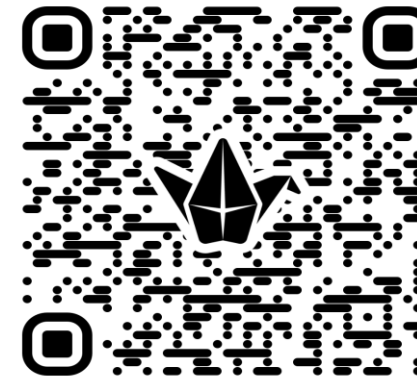




# Strategies and Resources to support Newly Arrived EAL Pupils for primary and secondary colleagues

**Jeanna Weller**  
**Coventry Ethnic Minority Achievement Service**  
Warwick University Inclusion Conference  
January 2026



[Inclusion Conference](#)  
[Warwick University](#)



We believe children and young people in Coventry should always...





## Session Outline

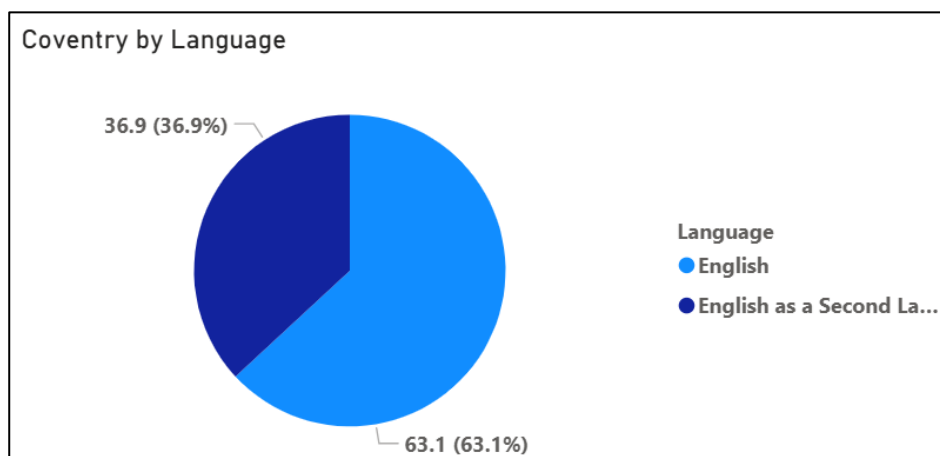
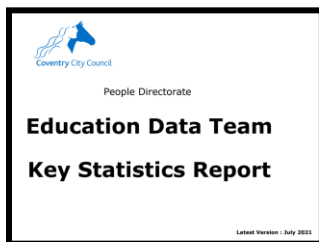
To learn about:

- the background of Coventry's EAL learners;
- the different types of language that EAL learners need to develop;
- how long it takes an EAL learner to become proficient in English;
- the importance of inclusion for EAL learners

To learn how to:

- use in-class strategies to make the curriculum more understandable;
- use speaking and writing scaffolds in the classroom to support language development of EAL learners.

# Coventry Data



## Pupil Characteristics

The percentage of pupils of compulsory school age with English as an additional language in Coventry schools compared with national.

	January 2022		January 2023		January 2024		January 2025	
	Cov	Eng	Cov	Eng	Cov	Eng	Cov	Eng
Primary	34.9	21.2	35.8	22.0	37.0	22.8	38.1	23.4
Secondary	33.6	17.5	34.6	18.1	35.2	18.6	35.9	19.2
Special	28.8	14.6	28.1	14.5	26.6	14.5	26.3	21.4

*DfE Schools, pupils and their characteristics: January 2022.*

*DfE Schools, pupils and their characteristics: January 2023.*

*DfE Schools, pupils and their characteristics: January 2024.*

*DfE Schools, pupils and their characteristics: January 2025.*

## EAL Diversity

New Arrival EAL learners will be at the A/B stages of the DfE English proficiency scale

### The five new codes to assess EAL pupils



Elsewhere in the world, the term bilingual or multilingual is used as opposed to EAL.

Advanced EAL learners will be at the C/D/E stages of the DfE English proficiency scale

"A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration."

*(DfE- English proficiency of pupils with English as an additional language September 2020)*

The term 'new arrivals' is used to describe children who are international migrants, including refugees, asylum seekers, children of people working or studying in England and economic migrants from overseas. This definition implies that they are newly arrived from outside the United Kingdom rather than new to a school from another area of Britain.

*Bell Foundation*

### Ofsted

'Advanced bilingual learners are defined as pupils who have had all or most of their school education in the UK and whose oral proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to their language background.'

Learners with EAL have a dual task a school: to learn English (language) and learn *through* English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context.

# Current Policy - Equal Access to the National Curriculum



So that EAL learners...

