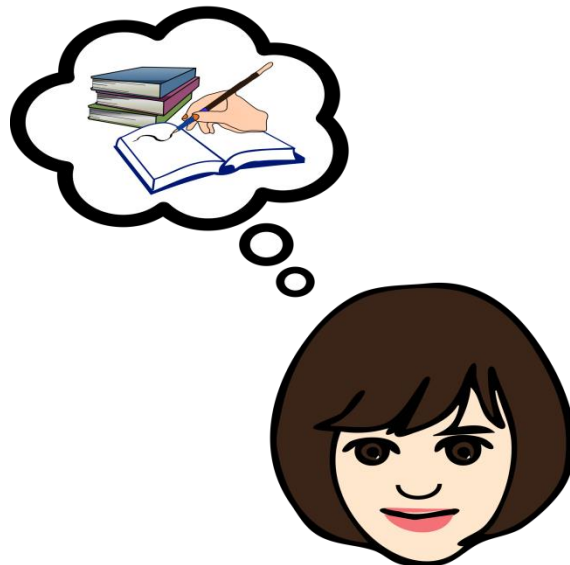


EAL – a ‘write’ approach



7th June 2018
Manjit Kaur Hayre

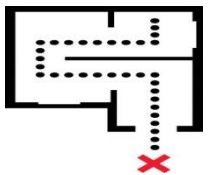
Aims of session



To raise awareness of the needs of EAL writers.



To provide key messages to help support your practice in school.



To share practical ideas to help identify and address needs of EAL writers.

Task facing the EAL Learner

- **Learn a new language**
- **Learn the curriculum in the new language**
- **Use the new language to develop new concepts, many of which are abstract**
- **Use the new language to develop literacy skills**



