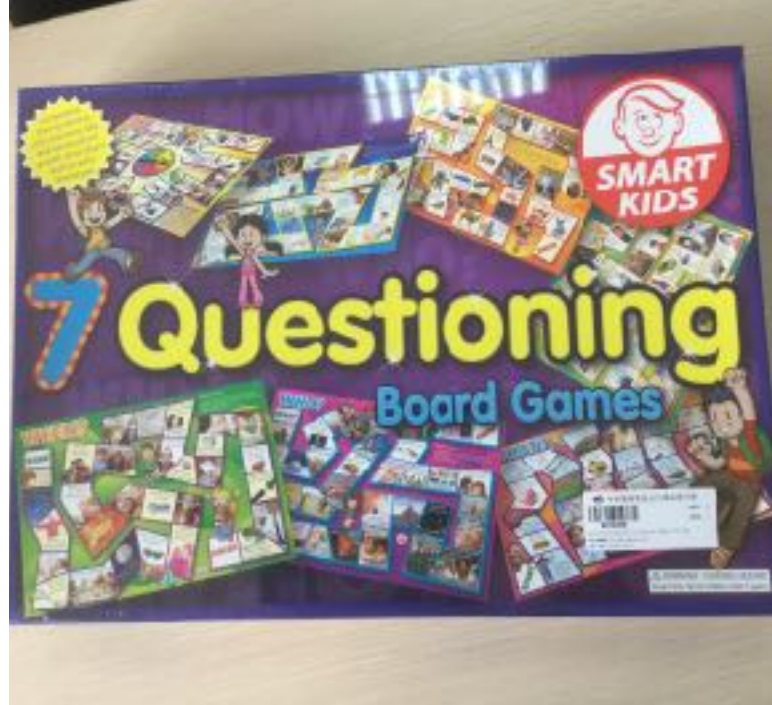


# EAL Awards Ceremony

<https://www.nordangliaeducation.com/en/our-schools/shanghai/puxi/article/2019/9/11/primary-eal-awards-ceremony>



# How can I help my child at home?



# THE PAOMNNEHAL PWEOR OF THE HMUAN MNID

Aoccdrnig to rscheearch at Cmabrigde Uinervtissy, it deosn't mttar in waht oredr the ltters in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat lttter be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the word as a wlohe.



# Spellings and vocabulary

## - Wordart

Make it interesting and visually friendly to engage young learners.

Word Art

1. Scan the QR code
2. Create a free account (not necessary)
3. Use your child's spelling list and work together to create different Word arts.

<https://wordart.com/>



# Spellings and vocabulary- Quizlet

## Quizlet

1. Go to the Quizlet webpage/scan the code.
2. Create a word list-use spelling words or topic/theme words your child is working on at school.
3. The site generates meanings and images for the word.
4. Once created, use the different ways to practise the words/meaning and link to images.
5. Try the Quizlet below: One of my students has managed this in 4.6seconds!

<https://quizlet.com/577905928/match>





# Adjective, Noun, Verb Game

On your table are A3 boards and 3 sets of cards- adjectives, nouns and verbs.

- Place the piles of cards facing down. Work together with a partner. Pick a card from each pile and put them in the correct space ( adjectives, nouns or verbs) on the A3 sheet.
- Now work with your partner to write a sentence using all 3 cards.
- Don't worry! It can be a silly sentence!
- Challenge: Can you improve your sentence? Can you add proper nouns, adverbs or prepositions?



# Memory/brain training games

<https://www.helpfulgames.com/subjects/brain-training/memory.html>

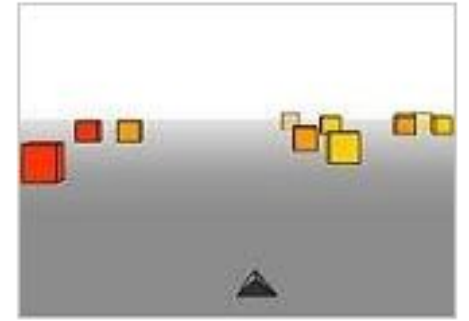
<https://www.memory-improvement-tips.com/free-brain-games.html>

Check each game yourself before children access them.

Encourage the use of different games as different games strengthen different mental attributes such as memory, concentration, problem solving, thinking speed, and mental flexibility.



[Lightning Librarian](#)



[Cube Field](#)



[Bloxorz](#)



[3D Chess](#)



[Scrabble Sprint](#)



# Bananagrams!

## Setting up

Place all 144 tiles face down in the centre of the table. These form the BUNCH.

Each player now takes their 'STARTING TILES' from the BUNCH:

2-4 players: Start with 21 tiles each

## How to Play Bananagrams

Object: Be the first to use all your letters.

1. To start, any player calls out "SPLIT!" Everyone simultaneously turns their tiles face up and races to arrange them in their own intersecting word grid... Words must read left to right horizontally, or top to bottom vertically. You may rearrange your grid at any time, and as often as you like.
2. At any time during the game, you may call out "DUMP!" and put one of your letters back, face down in the BUNCH. However, you **MUST** take three more tiles in exchange! This has no effect on other players and there's no limit to the number of times you may DUMP.

## Winning

When the BUNCH is depleted to fewer tiles than number of players, the first person to use ALL their letters in a connected word grid and call out "BANANAS!" wins that hand and is declared TOP BANANA! providing the words are not misspelled, proper nouns, abbreviations or other unacceptable words or you could end up being the "ROTTEN BANANA!"





# SWAT Sight Word Game

It contains 220 frequently use words.

5 progressive levels. The common words flies are color-coded by level:

Blue is beginners level.

Red

Green

Orange

Purple

Challenge 1: Can you use the word in a sentence?

Challenge 2: Can you use 2/3/4 of your words in a sentence?





# How can I help at home?

Memory game

<https://sightwords.com/sight-words/games/memory/>

Quizlet

<https://quizlet.com/latest>

Cambridge KET/KEY

<https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/>

Cambridge Exam resources for parents and children

<https://www.cambridgeenglish.org/learning-english/parents-and-children/>

<https://www.cambridgeenglish.org/learning-english/>

Parents information for coverage of each unit of Super Minds

[https://www.cambridge.org/us/cambridgeenglish/catalog/primary/super-minds/resources?expandedMoreOptions\[\]=usage&resourceType\[\]=Home-School%20Resources](https://www.cambridge.org/us/cambridgeenglish/catalog/primary/super-minds/resources?expandedMoreOptions[]=usage&resourceType[]=Home-School%20Resources)



# Websites

SWAT SIGHT WORD GAME

<https://sightwords.com/sight-words/games/fly-swat/#templates>

CONNECT FOUR

<https://sightwords.com/sight-words/games/memory/>

Word art

<https://wordart.com/>

Memory games

<https://www.helpfulgames.com/subjects/brain-training/memory.html>

<https://www.memory-improvement-tips.com/free-brain-games.html>





**Thank you :)  
Questions?**