Don't lose the opportunity for subject matter learning

Academic inclusion

Benefit from a range of different language models

Linguistic inclusion

Social inclusion

Can bond with their first language/ English peers more quickly

**Inclusion occurs:** when EAL learners are taught alongside their same aged peers but with appropriate adjustments to the environment, curriculum, pedagogy and assessment particularly for EAL learners working at DfE levels A, B and C

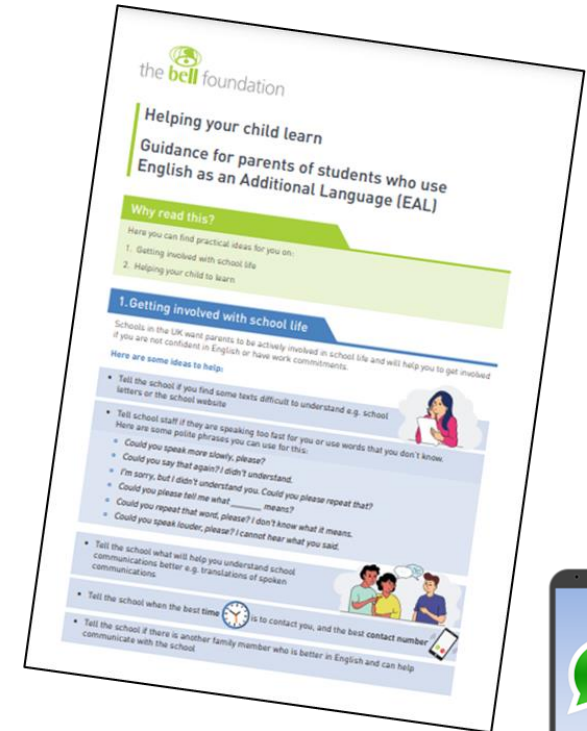


We believe children and young people in Coventry should always...

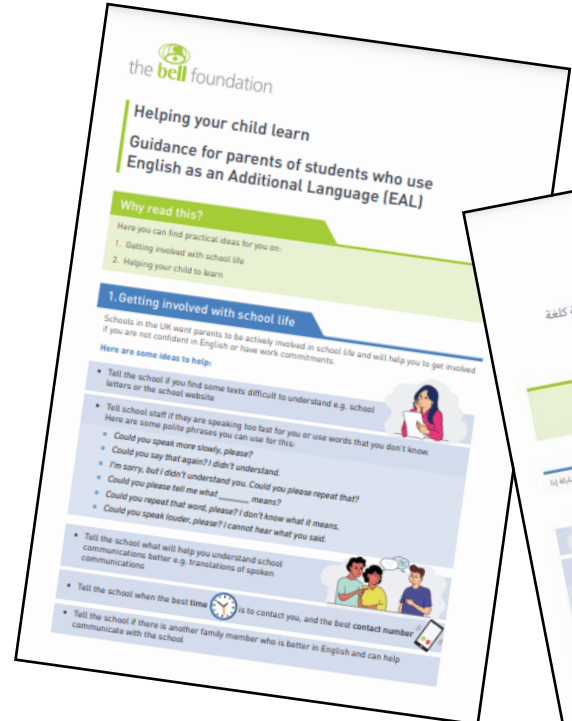
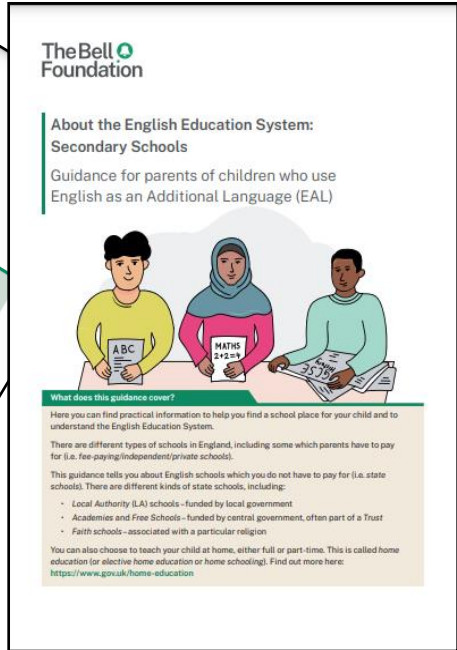


# Working with parents of EAL learners so they know how they can support learning

- Ensure that they have an interpreter at initial meeting
- Share information on workshops (home reading, maths)
- Show them the school website and how to access newsletters, online learning platforms
- Share important dates on school calendar (non-uniform day, applications for secondary, parent meetings)
- Ask them how they would like to be contacted
- Ensure they are kept informed on topics covered in class and encourage them to discuss these with their children in home language



# Prepare-translated information on UK Education system



## Bell Foundation Guidance for Parents



We believe children and young people in Coventry should always...



