# **Primary Initial Teacher Education: Curriculum Plan**

# **Strand English as an Additional Language (EAL) Postgraduate Programmes**

**Curriculum Vision:**

Trainee teaches will know the main pedagogies, resources and assessment strategies that enable all pupils identified as having English as an Additional Language to access the curriculum. Trainee teachers will understand that pupils are not a homogenous group, that they need specific support related to their vocabulary, and that their culture and home language can be celebrated in their classroom and school. Trainee teachers will develop their confidence to challenge any practices that may not support EAL provision.

| **Phase 1** | | | | |
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| **University Based Learning** | | | | |
| **Learn That** | | **Learn How** | | |
| **Component Knowledge** | Teachers must also take account of the needs of pupils whose first language is not English.LT4:1 | EAL practice is quality first teaching explored through examples via video LH7:1 | Intent |
| Learning should be context embedded, cognitively demanding. (Cummins framework) LT4:1 | Discuss and analyse expositions. LH4:6 |
| Support needs to be considered to allow for CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communication Skills) LT2:6. | To explore oracy and literacy within the curriculum. LH3:10 |
| EAL pupils may have a silent period LT2:6 | Reflect on strategies and curriculum rationale. LH3: 3 |
| Children with EAL are often interpreters for parents. LT8:4 | Explore support of children with additional needs. LH5:1 |
| There are misunderstandings about pupils with EAL. For example, learners have an additional need and not a special need. LT3: 4 | To consider the needs of all children and provide opportunities for all children to experience success. LH5:5 |
| EAL practice is good teaching.LT1:7 | Students will reflect on good practice within sessions. LH2:2 |
| Working with parents is essential to a child’s learning acquisition. LT8:3 |  |
|  | Vocabulary is key to acquiring a language and there is a productive and receptive vocabulary. LT3:9 |  |
|  | Language 1 and language 2 are interdependent and review the *Iceberg Model.* LT4:1 |  |

| **Assessment** | **Assessment** | | |  |
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| Retrieval questions throughout the sessions and group discussions reflecting and analysing positive practices. Composite knowledge is evidenced through a quiz. | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| That children may need support with basic interpersonal communication skills and cognitive language proficiency. | How to adapt teaching to support children with EAL. | Recognise activities that are context embedded and cognitively demanding. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in EAL** | | | |
| CUMMINS. J.,2000 *Language, power and pedagogy: bilingual children in the crossfire.* Clevedon: Multilingual Matters  NALDIC: The National Subject Association for EAL <https://naldic.org.uk/>  Bilingual Language acquisition.  CONTEH. J., 2019. *The EAL Teaching Book: Promoting success for multilingual learners in mainstream schools*. London: Sage.  KNOWLES. G., 2018.*Supporting Inclusive Practice and Ensuring Equal Opportunities for All*. London: Routledge.  Padlet- resources, research, and pedagogies with hyperlinks  <https://padlet.com/FS_edgehill/mqds0qxeoxzraj99> | | | |

| **Phase 2** | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | **University Based Learning** | | | | |
| **Learn That** | | **Learn How** | **Learn That** | | **Learn How** | | |
| **Component Knowledge** | Effective teaching can transform pupils’ knowledge, capabilities, and beliefs about learning. LT4:1 | Know which questions to ask the teacher about their practice and the rationale if they observe an EAL pupil in a lower ability group when on professional practice. LH8:14 | Pupils are likely to learn at different rates and to require different levels and types of support to succeedLT5:1 | Discuss and analyse concepts that aim to meet the individual needs of children.LH5:6 | | Intent |
| How pupils are grouped is important; care should be taken to monitor the impact of groupings on pupil behaviour and motivation. LT4:10 | Adapt their teaching so that they can offer context embedded and cognitively demanding activities that support language acquisition LH4:16 | Adaptive teaching is essential for pupils with EAL. LT5: 3 | To support children with a range of additional needs. LH5: 1 | |
| Group work and discussion is essential for language acquisition.LT4:9 | Vocabulary is key to acquiring a language and that there is productive and receptive vocabulary. LH3: 8 | Teachers should use a variety of approaches for language acquisition. LT4:9 | Combing a verbal explanation with a relevant graphical representation of the same concept or process supports understanding. LH4:8 | |
| Various strategies a school and class teacher may use to support children with EAL LT4:3 | To plan for a vocabulary, focus with lessons that they adapt to meet the needs of pupils with EAL LH5:14 | Drama and talk for Writing are useful strategies for language development and literacy. LT4:7 | Providing sufficient opportunities for pupils to consolidate and practise new knowledge helps them to develop. LH4: 5 | |
| Strategies can secure subject concepts in the long-term memory. LT:2 | To model explanations and provide scaffolding. LH4: 1, LT4:2 | Adapt standard teaching to focus on language acquisition. LT3:9 | Evaluate activities that encourage language development. LH3:15 | |
|  |  | Dual language books and visual aids support reading comprehension. LT3:9 | Recognise stages of English proficiency. LH6:12 | |
|  |  |  | Children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth which should be planned for. LT4:7 | Plan for vocabulary focus LH5:14 | |  |
|  |  |  | The importance of avoiding cultural appropriation. LT1: 2 |  | |  |

