



# Starter: Vocabulary Mat

Write in a sentence

Draw an image / symbol

**Language  
Proficiency**

**Antonyms – words that mean the  
opposite**

**Create a model**

- To consider what CALP means for proficiency codes C and D
- To reflect on general school and classroom strategies that promote language proficiency
- To share practical strategies that teachers can utilise in the classroom
- A PDF and PowerPoint version of this presentation will be available to enable you to adapt and share with your colleagues



# The figures

DfE (2017) – in secondary schools:



A: New to English: 2.2% (In Birmingham: 204 students)

B: Early Acquisition: 4.6% (392 students)

**C: Developing competence: 13.5% (1670 students)**

**D: Competent: 24.0% (2790 students)**

E: Fluent: 55.7% (401 student)

**The majority of students who have EAL in Birmingham are at  
proficiency code C or D**

In 2016, % of EAL achieving 5 A\* - C (inc. Eng/Maths):

Stage C: **47%**

Stage D: **68%**

In Birmingham:

- EAL Progress 8, whilst higher than the National average for all students, was significantly behind EAL Nationally (March 2018).
- Most ethnic groups performed closely to National average except for: Asian; Other Asian; Irish; White and Asian; and Gypsy Roma.

# Caveats...

- On average, **EAL pupils performed well** – with similar attainment scores to the national average, and greater than average progress during school.
- However, this is **deeply misleading** and conceal considerable variation.
- They obscure **significant disparities** in performance – and are also distorted by missing records – estimated one tenth of secondary pupils, who have absent attainment records due to late arrival to the English school system.

# Challenges this raises for schools

- Expectation that students who have EAL will perform well?
- Accuracy of proficiency coding assessments?
- Lack of quality training for teachers?
- Lack of time to train teachers?
- Lack of funds?



What are the challenges for supporting those with proficiency codes C or D in your setting?

# Context: EAL Pedagogy

- **BICS:** In the first or second year in the UK, students learning EAL will develop conversational fluency/social language (Basic Interpersonal Communication Skills) 
- **CALP:** We are aware that it can take from 5 – 7 years to be fluent in English or to develop Cognitive Academic Language Proficiency 
- CALP refers to the stage of learning **after** they have mastered social language.

# Considerations

- BICS can **often mask** difficulties with CALP
- BICS is often ‘absorbed incidentally’ but CALP may need to be **specifically taught**



At C or D, students will need support to:

- Develop **mastery of academic and technical language** including subject specific and tier 2 vocabulary
- Develop proficiency in **articulating their thoughts and ideas**
- Cope with curriculum requirements, which requires students to demonstrate a range of **higher order thinking** skills such as hypothesising, questioning and generalising.

# DfE Proficiency Codes

## Competent C

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may **lack complexity** and contain occasional evidence of **errors in structure**. Needs some support to access **subtle nuances of meaning**, to refine English usage, and to develop **abstract vocabulary**. Needs some/occasional EAL support to **access complex curriculum** material and tasks

## Developing competence D

May participate in learning activities with increasing independence. Able to express self orally in English, but **structural inaccuracies** are still apparent. **Literacy will require ongoing support**, particularly for **understanding text and writing**. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL **support to access the curriculum fully**.

# Challenges for C/D learners

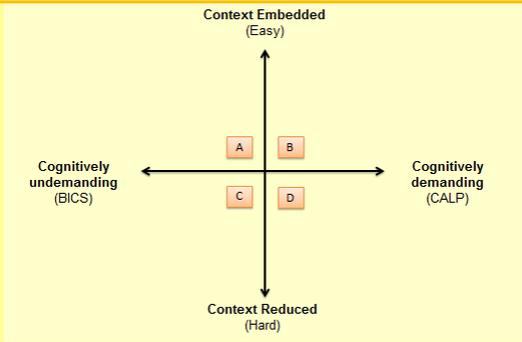
- Based on the C/D proficiency code definitions, discuss what learners:

<b>Should be able to/access:</b>	<b>Potential barriers to learning:</b>

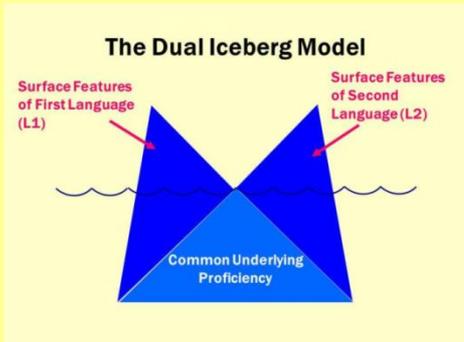
# General organisation strategies

Factors to consider in order to promote CALP:

1. Importance of assessment
2. Cummins framework for planning
3. The role of language 1 (first language)
4. The importance of good language role models



Year	Stage	Language	Skills
1-2	Stage 1	English	Listening, Speaking, Reading, Writing
3-4	Stage 2	English	Listening, Speaking, Reading, Writing
5-6	Stage 3	English	Listening, Speaking, Reading, Writing
7-8	Stage 4	English	Listening, Speaking, Reading, Writing
9-10	Stage 5	English	Listening, Speaking, Reading, Writing
11-12	Stage 6	English	Listening, Speaking, Reading, Writing



# 1. Importance of assessment

- Ongoing and part of whole-school system
- Staff are trained how to assess EAL students using the EAL assessment profiles (i.e. PSS or Bell Foundation)
- Crucially, informs teaching and learning.
- Audits skills gaps so teaching can be differentiated/tailored