## Young Interpreter Scheme/ New Arrival Ambassador Scheme- Hampshire EMAS

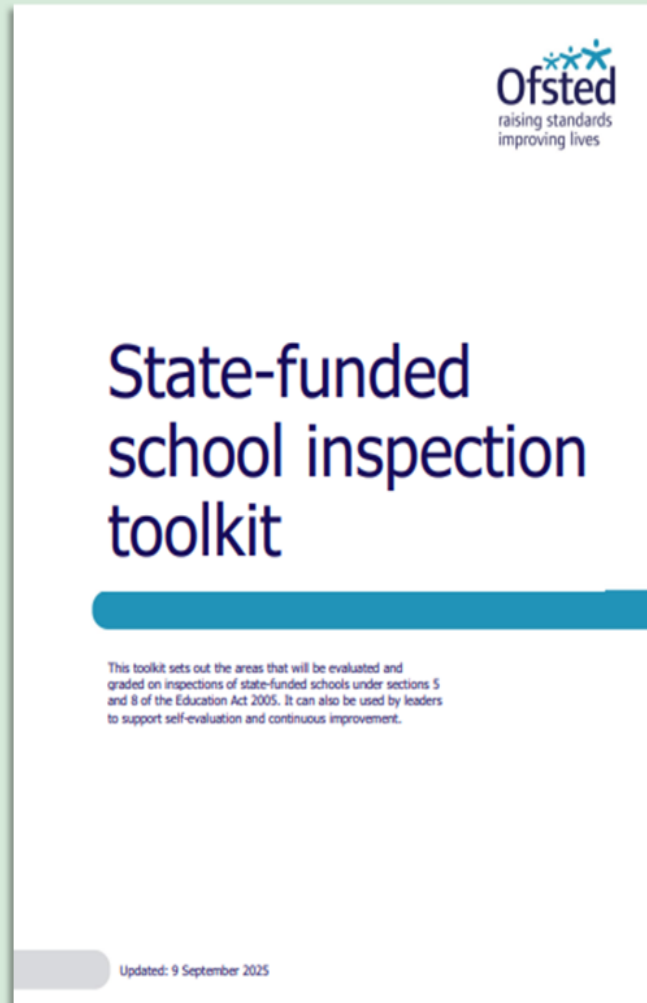
[Hampshire EMAS: Young Interpreter Scheme](#)

## Young Interpreter Scheme

The Young Interpreter Scheme® provides peer support to pupils who are learning English as an Additional Language (EAL), to their families and to schools



# Key messages - Ofsted Inspection Toolkit (2025)



...inspectors consider the extent to which teachers assess pupils' English language proficiency accurately and regularly.

Ofsted Inspection Toolkit (2025)