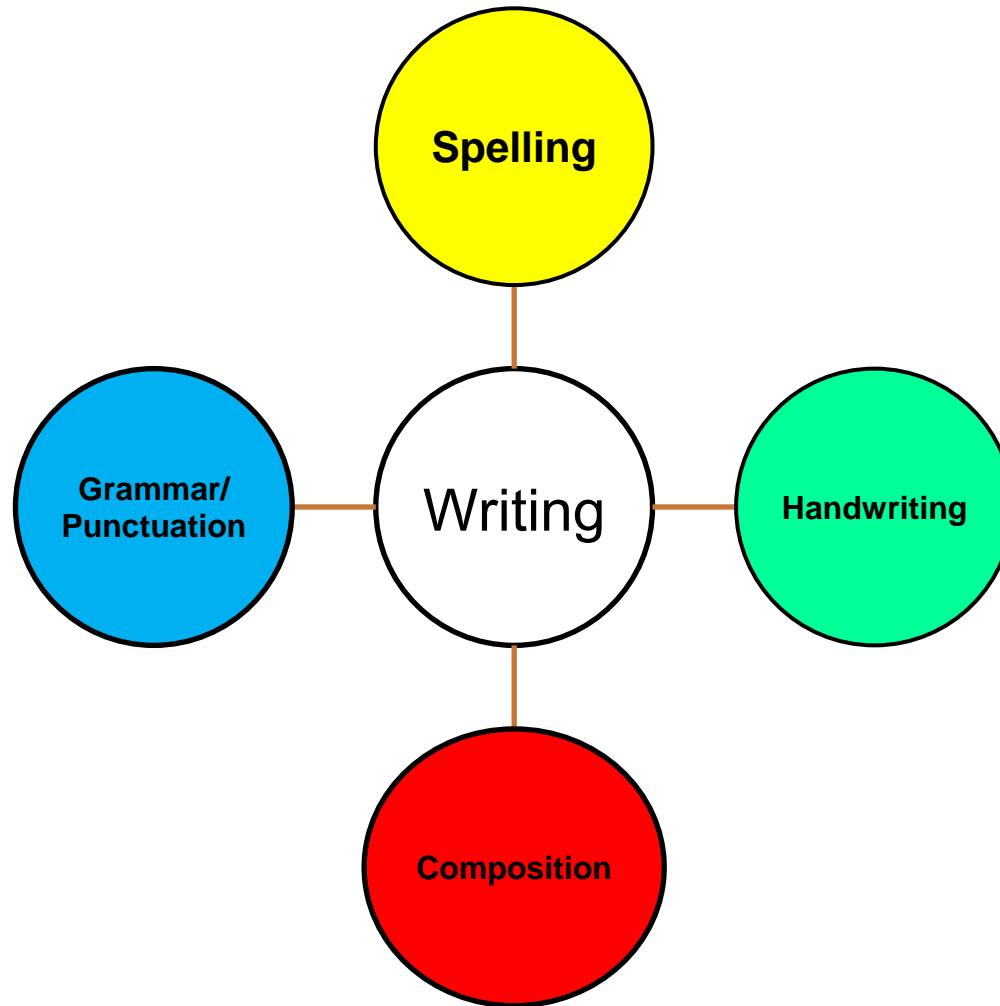
Assessment

**Please have a read through
sample of EAL pupil's
writing provided.**



**What are your thoughts?
If you were feeding back to
this pupil what would you
say?**

What we refer to...



1. Meaning

- **Is the overall meaning clear?**
- **Are the main ideas developed?**
- **Does the writing reflect the writer's other recent language experiences?
e.g. what she/he has talked about in class?**
- **What is your overall impression compared with other things that the learner has written?**



Meaning – early writing

‘Chip off the old block’ a cuneiform inscription

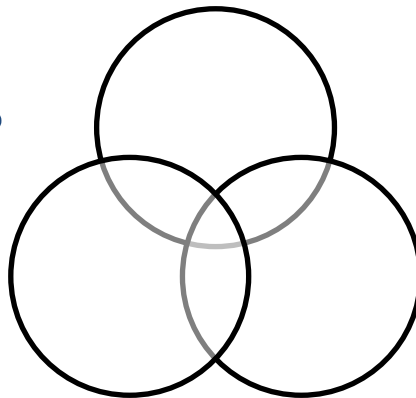
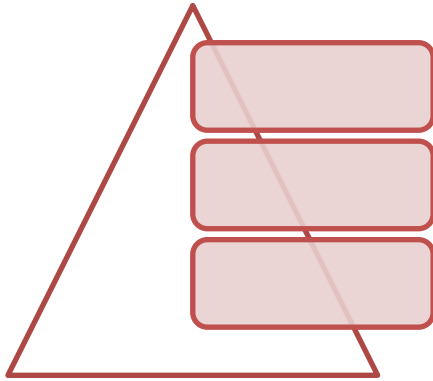


2. Text type

- What kind of writing is this?
- Is it appropriate for the writer's purpose?
- Has the writer written this text type before?