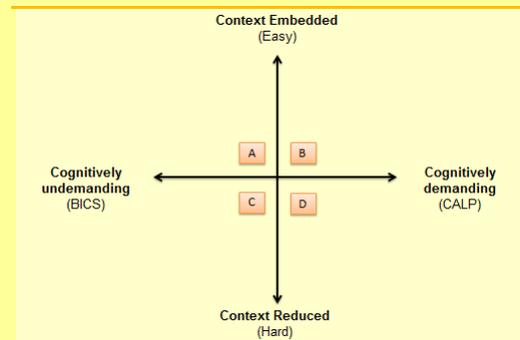
Access to Education - Birmingham EAL ASSESSMENT PROFILE (KS2 and KS1)			Name: _____	DOB: _____	School: _____	
Grade	Age	READING	WRITING			
E	Within 2-7 years	Stage 5	- Reads, understands, reads, interprets and responds appropriately to a range of fiction and non-fiction age appropriate texts with no more oral difficulties than a monolingual speaker of English of similar age and ability	- Copies with the writing demands of all areas of the curriculum with some inaccuracies		
		Stage 7	- Gives own opinion of texts and compares to others' opinions - Identifies relevant information to support points made in a text (e.g. in Literacy - Point-Evidence-Explanation) - Recognises the meanings of words, expressing degrees of probability, possibility or obligation (ought, has to, might) - Hypothesises using information from the text - Characterises ideas, events, feelings, feelings - Distinguishes between - Demonstrates use of metaphors and similes - Understands and explains different purposes (e.g. to inform, persuade, argue, advise)	- Writes cohesively and attempts for different purposes and audience, and has a good understanding of a range of genres (e.g. letter, essay, news report/article, play script, etc.) - Uses advanced connectives in addition to, on the other hand, as a result, etc. - Writes using a range of tenses and appropriate use of adjectives and adverbs - Uses a range of sentence structures in cohesion, explained in meaningful, clear, logical paragraphs where appropriate		
C	Within 2 years	Stage 6	- Makes inferences - Reads and understands texts within the range of their age and ability - Understands and explains different purposes (e.g. to inform, persuade, argue, advise)	- Uses a range of sentence structures (e.g. simple, compound, complex, etc.) - Uses a range of tenses and appropriate use of adjectives and adverbs - Uses a range of sentence structures in cohesion, explained in meaningful, clear, logical paragraphs where appropriate		
		Stage 5	- Reads and understands texts within the range of their age and ability - Understands and explains different purposes (e.g. to inform, persuade, argue, advise)	- Uses a range of sentence structures (e.g. simple, compound, complex, etc.) - Uses a range of tenses and appropriate use of adjectives and adverbs - Uses a range of sentence structures in cohesion, explained in meaningful, clear, logical paragraphs where appropriate		
B	Within 2 years	Stage 4	- Reads and understands texts within the range of their age and ability - Understands and explains different purposes (e.g. to inform, persuade, argue, advise)	- Uses a range of sentence structures (e.g. simple, compound, complex, etc.) - Uses a range of tenses and appropriate use of adjectives and adverbs - Uses a range of sentence structures in cohesion, explained in meaningful, clear, logical paragraphs where appropriate		
		Stage 3	- Reads and understands texts within the range of their age and ability - Understands and explains different purposes (e.g. to inform, persuade, argue, advise)	- Uses a range of sentence structures (e.g. simple, compound, complex, etc.) - Uses a range of tenses and appropriate use of adjectives and adverbs - Uses a range of sentence structures in cohesion, explained in meaningful, clear, logical paragraphs where appropriate		
A	Within 2 years	Stage 2	- Reads and understands texts within the range of their age and ability - Understands and explains different purposes (e.g. to inform, persuade, argue, advise)	- Uses a range of sentence structures (e.g. simple, compound, complex, etc.) - Uses a range of tenses and appropriate use of adjectives and adverbs - Uses a range of sentence structures in cohesion, explained in meaningful, clear, logical paragraphs where appropriate		
		Stage 1	- Reads and understands texts within the range of their age and ability - Understands and explains different purposes (e.g. to inform, persuade, argue, advise)	- Uses a range of sentence structures (e.g. simple, compound, complex, etc.) - Uses a range of tenses and appropriate use of adjectives and adverbs - Uses a range of sentence structures in cohesion, explained in meaningful, clear, logical paragraphs where appropriate		

Do your teachers utilise to support planning next steps?

# 2. Planning using Cummins Framework

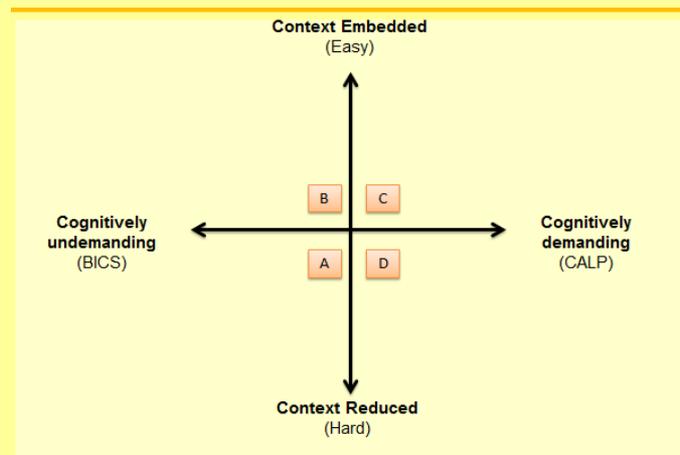
When teachers are planning for EAL, consider:

- All tasks fit into one of these quadrants
- The secondary curriculum requires proficiency C/D students to be working within quadrant **D (cognitively demanding/context reduced)**
- However, to develop higher order thinking skills and CALP, students may need tasks in B and/or C to gain context and understanding...

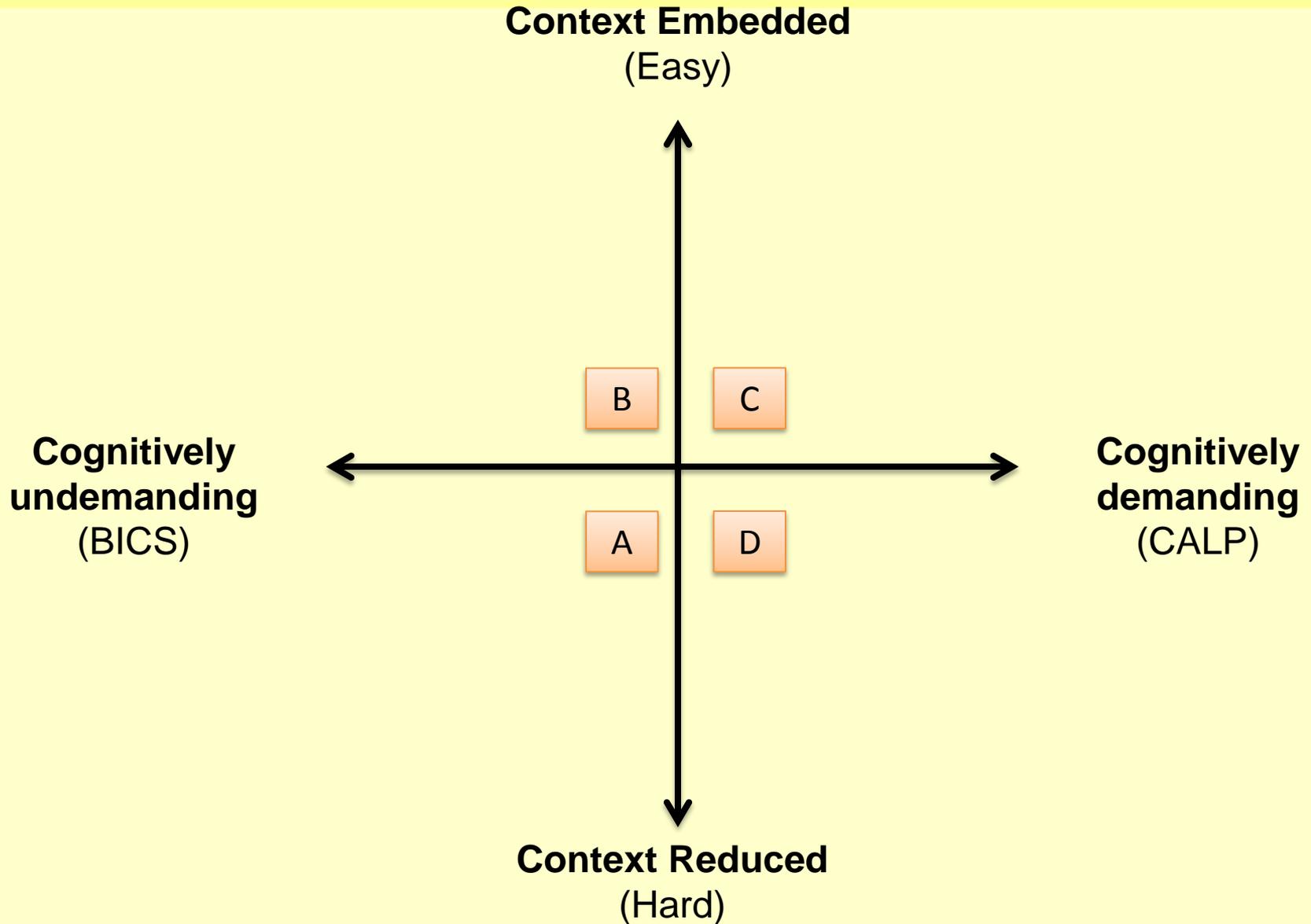


# Group task: Cummins Framework

- For GCSE English literature, students analyse and compare two poems
- Decide which quadrant each task fits into
- **Consider how important B / C quadrant tasks are in order to be able to access learning at D**