# Ofsted: State-funded school-inspection toolkit

## What will inspectors consider?

Pupils at early stages of learning EAL



ProStockStudio/Shutterstock.com

Expectations kept high

Assess regularly and accurately

Opportunities for talk

Vocabulary development

Extending pupils' language skills

Developing pupils' reading skills



Minerva Studio/Shutterstock.com

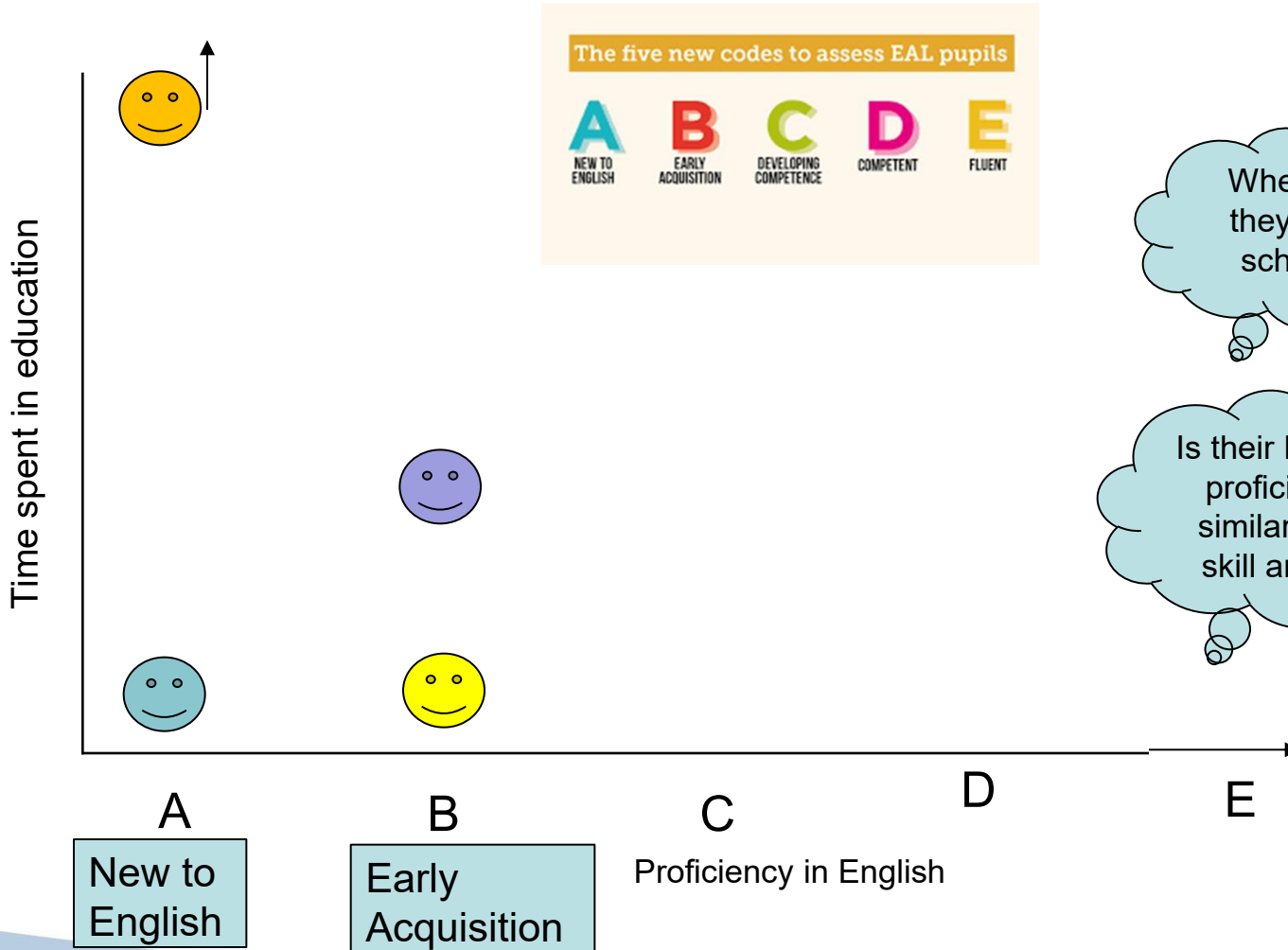
## Proficiency in English - a key factor

In an English-medium education system, a pupil's likelihood to succeed will be strongly influenced by their mastery of the language of instruction. **Proficiency in English is central to understanding achievement and levels of need among pupils with EAL.**

Pupils' attainment increases with greater English proficiency, indicating a **strong link between proficiency in English and educational achievement**

Strand and Hessel (2018)

# Diversity of our newly arrived EAL learners

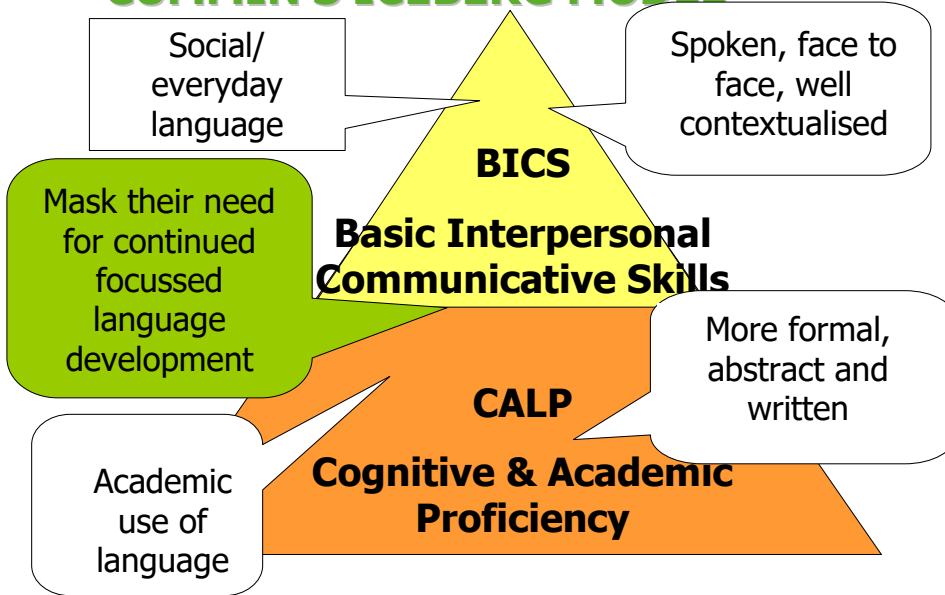


- Have they received prior education?
- When did they start school?
- Can they communicate their basic needs?
- Is their English proficiency similar in all skill areas?
- What is home life like?