Graphic Organisers

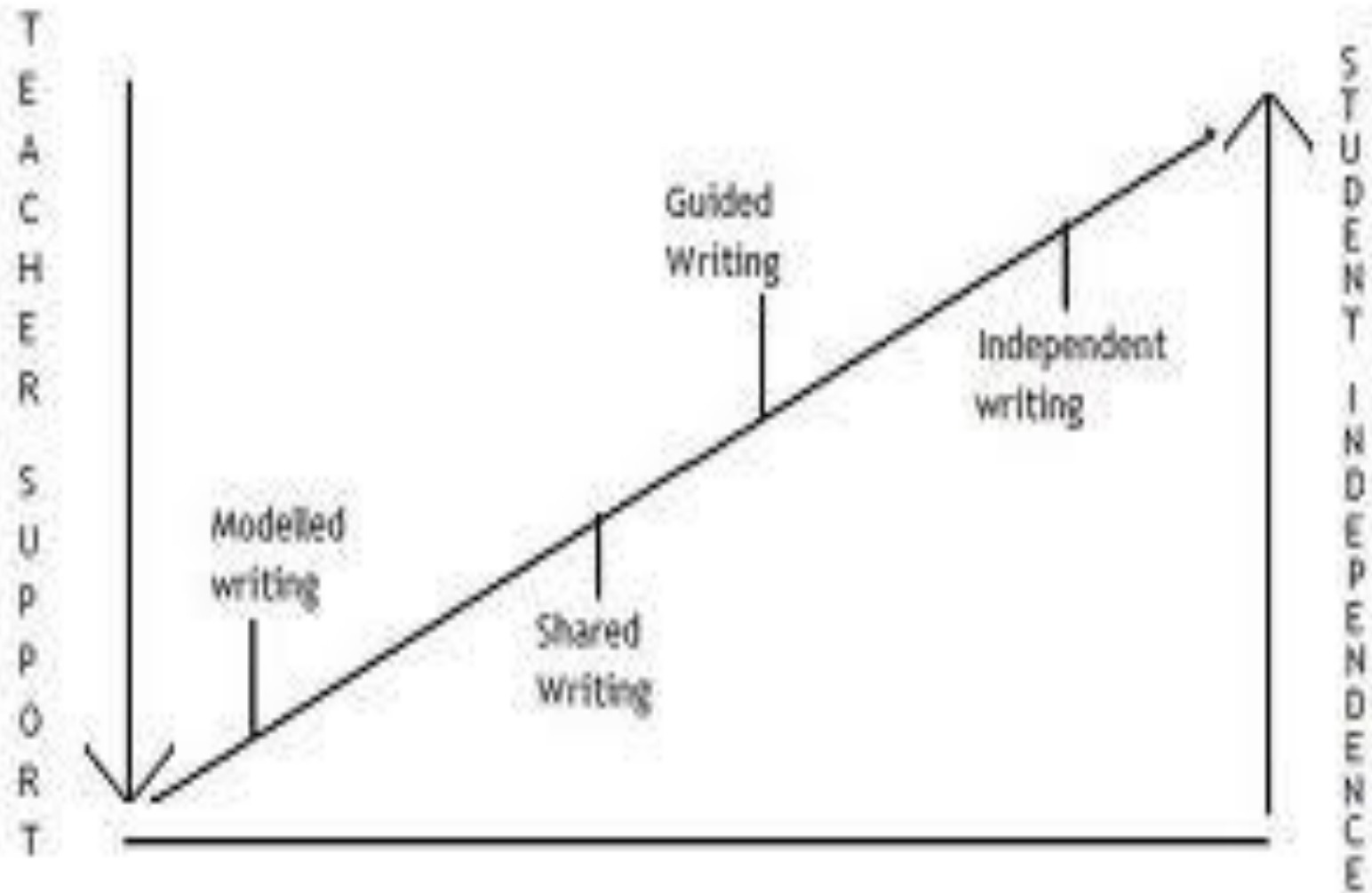


3. Structure

- **Is the overall structural organisation appropriate to the text type?**
- **Are there any stages missing?**



A partnership






Speaking Frameworks

Giving prompts and ideas to support responses – oral and then written



Speaking Frameworks

Sentence starters

 think of the time/day	 think of the people	 what did you do	 think of the place	 because/so
Last week...	me			
Yesterday....	brother/sister			
On Monday....	cousin			
In the holiday...	family			
At the weekend...	friend			

Speaking Frameworks

Sentence frames

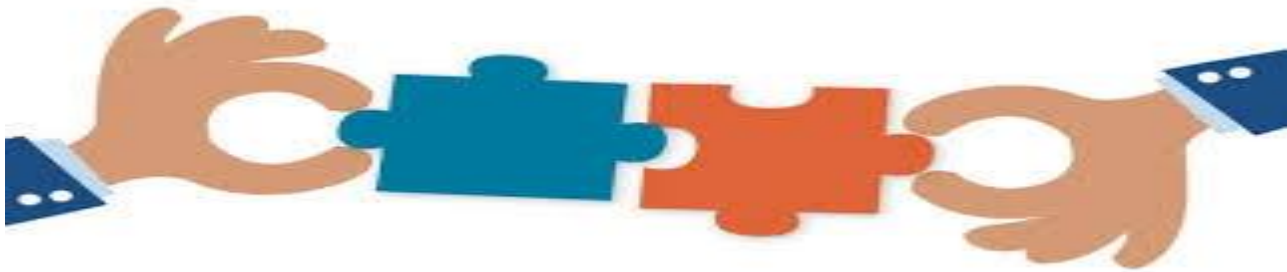
One similarity
between ... and ...
is that ...