# Cummins Framework



# Tasks to consider

Write an essay analysing and comparing two poems

Sequence images linked to a poem

Use speaking frame to discuss poems with peer

Create a continuum (graphic organiser) of words from 'same' to 'different'

Match poetic techniques (i.e. similes to corresponding images)

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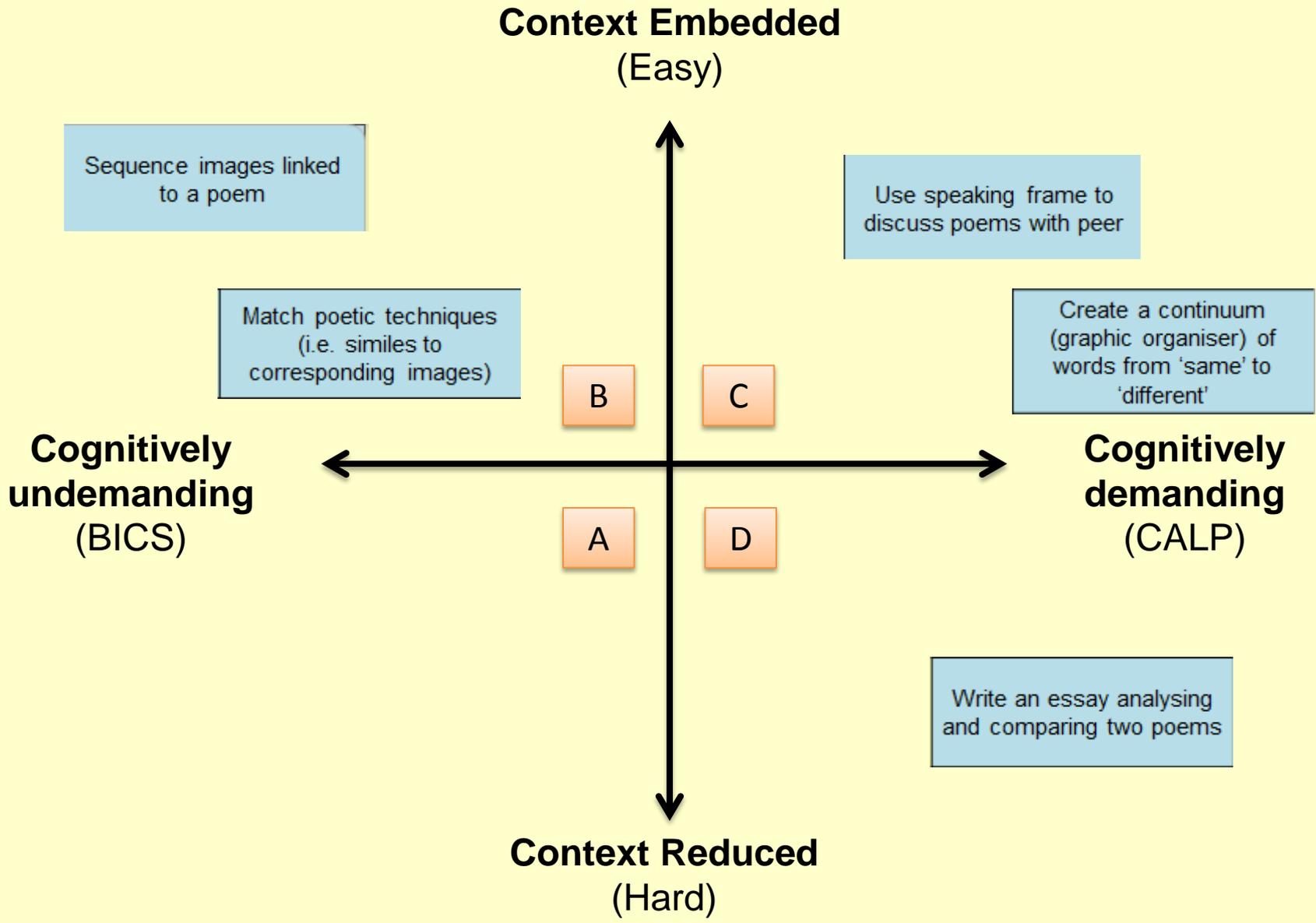
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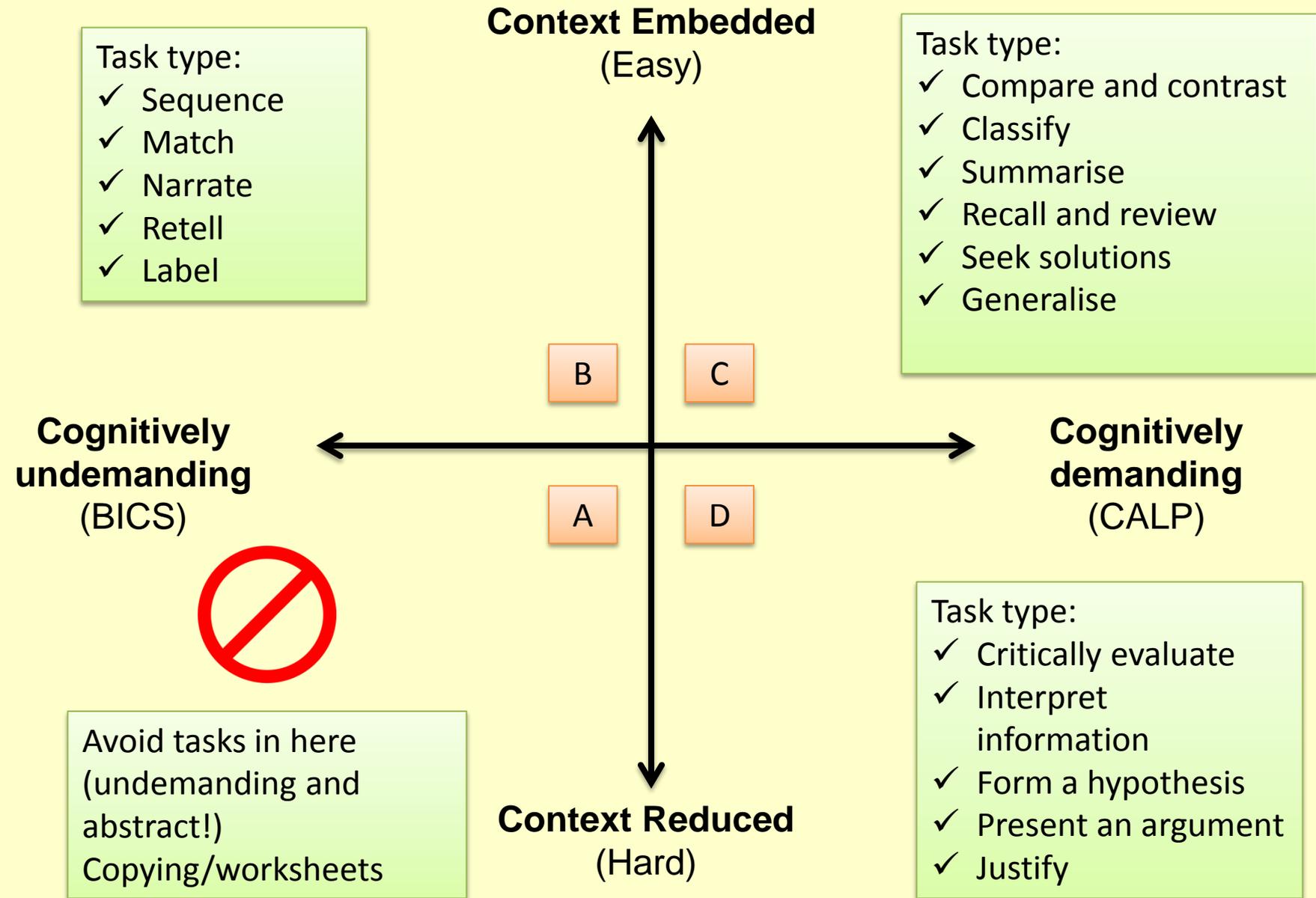
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# Cummins Framework