**Need to know background:**  
<https://www.coventry.gov.uk/ethnic-minority-achievement-service-emas/new-arrivals>

# How do EAL learners develop full English proficiency?

## CUMMIN'S ICEBERG MODEL



BICS – Basic Interpersonal Communication Skills

## Development in the use of language

### BICS

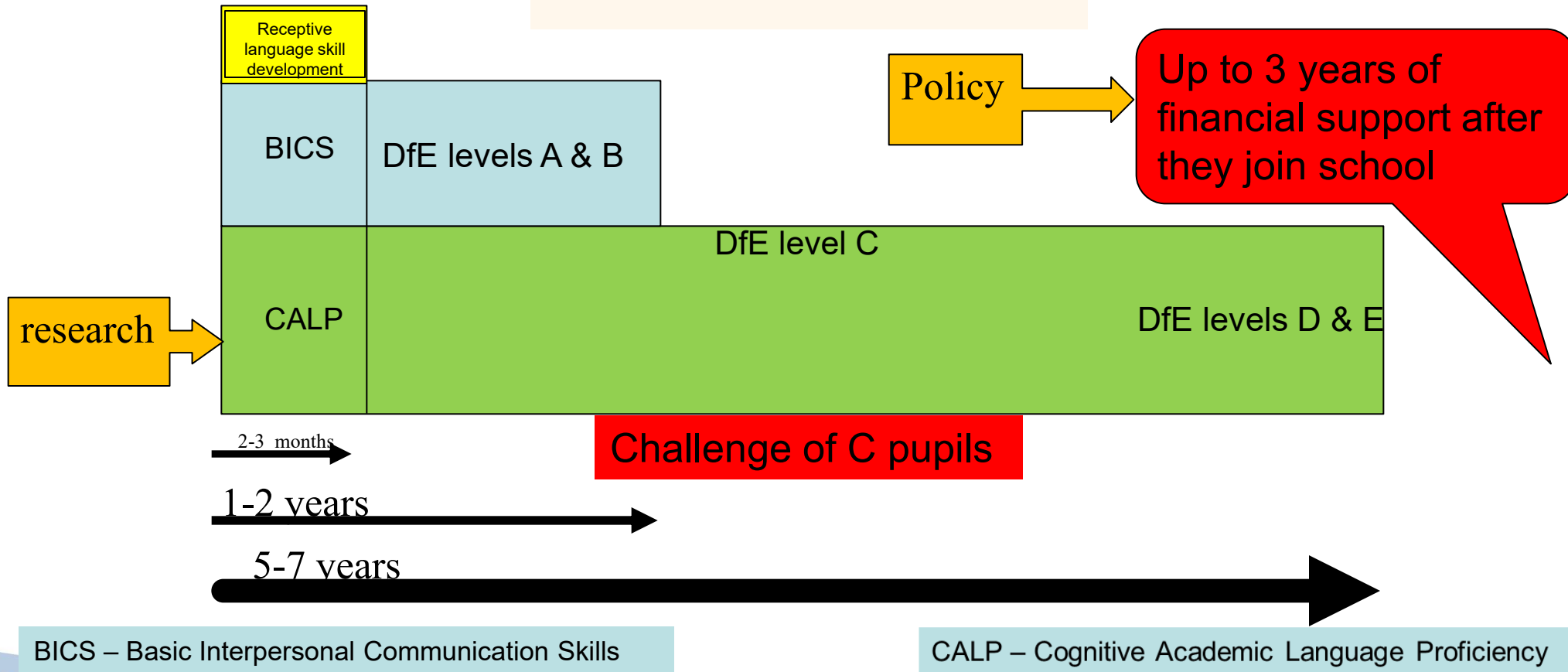
- Responding with one word or short phrase
- Using informal vocabulary
- Asking simple questions
- Asking for help
- Making a brief comment
- Using standard phrases
- Giving a simple opinion
- Making a simple choice

### CALP

- Making longer statements
- Using correct technical vocabulary
- Asking more complex questions
- Providing help
- Giving reasons or explanations
- Suggesting questions or explanations
- Justifying a point of view
- Negotiating and persuading