A key
distinction
between ...
and ... is that
...



4. Cohesion

- **Are the ideas linked with the appropriate connectives?**
- **Is there an appropriate variety of these connectives being used?**
- **Are pronouns used correctly?**
- **Do pronouns have a clear referent?**

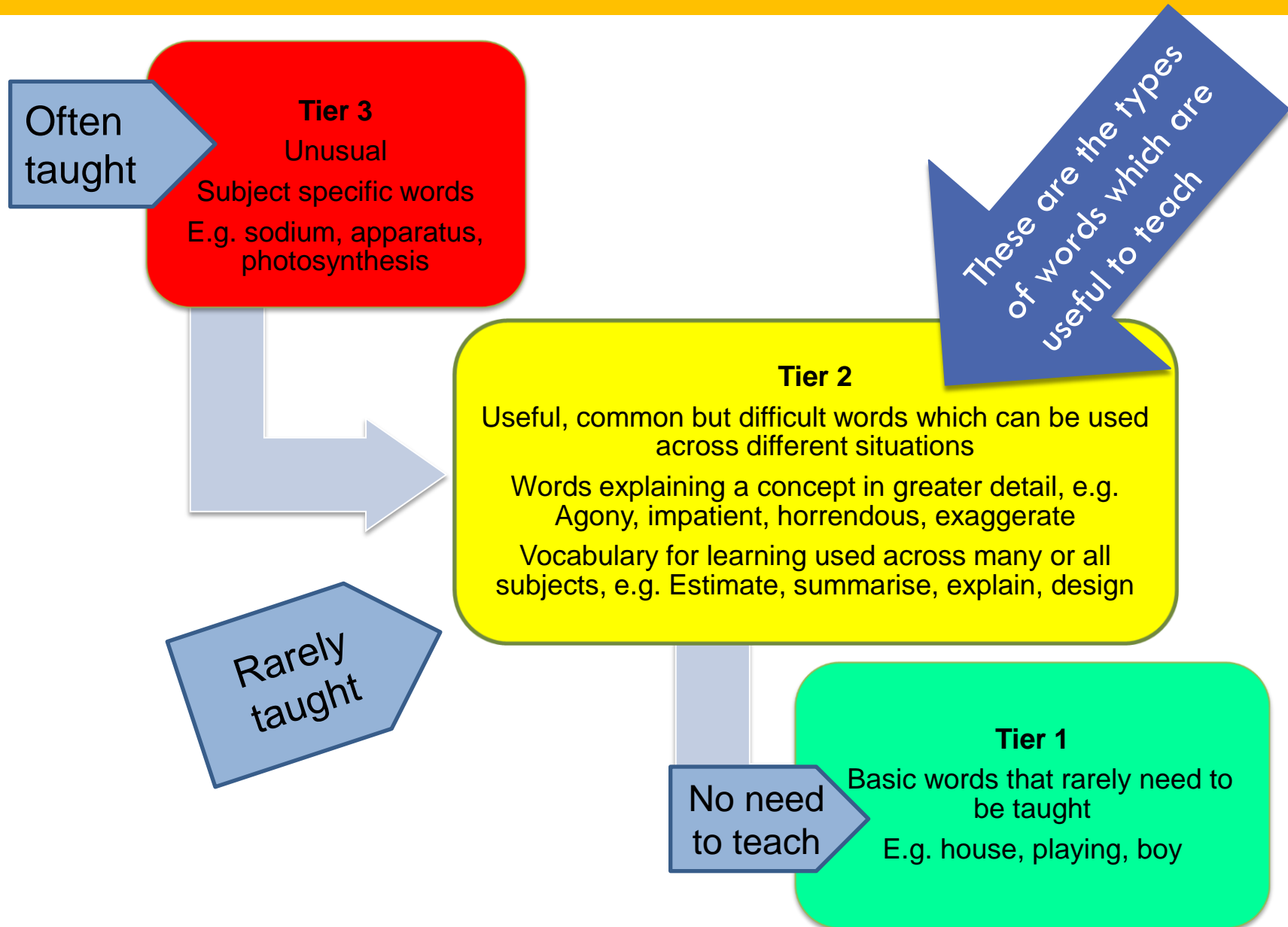


5. Vocabulary

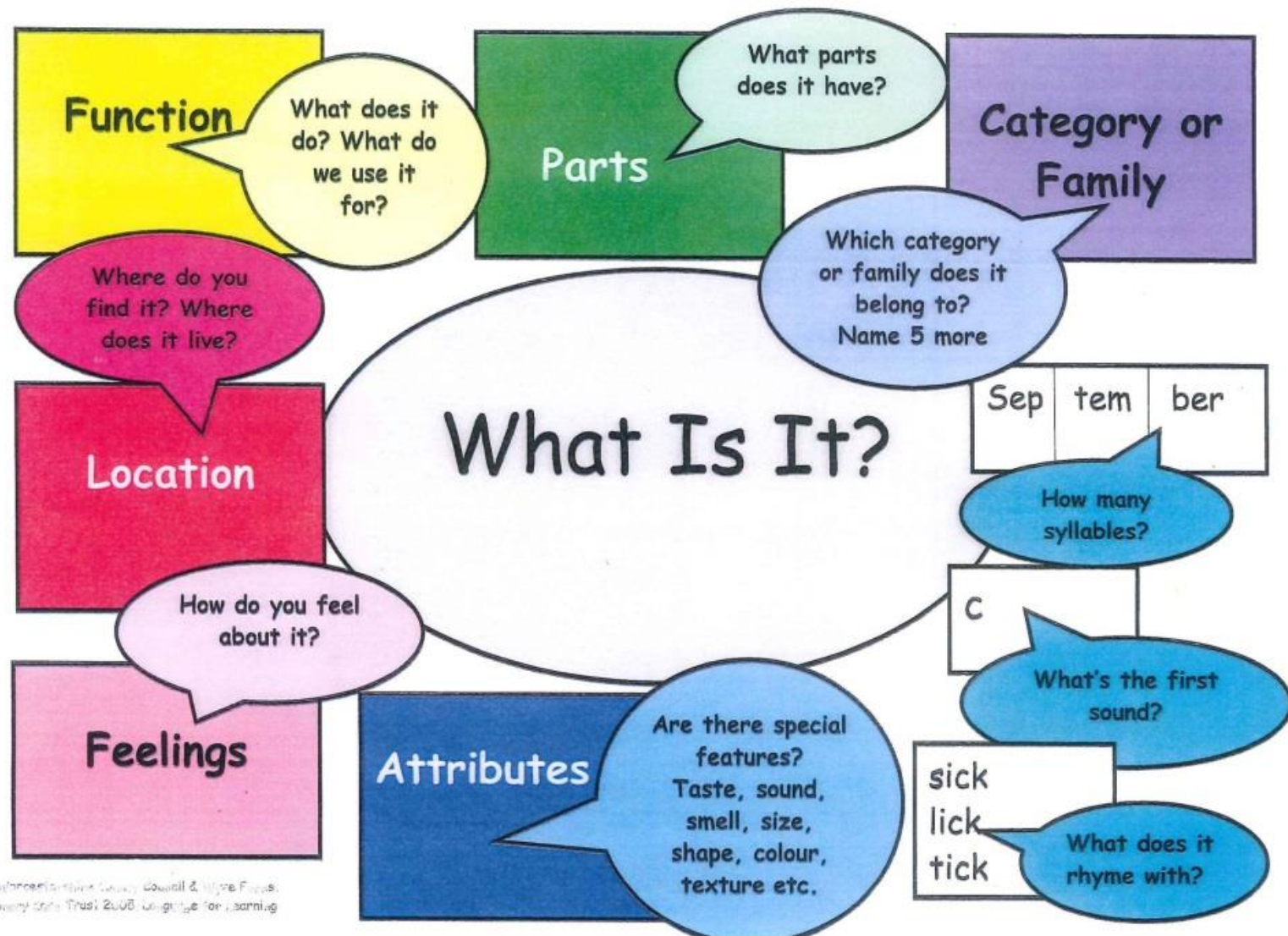
- **Is appropriate vocabulary used?**
- **Is there appropriate semantic variety? e.g. a good mixture of ‘saying verbs’ in a narrative text**



What kind of words do we teach?