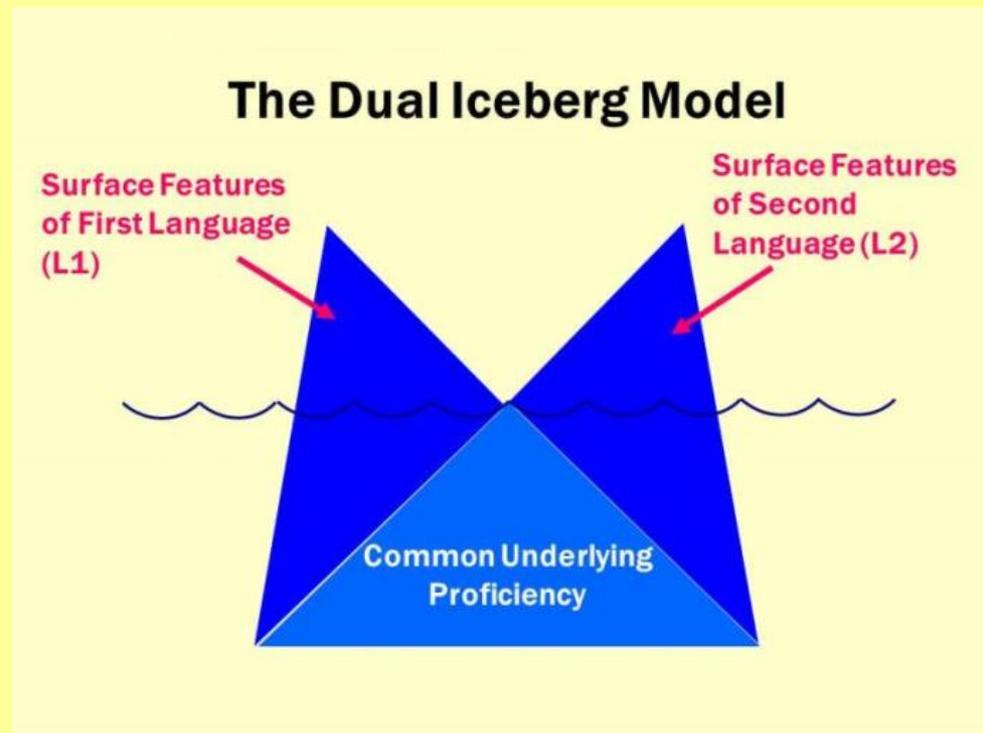


# Cummins Framework



# 3. Role of first language (L1)

- How would you explain to teachers the importance of L1 using Cummins Iceberg model?



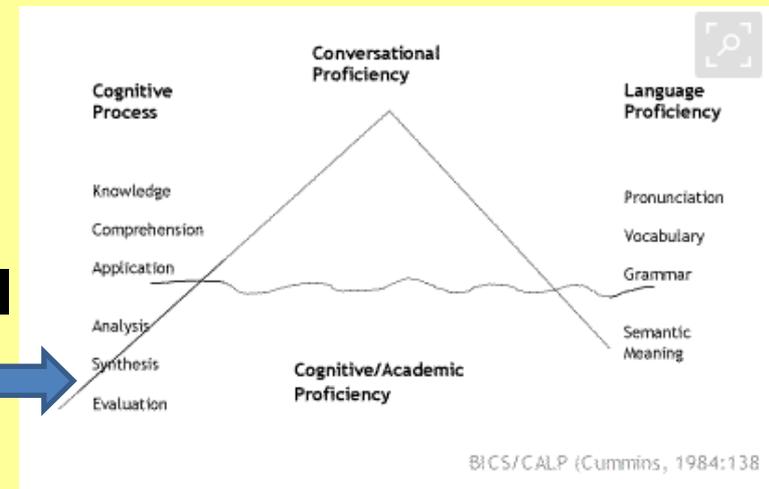
# The role of L1 (first language)

- The Bell Foundation found that some teachers' perception is **still** that students should use **only English** in their classrooms.
- L1 used to welcome/include instead of for pedagogy
- Enabling children to maintain the use of their first language is crucial for developing CALP at C/D
- Both cognitive and literacy skills established in L1 will transfer across to English development (Cummins)

It is easier to understand concepts in your first language and transfer your knowledge to your second language – **The Bell Foundation**

# The role of L1 (first language)

- For higher order thinking skills and deeper levels of thinking (i.e. analysis and synthesis) crucial to academic achievement, students needs to be **encouraged to develop cognitively and academically in L1**
- Without this, the learner may have difficulties achieving **bilingual proficiency** (Cummins)



**Share:** How have you promoted the role of the first language with your staff? How do students already use L1 to learn?

# Promoting and encouraging L1

Revision groups with same L1 speakers (across classes/year groups/ schools)

Allow students to make notes in L1

Access to bilingual dictionaries

Allow students to plan and draft in L1

Peer work with other L1 speakers

Key vocab lists/texts provided in advance to give opportunity for student to translate



Allow students to annotate in L1 (i.e. diagrams in Science/poems in English)

Translated lists of Tier 2 vocabulary

Students encouraged to create and compile own bilingual glossies for each subject

# 4. Importance of good role models

Research indicates that some schools place students with **EAL in lower ability groupings** (pragmatic as often smaller groups with TA support)

If you stream your students, how does school decided where they are placed?

Is your school's banding system potentially **hindering** CALP?

# Importance of good role models

Ensuring students groupings match their cognitive ability rather than proficiency in English leads to...

Opportunity to hear/see language being **effectively modelled**, which is essential for CALP.