CALP – Cognitive Academic Language Proficiency

# Consider time taken to acquire English Language proficiency: BICS & CALP

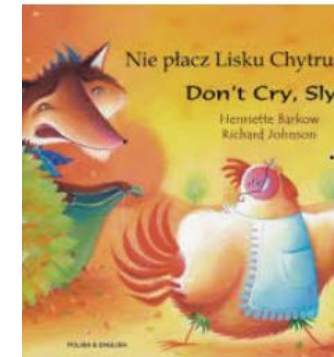


## The Importance of creating a welcoming, inclusive environment

- Include use of home language in the classroom
- Find out about language and education background to plan teaching and build on prior knowledge
- Ensure the learning environment reflects multi-lingual, multi-cultural visual displays

2 Promote good progress and outcomes by pupils *be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these*

1. Set high expectations which inspire, motivate and challenge pupils  
*establish a safe and stimulating environment for pupils, rooted in mutual respect*



# Technology support to enable use of home language in the classroom

NO

Is the pupil literate in home language? Are they educated?

YES (typically older children i.e. KS2)

## Audio Materials

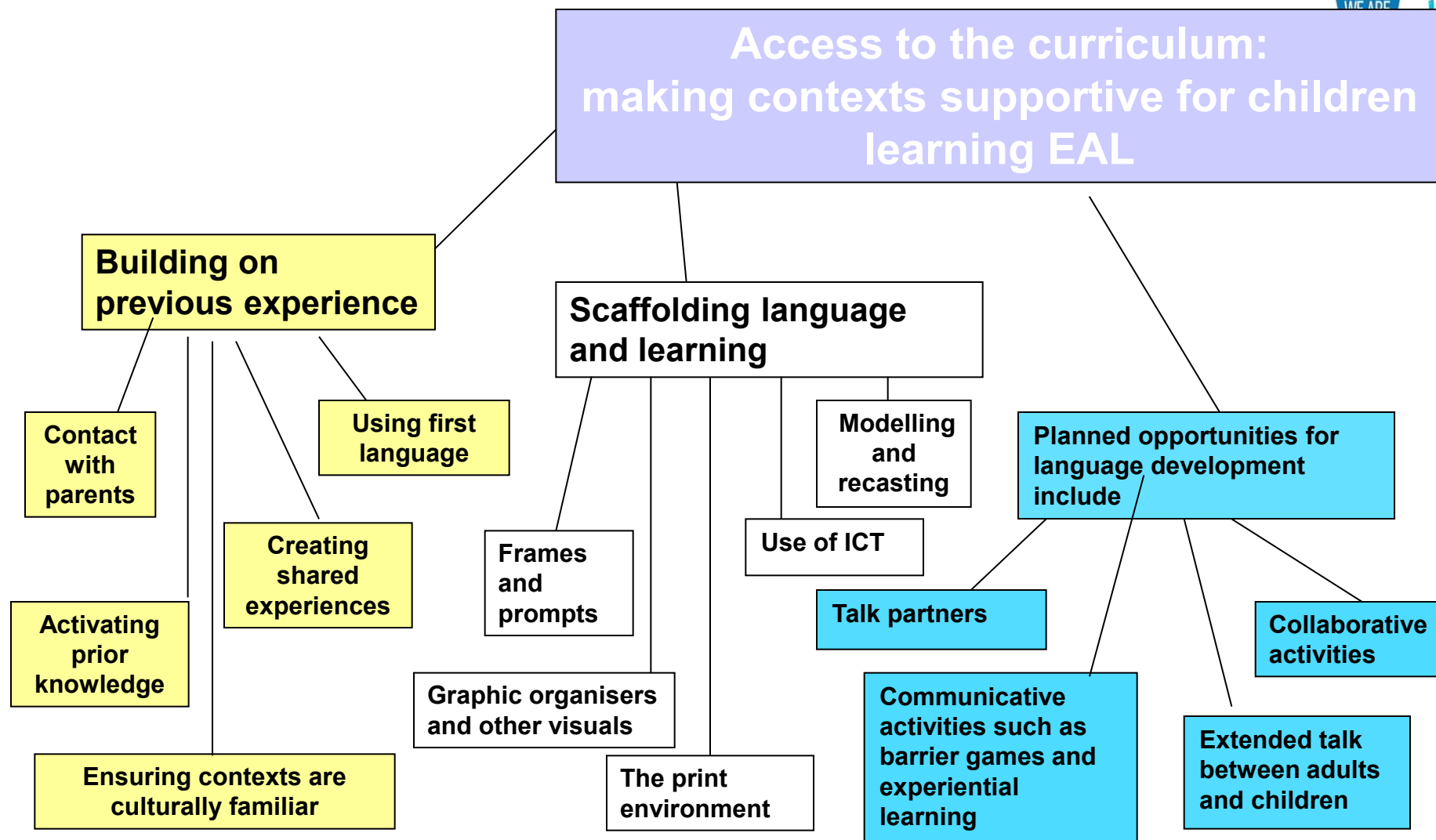
- Talking Pen
- Google Translate audio
- Story Books UK
- Mama Lisa