Robust vocabulary teaching



6. Grammar

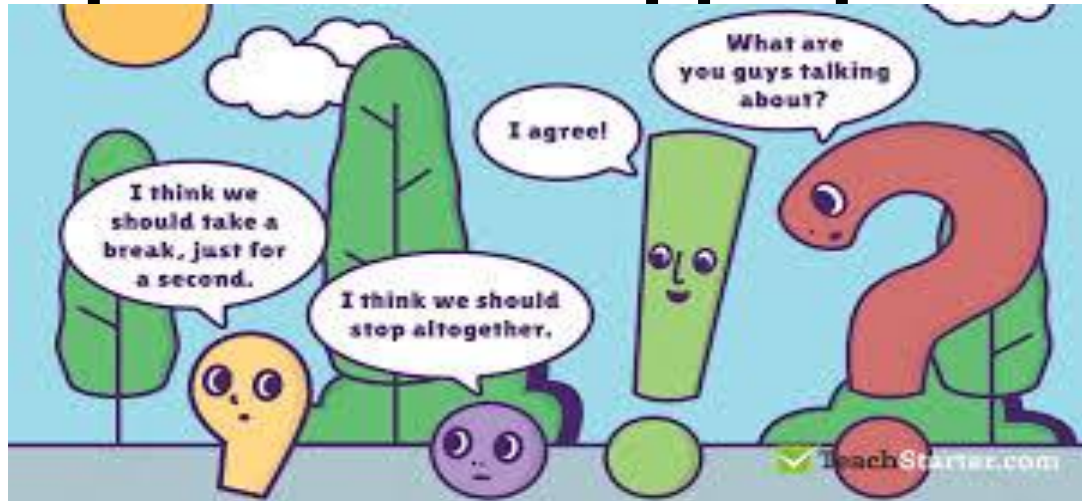
- Is sentence grammar accurate?
- Is there:
subject verb agreement?
correct use of tense?
correct use of word order?

PROGRESSIVE VERB TENSES			
	PAST	PRESENT	FUTURE
SIMPLE	I ate.	I eat.	I will eat.
PROGRESSIVE	I was eating.	I am eating.	I will be eating.
PERFECT	I had eaten.	I have eaten.	I will have eaten.
PERFECT PROGRESSIVE	I had been eating.	I have been eating.	I will have been eating.



7. Punctuation/spelling

- What punctuation has been used and is the punctuation appropriate?



Spelling is
~~diffecolt~~
~~challengeng~~
hard.