Opportunity for **exploratory talk** (key to language development)

Exposure to tasks that promote **higher order thinking** and matched to their cognitive ability (rather than proficiency in English)

Promotes **self-esteem and motivation**: aware when they are with those of same cognitive ability (like all children!)



Improved **relationships** with peers and social use of language (BICS)

Wealth of strategies but commonly occurring in research that promote CALP:

1. Explicit vocabulary teaching
2. Graphic organisers
3. Scaffolding for speaking and writing (frames)



# Strategies: Explicit Vocab Teaching

**“The more words you know,  
the more you can learn.”**

- Vocabulary is the building block of language and impacts on reading, writing, speaking and listening.
- How easy a word is to learn can differ depending on the word and the learner
- Student must be taught ‘vocabulary acquisition strategies’

*Meredith Cicerchia* (Applied Linguist)



<https://twitter.com/MereLanguage>

# The importance of Tier 2 Vocabulary

Lack of an extensive academic vocabulary places students at a serious disadvantage in the learning environment.

*Baumann and Graves, 2010*



What is your understanding of Tier 2 vocabulary?

Do your teachers explicitly support learners to develop this?  
If so, how?

# Tier 2 vocabulary

- High Frequency Academic Vocabulary
- High utility that are required in order to be 'literate'
- May require **specific, direct instruction**
- Appear frequently **across contexts**
- All lessons will expect learners to **use** these words in some way
- Ideally, maximum of **5-7** Tier 2 words should be introduced each week with student-friendly definitions

THE A-LIST: Essential Academic Words		Created by Jim Burke
1	<b>Analyze</b> break down • deconstruct • examine	break something down methodically into its parts to understand how it is made, what it is, how it works; look at something critically in order to grasp its essence
2	<b>Argue</b> claim • persuade • propose	provide reasons or evidence in order to support or oppose something; persuade another by reason or evidence; contend or maintain that something is true
3	<b>Compare/Contrast</b> delineate • differentiate • distinguish	identify similarities or differences between two or more items in order to understand how they are alike, equal, or analogous to each other
4	<b>Describe</b> illustrate • report • represent	report what one observes or does in order to capture and convey to others a process, impression, or a sequence of events in a narrative
5	<b>Determine</b> establish • identify • resolve	consider all possible options, perspectives, results, or answers in order to arrive at a decision; provide guidance by establishing what is most important or relevant
6	<b>Develop</b> formulate • generate • elaborate	improve the quality or substance of; extend or elaborate upon an idea in order to give it greater form; add more complexity or strength to an idea, position, or process
7	<b>Evaluate</b> assess • figure out • gauge	determine the value, amount, importance, or effectiveness of something in order to understand if it matters or merits something
8	<b>Explain</b> clarify • demonstrate • discuss	provide reasons for what happened or for one's actions in order to clarify, justify, or define those events, actions, causes or effects
9	<b>Imagine</b> anticipate • hypothesize • predict	form a picture of in one's mind; speculate or predict what might happen under certain conditions; envision a range of possible outcomes, obstacles, or opportunities
10	<b>Integrate</b> combine • incorporate • synthesize	make whole by combining the different parts into one; join or make something part of a larger unit; synthesize many disparate parts into one form
11	<b>Interpret</b> conclude • infer • translate	draw from a text, data set, information or provide some meaning or significance; make inferences or draw conclusions about what an act, text, or event means
12	<b>Organize</b> arrange • classify • form	arrange or put in order according to some guiding principle; impose coherence, order, structure, or function according to type, traits, or other quality
13	<b>Summarize</b> outline • paraphrase • report	retell the essential details of what happened, what someone did or said, in order to better understand and remember it; outline key details in accessible language
14	<b>Support</b> cite • justify • maintain	offer evidence, examples, details, or data in order to illustrate or bolster your claim or conclusion; cite these sources of information that justify your position
15	<b>Transform</b> alter • change • convert	change in form, function, or nature in order to reveal or emphasize something; convert data from one form into another; alter something through a process

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*Beck, Mckeown and Kucan (2007)*

# Teaching ALL Types of Vocabulary

- Educational research points towards a strategy for teaching vocabulary referred to as *the six-step process* (Marzano, 2004).
- <https://www.bing.com/videos/search?q=marzanos+6+step&view=detail&mid=3FAA39532CE1144CE8A53FAA39532CE1144CE8A5&FORM=VIRE>



# Robert Marzano's 6 Step Process

## Quick overview for teaching vocabulary



1

- Provide a description, explanation, or example of the new term.

2

- Ask students to restate the description, explanation, or example in their own words.

3

- Ask students to construct a picture, pictograph, or symbolic representation of the term.

4

- Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary.

5

- Periodically ask students to discuss the terms with one another.

6

- Involve students in games that enable them to play with terms.

# Marzano's 6 step process (detailed)

**Step 1.**  
**Provide a description, explanation, or example of the new term.**

- Looking up words in dictionaries is not useful for teaching vocab
- Provide a context for the term
- Introduce direct experiences that provide examples of the term
- Tell a story that integrates the term
- Use video as the stimulus for understanding information
- Ask students to investigate the term and present the information to the class (skit, pantomime, poster, etc.)
- Describe your own mental picture of the term
- Find or create pictures that explain the term

**Step 2.**  
**Ask students to restate the description, explanation, or example in their own words.**

- Monitor and correct misunderstandings
- Must be student's original ideas, not parroting the teacher



**Step 3.**  
**Ask students to construct a picture, symbol, or graphic representing the word.**

- Model, model, model
- Provide examples of student's drawings (and your own) that are rough but represent the ideas
- Play "Pictionary"
- Draw an example of the term
- Dramatize the term using speech bubbles
- Let them find a picture on the internet, if necessary

# Marzano's 6 step process (detailed)

## Step 4.

Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

- Highlight prefixes, suffixes, root words that will help them remember the meaning of the term
- Identify synonyms and antonyms for the term
- List related words
- Write brief cautions or reminders of common confusions
- Translate the term into another language for second language students
- Write incomplete analogies for students to complete
- Allow students to write (or draw) their own analogies
- Sort or classify words
- Compare similarities and differences

## Step 5.

Periodically ask students to discuss the terms with one another.

- Think-Pair-Share
- Compare their descriptions of the term
- Describe their pictures to one another
- Explain to each other any new information they have learned ("aha's")
- Identify areas of disagreement or confusion and seek clarification
- Students can make revisions to their own work



## Step 6.

Involve students periodically in games that allow them to play with terms.

