**Primary Initial Teacher Education: Curriculum Plan**

**EAL: Undergraduate Programmes**

(Links to Disciplinary knowledge/ Professional Knowledge/ Pedagogical Knowledge)

**Curriculum Intent:**

The intent is for trainee teachers to **know** the main pedagogies, resources and assessment strategies that enable all pupils identified as having English as an Additional Language to access the curriculum. For them to **understand** that pupils with EAL are not a homogenous group, that they need specific support related to vocabulary, and their culture and home language should be celebrated in their classroom and school. The **impact** will be that all trainees will have the confidence to challenge any practices that may not support EAL provision.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1** | **Trainees will know:** | **Trainees will be able to:** |
| * Jim Cummins framework - context embedded, cognitively demanding LT4:1 | * Know which questions to ask the teacher about their practice and the rational if they observe an EAL pupil in a lower ability group when on professional practice. LH8:14 |
| * CALP and BIC skills LT4:1 | * Adapt their teaching so that they can offer context embedded and cognitively demanding activities that support language acquisition LH4:16 |
| * EAL pupils may have a silent period LT2:6 | * Know how to use dual language books to support language acquisition LH4:18 |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * That children need support with BICs and CALP skills to acquire English   *By the end of this phase trainees will* ***understand:***   * How to adapt teaching to support children with EAL   *By the end of this phase trainees will* ***be able to:***   * Recognise activities that are context embedded and cognitively demanding   The composite knowledge is evidenced through an online quiz (see below) |
| * That it is important to address misconceptions such as learners with EAL have an additional need not special need LT3:4 |
| * EAL practice is simply good teaching. This will be explored through good examples via video LT7:1 |
| * EAL learners are not a homogenous group LT1:1; LT7:1 |
| * Issues for pupils with EAL that are related to oracy and literacy and how to explore them within the curriculum   LT3:9 |
| **Phase 2** | **Trainees will know:** | **Trainees will be able to** |
| * The Iceberg model – that language 1 and language 2 are interdependent LT4:7 | * Evaluate resources and activities that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces LH 4:12 |
| * That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth LT4:7 | * Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition LH6:12 |
| * Dual language books and visual aids support reading comprehension LT3:9 | * Plan for a vocabulary focus with lessons that they adapt to meet the needs of pupils with EAL LH 5:14 |
| * Various strategies a school and class teacher may use to support pupils with EAL LT4:3 |  |
| * How cultural capital relates to pupils with EAL L1:5 |  |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * The 4 stages of Language Acquisition   *By the end of this phase trainees will* ***understand:***   * That vocabulary depth and breadth is essential for acquiring a language and this should be addressed at the planning stage   *By the end of this phase trainees will* ***be able to:***   * Plan for vocabulary depth in every subject that is essential for pupils with EAL   The composite knowledge is evidenced through an online quiz (see below) |
| * The stages of progression to language development related to Hilary Hester’s BEL stages LT5:3 |
| * Vocabulary is key to acquiring a language and that there is productive and receptive vocabulary. |
| * Group work and discussion is essential for language acquisition LT4:9 |
| **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
| * That pupils with EAL may have additional barriers to their learning such as experiences of being a refugee or the need to be the translator for their family LT4:7 | * Address ways of supporting families who have EAL LH4:18 |
| * Various approaches to supporting al children with context embedded and cognitively demanding work LT4:9 | * Be sympathetic to the needs of pupils with EAL and those who are refugees LH4:18 |
| * How to manage children’s behaviour and limit challenging behaviours that are related to language barriers and feelings of isolation LT1:4 | * Evaluate (and if necessary, challenge) any poor EAL practices in school LH3:15 |
| * How to use the BEL stages for assessment LT5:3 | * Assess the stage of language development through assessment stages and consider support strategies LH6:12 |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * Approaches a school and class teacher can take to support families with EAL   *By the end of this phase trainees will* ***understand:***   * That refugee children and families need additional support to the general guide of language acquisition   *By the end of this phase trainees will* ***be able to:***   * Assess a stage of language development for pupils with EAL and consider suitable strategies for teaching and learning   The composite knowledge is evidenced through an online quiz (see below) |
| * How we aim for additive bilingualism rather than subtractive bilingualism   LT4:3 |
| * The importance of avoiding cultural appropriation LT1:4 |
| * That culture and difference should be celebrated LT1:5 LT 8:4 |
| **Key Literatures and resources that are addressed in the sessions** | The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  DfES (2006) *Ethnicity and Education evidence on Minority Ethnic pupils 5 - 16* <http://publications.teachernet.gov.uk/eOrderingDownload/DFES-0208-2006.pdf>  NASSEA  <http://www.nassea.org.uk>  National Subject Association for EAL  [www.naldic.org.uk](http://www.naldic.org.uk)  Padlet – resources, research and pedagogies with hyperlinks  <https://padlet.com/FS_edgehill/mqds0qxeoxzraj99>  Refugee Council Report (2008) *Beyond the school gates: supporting Refugees and asylum seekers in secondary schools*  <http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/researchreports/inclusiveschools_may08.pdf>  Refugee council  <http://www.refugeecouncil.org.uk/>  Baker. C., 2007. *A Parents’ and Teachers’ guide to Bilingualism* 3rd edition. Clevedon: Multilingual matters Conteh. J., 2019. [The EAL Teaching Book: Promoting Success for Multilingual Learners (Primary Teaching Now)](https://www.amazon.co.uk/EAL-Teaching-Book-Promoting-Multilingual/dp/1526472678/ref=sr_1_1?crid=1WTAQILMNX5P&keywords=english+as+an+additional+language+conteh&qid=1644315199&s=books&sprefix=english+as+an+additional+language+conteh%2Cstripbooks%2C49&sr=1-1). London: Learning Matters Conteh. J., 2012. *Teaching Bilingual and EAL learners in Primary school.* London: Learning matters  Conteh, and Meier., 2014. *The Multilingual Turn in Languages Education: Opportunities and Challenges. New Perspectives on Language and Education.* London: Multilingual Matters  Cummins J., 2000. *Language, Power and Pedagogy.* Clevedon: Multilingual Matters Mistry, M and Sood, K., 2020*, Meeting the Needs of Young Children with English as an Additional Language: Research Informed Practice*. London: David Foulton PressWebster. M., 2011. *Creative activities and Ideas for teaching pupils with English as an Additional Language.* Exeter: Pearson Ltd | |

Assessment – through the use of Google forms, Quizlet or Learning Edge Assessment tool