[Heather Aird's Quick Guides to Microsoft Education products](#)



## Literacy Materials

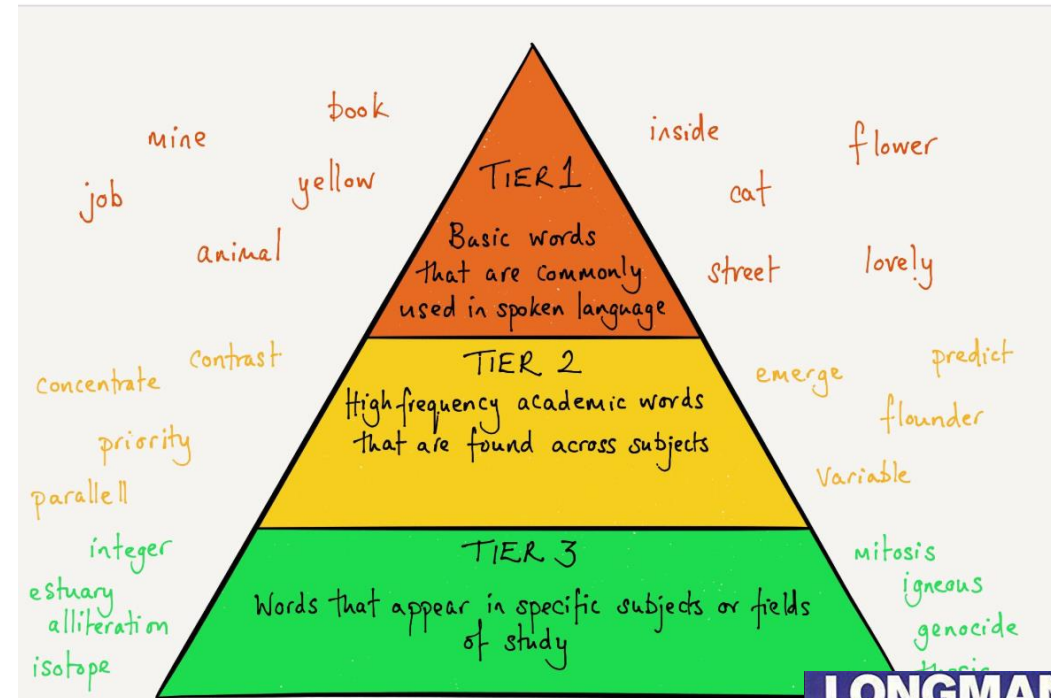
- Dual Language reading books
- Bilingual dictionaries
- Google translate
- Online dictionaries
- Microsoft Lens
- Copies of texts
- PowerPoint and word translation
- Worldstories.org.uk



Ways to ensure that EAL Learners have access to the curriculum

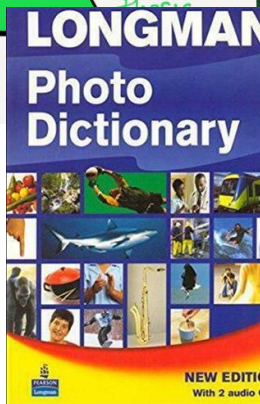
# Planning for Language Development: key vocabulary related to curriculum content

- Vocabulary should be considered from all **three tiers**:
- **Tier 1**: rain, raindrop, puddle, wind, snow, hot, cold, fog
- **Tier 2**: forecast, report, conduct, investigate, analyse,
- **Tier 3**: precipitation, evaporate, humidity, drought, pressure, moisture



*Pupils may know these words in home language or they may not...*

1. Identify, Introduce and rehearse (pre-teach)
2. **Link with first language- build bilingual glossaries**
3. Memorise with games such as snap/bingo- opportunities to match written word and visual.
4. Teach vocabulary in chunks/phrases
5. Scaffold by placing in context of short sentence
6. Provide picture dictionaries for vocabulary development