| **Assessment** | **Assessment** | | **Assessment** | | Impact |
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| Focussing on EAL strategies may not be possible in a school that has little or no EAL and in such cases, it is important for trainee teachers to discuss how all children develop language and literacy skills with class teachers, mentors, and the Lead for Inclusion. | | Reflection on professional practice and colleague discussion. Evaluation of best practice and observed activities. Trainees will review and set targets. | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| How children develop language and literacy through talking, interaction with others and resources. | That adaptive teaching will benefit all pupils including those with EAL. | | Plan and/or adapt planning in English for language development. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| <https://www.talk4writing.com/>  Talk for Writing is an engaging teaching framework that raises progress and boosts standards.  <https://naldic.org.uk/>  NALDIC: The National Subject Association for EAL. See-  *Bilingual Language acquisition.*  *EAL: Empirical study of stages of English proficiency*  NASSEA: Improving teaching and learning for EAL, Black and minority ethnic pupils.  <https://www.nassea.org.uk/>  CUMMINS. J.,2000 *Language, power and pedagogy: bilingual children in the crossfire.* Clevedon: Multilingual Matters.  CONTEH. J., 2019. *The EAL Teaching Book: Promoting success for multilingual learners in mainstream schools*. London: Sage. | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | Adaptive teaching is essential for all pupils but especially those with EAL. LT5:5 | | To assess children according to good practice and school rationale. LH7:14 | | Intent |
| To adapt standard teaching to focus on language acquisition. | | Make use of formative assessment. LH5: 3 | |
| Various approaches can be used to support children with context embedding and cognitively demanding work. LT1:4 | | Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. LH4: 5 | |
| Some pupils with EAL are likely to require additional or adapted support. LT5:7 | | Discuss with experienced colleagues, intervention, and effective planning to support this.LT5:8 | |
| Some pupils are motivated by intrinsic factors related to their identity and values. LT7:6 | | Receive clear, consistent, and effective mentoring in how to respond to behaviour. LH7:1 | |
| A culture of mutual trust and respect supports effective relationships. LT1: 5 | | Be sympathetic to the needs of pupils with EAL and those who are refugees LH 4: 18 | |
| **Assessment** | **Assessment** | | | | Impact |
| Trainees will review and consolidate the knowledge, understanding and skills developed during Phase 1 and Phase 2. | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| Approaches a school and class teacher can take to support families with EAL and the pedagogies to support pupils. | That vocabulary depth and breadth with cognitive academic language proficiency and basic interpersonal communication skills foci are essential for acquiring a language and this should be addressed at the planning stage. | | Plan and assess language development for pupils with EAL and consider suitable strategies for teaching and learning. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in EAL** | | | | |
| The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  Refugee Council  <https://www.refugeecouncil.org.uk/>  BAKER. C. AND WRIGHT. W.E., *2021 Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters.  GENETTI. C., 2018 *How Languages Work: An introduction to language and linguistics*. Cambridge: Cambridge University Press.  KNOWLES. G., 2018.*Supporting Inclusive Practice and Ensuring Equal Opportunities for All*. London: Routledge.  HORNER. K. and WEBER.JJ., 2017. *Introducing Multilingualism: A social approach*. London: Routledge.  SHIN. S. J., 2017 *Bilingualism in schools and society: Language, identity, and policy*. New York: Routledge. | | | | |