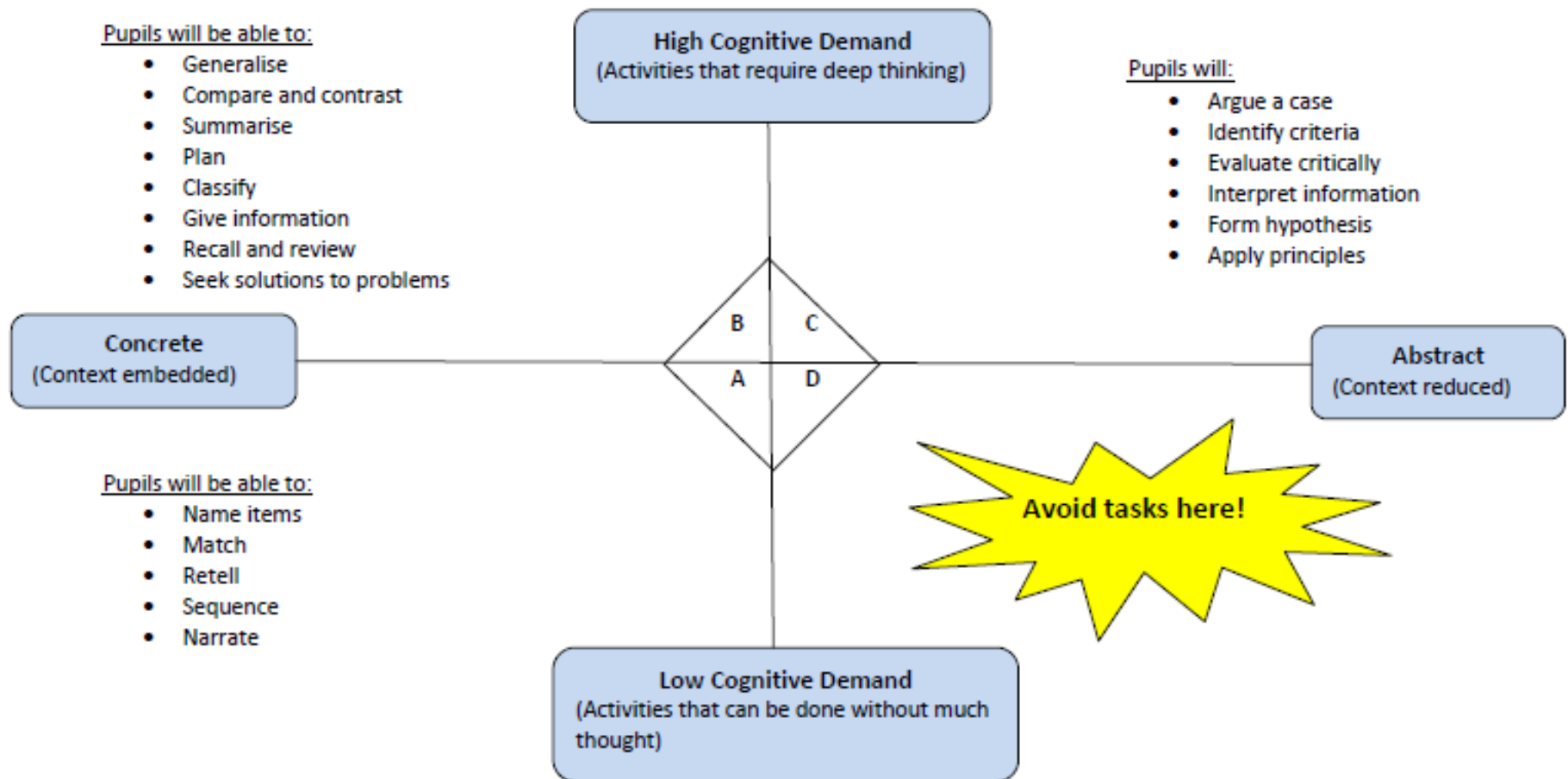
- Is the spelling accurate?
- If the writer does not produce correct spelling, what does s/he know about spelling?

Assessing EAL Writing

<p>1. Is the overall meaning clear? Are the main ideas developed? Does the writing reflect the writer's other recent language experiences? i.e. What s/he has read or talked about in class? What is your overall impression compared with other things that the writer has written?</p>	<p>2.</p> <p>What kind of writing is this?</p> <p>Is it appropriate for the writer's purpose?</p> <p>Has the writer written this text type before?</p>
<p>3.</p> <p>Is the overall structural organisation appropriate to the text type?</p> <p>Are there any stages missing?</p>	<p>4.</p> <p>Are the ideas linked with the appropriate connectives?</p> <p>Is there an appropriate variety of these connectives being used?</p> <p>Are pronouns used correctly?</p> <p>Do pronouns have a clear referent?</p>
<p>5.</p> <p>Is appropriate vocabulary used?</p> <p>Is there appropriate semantic variety? e.g. a good mixture of 'saying verbs' in a narrative text</p>	<p>6.</p> <p>Is sentence grammar accurate?</p> <p>Is there: subject verb agreement? correct use of tense? correct use of word order?</p>
<p>7.</p> <p>What punctuation has been used and is the punctuation appropriate?</p> <p>Is the spelling accurate?</p> <p>If the writer does not produce correct spelling, what does she or he know about spelling?</p>	<p>Reflecting and assessing on a piece of writing is best done in this order so that the mistakes EAL learners often make do not cloud judgement about the value of what they have produced.</p>

Planning for Learning

A planning frame



Planning for Language

**Planning for
learning –
what is my
learning
objective/
outcome?**



**Planning for
language –
Functions?
Structures?
Vocabulary?**



**Success
for EAL
learners**

Planning EAL Writing

Backwards Mapping – planning for writing

What kind of written outcome do you want your students to produce?