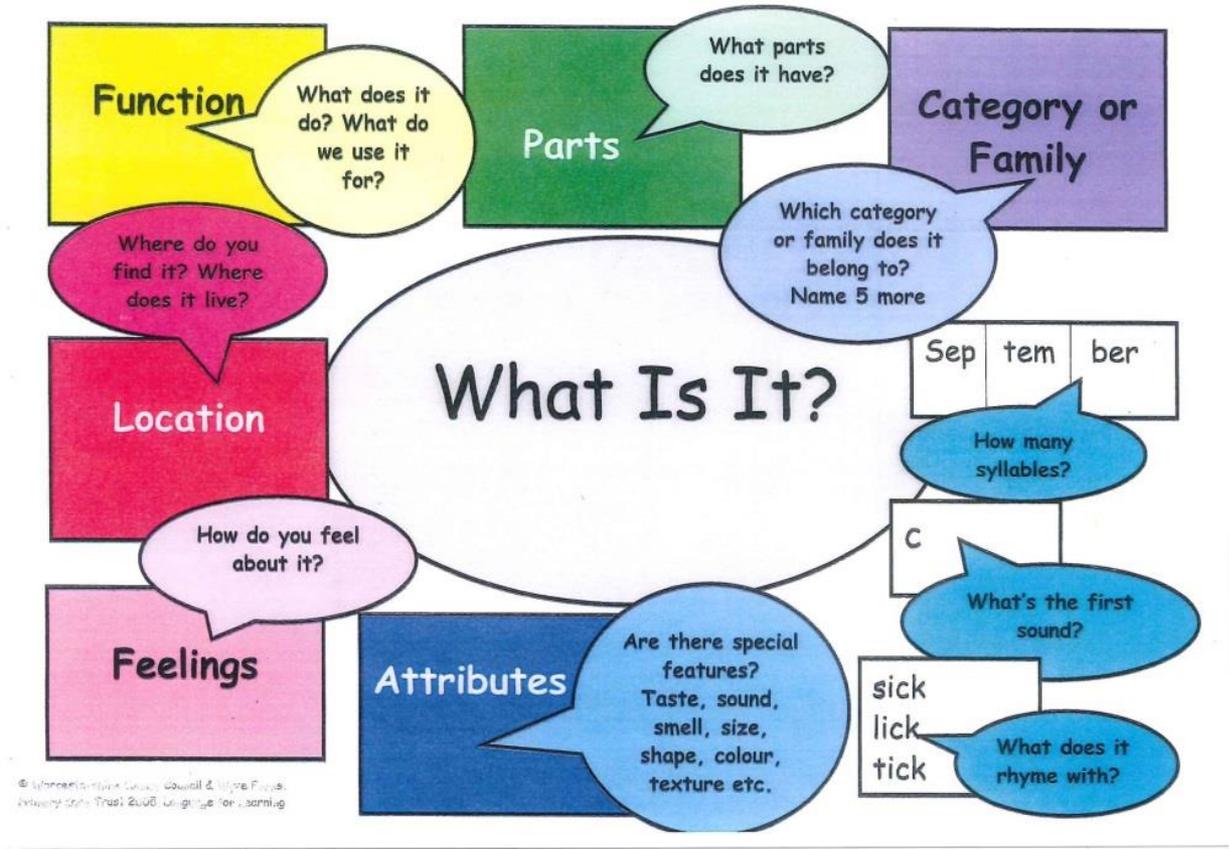
- Pictionary
- Taboo
- Jeopardy (vocab words are on the board, players make up a question to define)
- Charades
- Name that Category
- Talk a Mile a Minute (like Catch Phrase)
- Bingo (you give definition, student marks the word)



# Robust vocabulary teaching

Teach new vocabulary in context

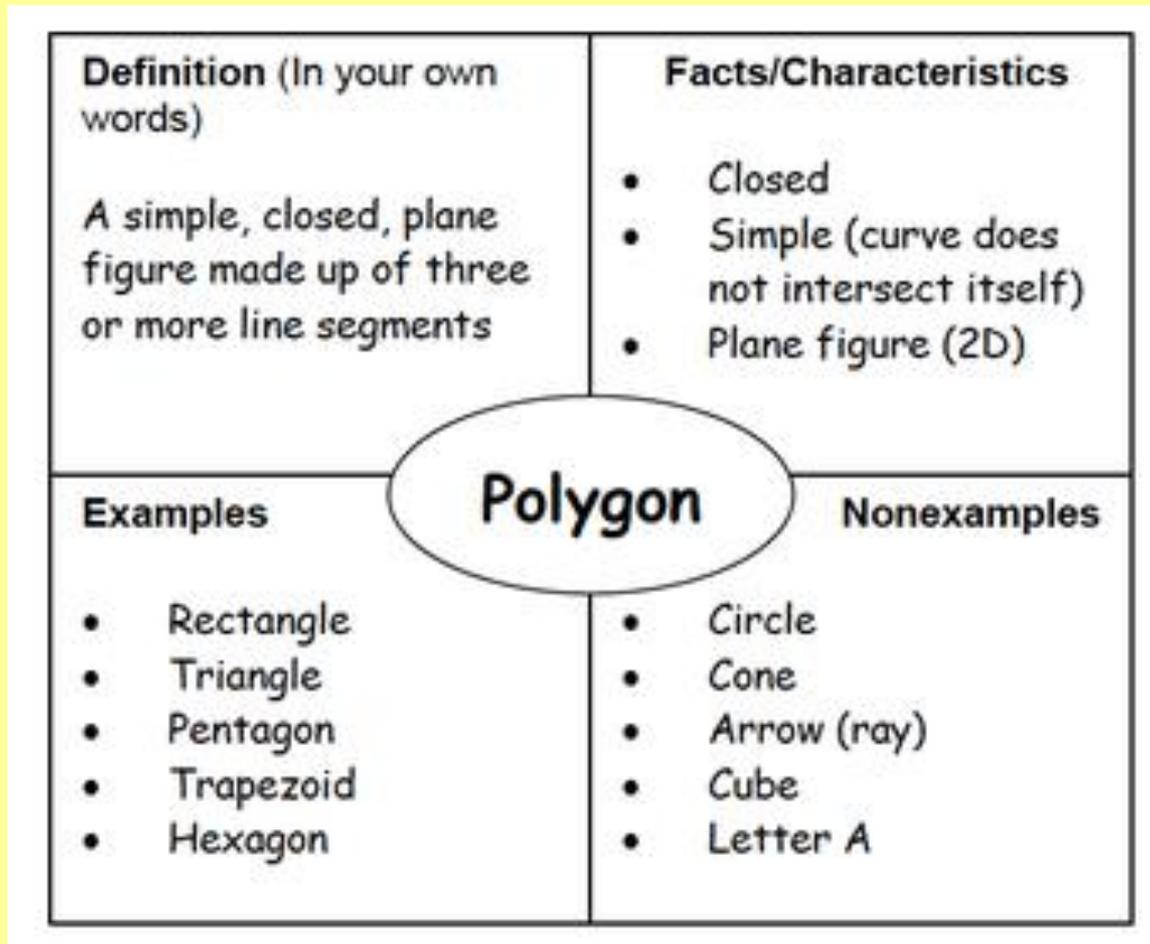
Repetition is key (can take 70 repetitions to commit to memory)



Provide as many 'hooks' as possible so word storage is secure

Visual strategies to embed

# Multi-sensory Vocabulary Mats

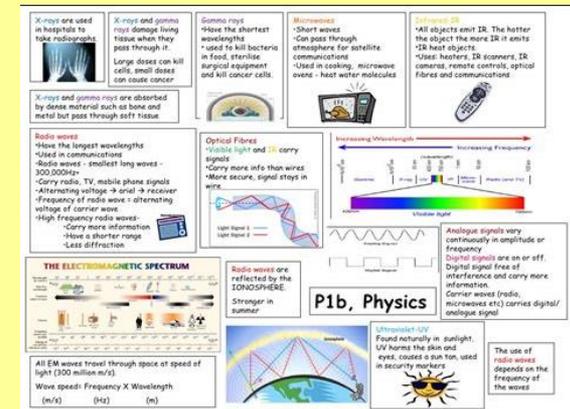
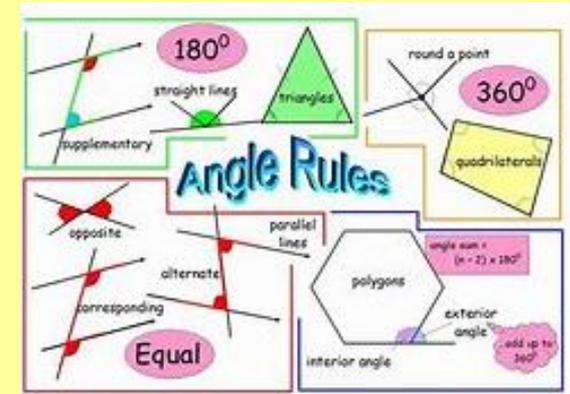


- Adaptions to titles:
- ✓ Synonyms – words that mean the same
  - ✓ Antonyms - the opposite
  - ✓ Write the word in a sentence
  - ✓ Draw an image to represent the word
  - ✓ For the creative: make a model from plasticine!

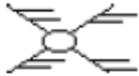
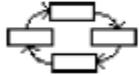
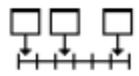
**Targeted support:** Pre-tutor key vocabulary/concepts related to topics and schemes of learning.

# Strategies: Graphic Organisers

- **Visual keys** to express knowledge, concepts, thoughts, or ideas, and crucially the **relationships** between them.
- Promotes acquisition of **vocabulary in context**
- **Cognitive challenge** of the task is high but keeps the **language accessible**.
- Supports thinking from **simple/concrete** to **complex/abstract**.

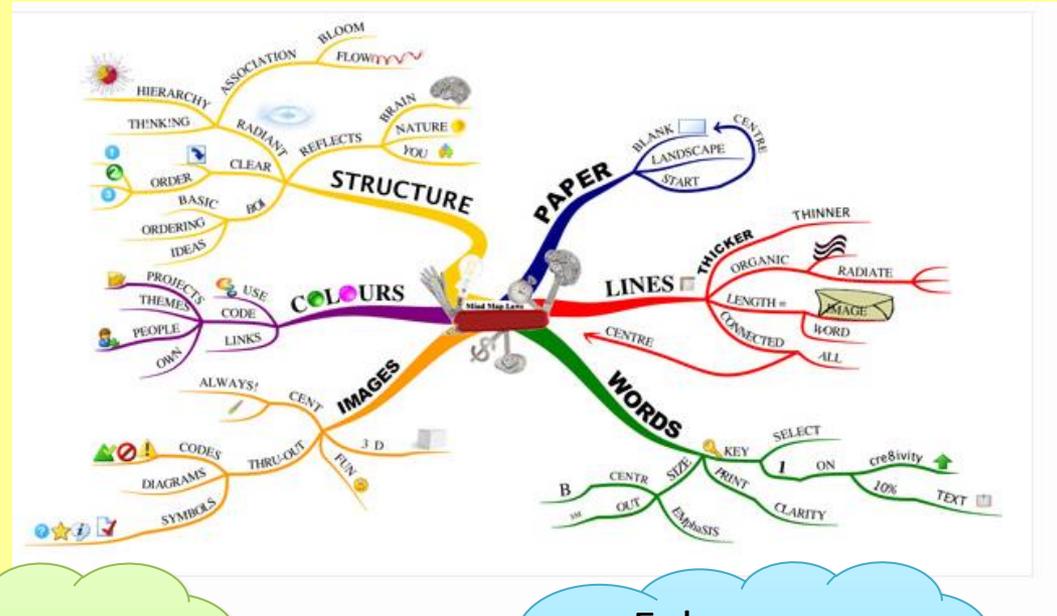


# Designs and their functions

design		function	example activities
	spider	adding more details to a single topic	organising a party
	fishbone	cause-and-effect factors associated with a complex topic	effects of banning smoking from public paces
	cluster or cluster	a network of ideas based on a stimulus	brainstorming
	cycle	recurring cycle of events, with no beginning and no end,	life cycle of a butterfly
	continuum	topic with a definite beginning and end and a sequence in between.	important events in a person's life
	venn diagram	similarities and differences	comparing a book and the film of the book

# Mind mapping (Buzan)

- A mindmap is NOT a spider diagram
- Mindmaps (when created properly) map out ideas creatively and logically



Research shows  
mindmaps/graphic  
organisers:

Support  
cognitive  
learning

Improve  
reading  
comprehension

Develop  
language/  
semantic skills

Enhance  
thinking and  
learning

Increase  
retention

<http://www.mindmapping.com/>

<http://www.tonybuzan.com/about/mind-mapping/>

# Strategies: Speaking and Writing frames

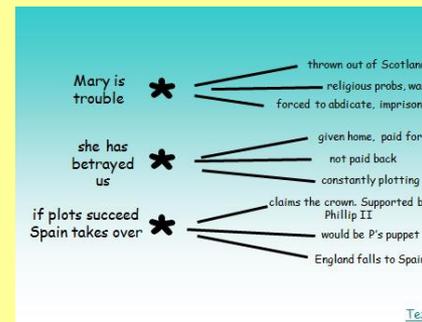
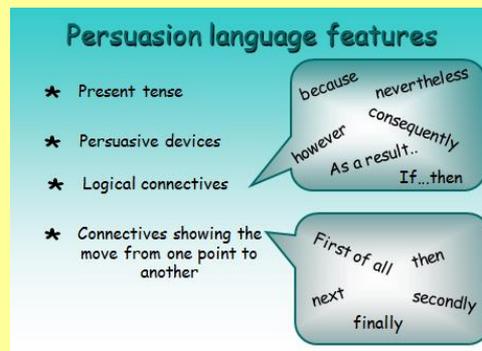
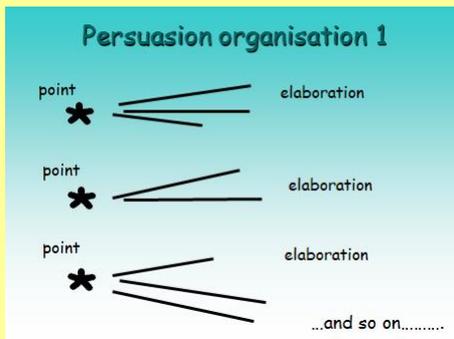
For CALP at C/D, choose/design frames that focus on:

- Nuances of **different genres** and **styles**
- Provide specific guidance on **purpose** and **structure**
- Demonstrate **good models** of speaking and writing
- Support the development of **grammatical structures**



# Exemplar frames

- **Sue Palmer:** PowerPoints to show structure of different writing genres
- Coverage: discussion (argument); persuasive text, explanation, report writing...



**Time to give Mary the chop**

Last week it was proved beyond any shadow of doubt that Mary Stewart, the former Queen of Scots, has been plotting yet again against the life of our dear queen, Elizabeth. It is clearly difficult for our beloved monarch to consent to her own cousin's death, but after nineteen years of threat and betrayal, surely the time has come to sign Mary's death warrant?