What subject knowledge do they need?

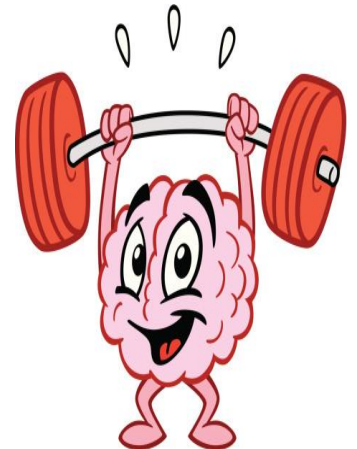
What style/genre knowledge will they need (scaffolds?)

What grammatical knowledge will they need?

What specialist vocabulary will they need?

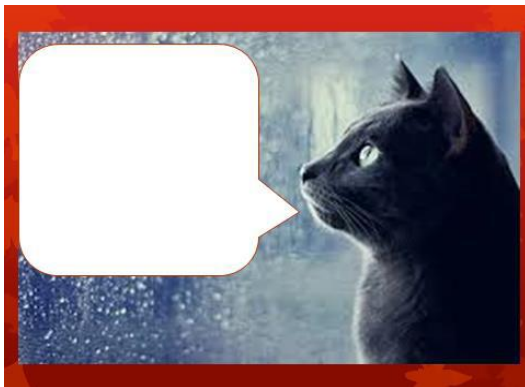
Brain Research

- **Up to the age of 11 years the brain is 150% more active in acquiring language.**
- **Act of talking and thinking increases the number of connections and cells that build the brain.**
- **Talk fuels brain development.**



Speaking Frameworks

Ways to initiate and respond to discussion – social cues and formal language



Some people think that... but I think...	In my opinion...
I disagree with... because...	I think that...
In my opinion...	I believe that...
That is a good point and also/but...	In response to that comment I would say...
I have come to the conclusion that...	I would like to add...

Organisation and Structure

Scaffolding:

- Visual support
- Cloze procedures
- Genre scaffolding
- Joint construction
- Teacher and Peer feedback
- Grammatical scaffolding
- Writing frames



<http://www.enchantedlearning.com/graphicorganiz.org/>

Organisation and Structure

Writing frames

 **Convince Me!!!** Name: _____

My Issue/Argument: _____

My clearly stated position: _____

How I will get the reader's interest: _____

My relevant information is: _____

Research and facts are: _____

Convincing words I'll use are: _____

The arguments against will be: _____

Reasons I'm ready for the arguments against are: _____

© http://www.worksheetplace.com

A Book Review by _____

Your star rating for this book: ☆☆☆☆☆

Title: _____ Author: _____

Plot What happens? Are there any plot twists? Did you find the plot interesting?	Characters Who are the main characters? Who was your favourite character? Why?
Your opinion Did you like the book? What was your favourite part? Why?	Recommend Would you recommend this book to a friend? Why or why not?

twinkl

Substitution Tables

Teacher models sentences with various choices in a tabular form. Learners generate their own sentence following the set pattern.

Nitric acid	is a	strong	substance
Sodium bicarbonate		weak	
Salt		medium strength	acid
Nitric acid		neutral	alkali
Sodium hydroxide			
Ammonium hydroxide			
Water			
Ethnoic acid			

have	a	white	face
	an	black	eye
		green	nose
		orange	hat
		blue	Scarf
			button
			body

https://www.youtube.com/watch?v=1zEm4FB_OEk



**If you require any further
support or have any queries:
manjit.hayre@birmingham.gov.uk**