The foolish Queen of Scots was long ago rejected by her own countrymen. During her brief but turbulent reign, Scotland suffered religious unrest, lack of leadership, and eventually a bloody civil war. As a result, the Scottish people took away her crown and threw her into prison. When she escaped and fled to England, all Scotland sighed with relief to be rid of her!

Since then Mary has lived under Queen Elizabeth's generous protection - and at the expense of English taxpayers - in comfortable English country houses. She has given nothing in return. On the contrary, she has taken every possible opportunity to plot against Elizabeth's life! Surely such a betrayal cannot be tolerated any longer?

Moreover, as long as Mary lives, there will be plots. This woman has always claimed to be the rightful Queen of England, and she has always had the support of the King of Spain, who knows he can make her his puppet. Could any true Englishman want to exchange our wise, generous Elizabeth for this vain selfish woman? Could anyone want our free, prosperous country to fall under the control of the power-crazed King of Spain?

It's hard for Elizabeth to sign the document that sends her own flesh and blood to the block. Yet sign it she must - for herself, for justice, and for the future of England.

From *The Tudor Times*, 1587 Skeleton

- <http://www.st-marys.calderdale.sch.uk/subject-resources/literacy/sue-palmer-models-for-writing>

# Exemplar frames

- Empowering ELLS Bathroom Briefs (posters for the back of toilet doors!) include:
- Posters to support teaching different writing genres

**Bathroom Briefs**  
EAL strategies on-the-go, as you go  
Episode # 21

To achieve the highest level of academic performance and to be fully prepared for college and work, English learners (ELs) must master academic language (Short et.al, 2011).

Jennifer Gonzalez (2014), from Cult of Pedagogy, suggested that educators explicitly teach text features - the way a text is organized - to help students comprehend academic, non-fiction texts.

Text structures include description, cause and effect, argument, problem and solution, sequence, and comparison. The steps to teaching text structures are:

1. Briefly introduce the features of one text structure.
2. Read the text to the students.
3. As you read, pause at particular a section of text.
4. Allow the ELs to talk about where this section of text goes into the text structure.
5. Have students write the textual details into their graphic organizer.
6. Continue the process until the text is finished.

Gonzalez's text structures can also support ELs while they compose writing because the text structures helps ELs organize their ideas. Regardless if teachers use text structures to aid reading comprehension or scaffold writing, text structures promote academic achievement because they make academic language visible to ELs.

Gonzalez's graphic organizers can be purchased at TeacherPay Teachers.com

EmpoweringELLs.com

### "Cause-Effect" Text Structure

Adapted from Gonzalez (2014)

Gonzalez, J. (2014, November 6). When we all teach text structures, everyone wins. Retrieved December 29, 2016, from <http://www.cultofpedagogy.com/text-structures/>

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. Language Teaching Research, 15(3), 363-380.

- <https://www.empoweringells.com/bathroom-briefs/>

# Exemplar frames

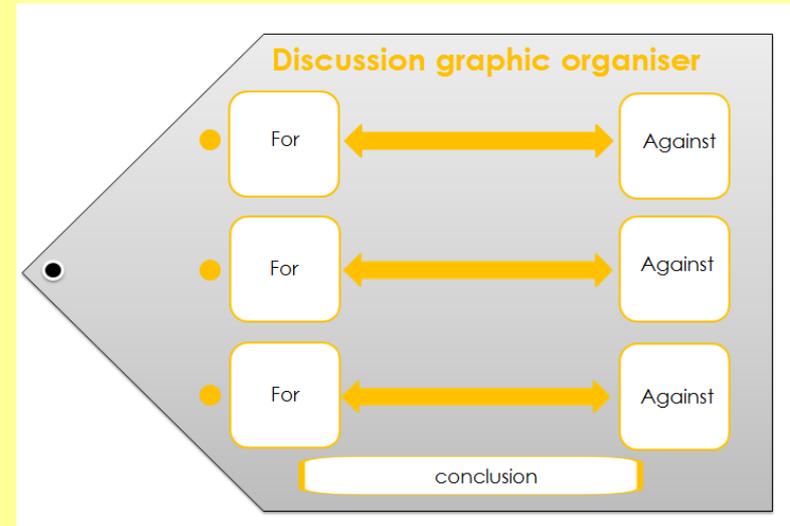
The Bell Foundation have developed key rings to support writing genres

**Comparison**

**Words and phrases to collect for writing**

- Comparative adjectives
- Words and phrases to introduce additional points: furthermore... also... another similarity is that... another difference is ...
- Words and phrases to introduce contrasting points: however... on the other hand... in contrast...

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- <https://ealresources.bell-foundation.org.uk/resources/discussion-writing>

# Nearly there...

## Specific resources available for secondary

Are your staff aware of the specific resources available on **EAL Nexus** for students with EAL at secondary?

the bell foundation

Teaching notes and ideas

Name of resource:	A Christmas Carol' storyboard
Age groups(s):	Subject(s):
12-14, 15-16	English Literature
Topic:	Language Level:
A Christmas Carol by Charles Dickens	Beginner/Intermediate/Advanced

Description of resource

- Word and image storyboard (provided on PowerPoint)
- Word-only storyboard (provided on PowerPoint)
- Image-only storyboard (provided on PowerPoint)

Preparation needed

You will need:

- a set of image-only Storyboards for each group of learners
- a set of word and image storyboard flashcards for each group of learners
- a set of word-only storyboard flashcards for matching (optional)

You will need to:

- make flashcards by printing out the PowerPoint as two to a page handouts, cutting them up and laminating them

Curriculum objectives

- To give an overview of the plot of 'A Christmas Carol'
- To introduce the central characters in 'A Christmas Carol'

Language/Literacy objectives

Selections	Structures
• Singing	• First, second, etc.
	• At the beginning, at the end, before/after, next

EAL Nexus - The Foundation Teaching Notes | <https://www.bellfoundation.org.uk> | © Bell Foundation Trust 2017

EAL Nexus Resource

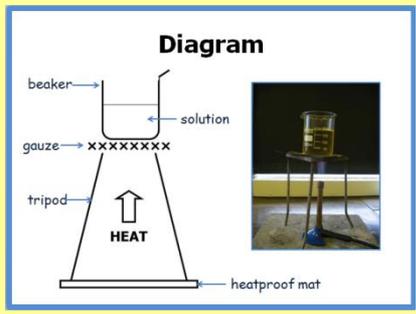
**An Inspector Calls**

JB Priestley dictogloss images and text

Subject: English

Age groups: 12-14, 15-16

Topic: An Inspector Calls



Free resources for EAL teachers

Teaching Staff

This website provides the advice and resources to help you effectively teach learners with English as an Additional Language (EAL) in your class and support them within the curriculum.

Find out more

Pause

Search for resources

Keywords:

Age Group:

Subject:

Search

<https://ealresources.bell-foundation.org.uk/>

# Final thought...

## Learning tasks to develop CALP need to be...

**Engaging and motivating**  
(cognitively demanding)

**Meaningful and purposeful**  
(context embedded)

Opportunities for  
**repetition, repetition, repetition!**



# Pupil and School Support Service



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