# Planning for Language Development: Focus on Language structures as well as Vocabulary

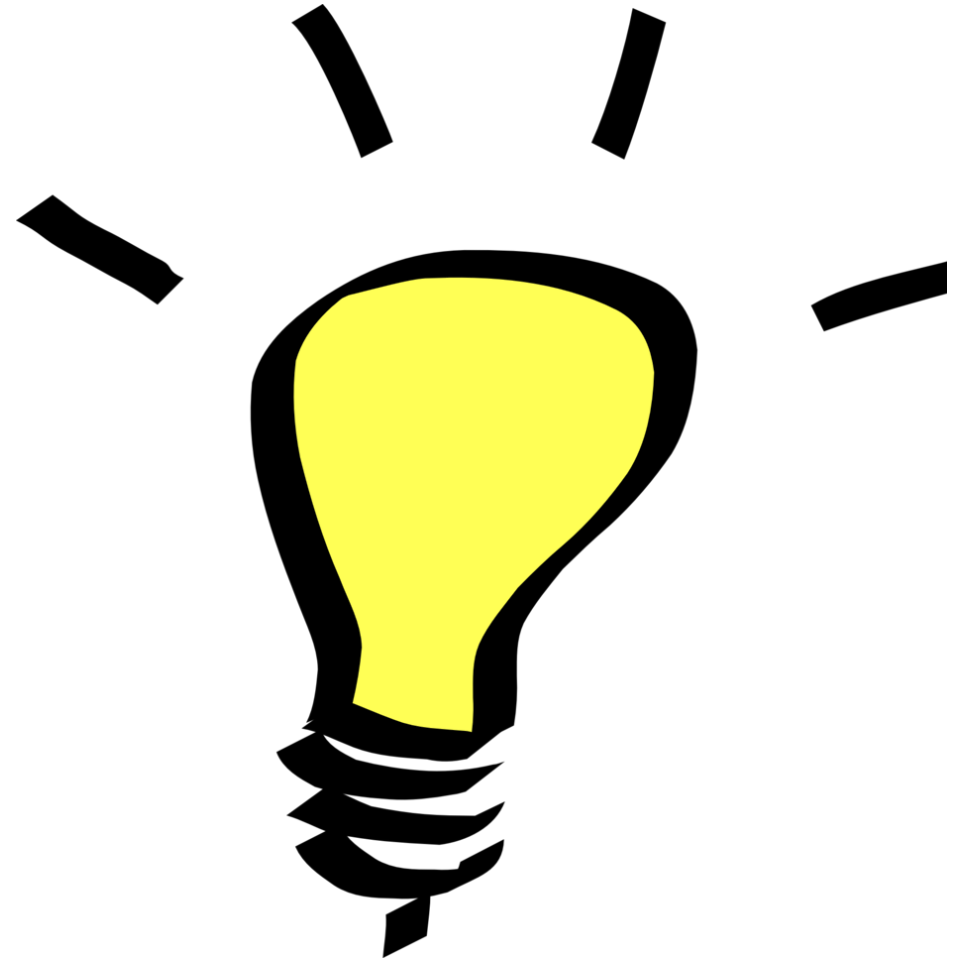


*He is* wearing ...  
*She is* wearing...  
*They are*  
wearing...  
*I am* wearing...

It's *his* coat  
It's *her* coat  
It's *your* coat  
It's *my* coat

The hat is *on*  
The hat is *under*  
The hat is *next to*  
The hat is *behind*

A few strategies to help make the academic language of the mainstream classroom understandable for EAL learners



# Meeting the needs of EAL Learners in School

## Five evidence-informed key principles for effective EAL practice

Classroom guidance and strategies  
to support EAL learners  
Primary version



The Bell  
Foundation

The Bell  
Foundation

Classroom guidance and strategies  
to support EAL learners  
Secondary version



1. Multilingualism as an asset

2. High Expectations with  
Appropriate Support

3. An integrated focus on  
language and content

4. Effective and holistic  
assessment

5. Social inclusion

[Bell Foundation: Classroom guidance and strategies to support EAL learners](#)

4. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

# Understanding Spoken Language - Classroom instructions

I want you to open your books and spend the next quarter of an hour doing Exercise 3 on page 62 in silence.

## • New Arrivals

Instructions need to be graded

**Avoid sentence headers/colloquial terms**

**Decide on and use consistently short repetitive language structures for classroom instructions**

**Slow down and repeat instructions**

Consider **position** of EAL learner

Support with **key visuals/body language**

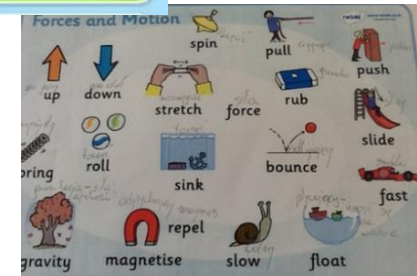
**Ask closed, either/or questions to provide model language in question**

## 5 Adapt teaching to respond to the strengths and needs of all pupils

- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*







## Supporting understanding of spoken English

- Access to home language technology
- **pre-teach and send home** key vocabulary with visuals before the topic is tackled in class; home-school communication book.
- **use key visuals** to make the lesson's content and language clear;
- highlight/display key language (Working walls);
- **use graphic organisers** to present curriculum content with reduced language input;
- demonstrate good behaviour and classroom rules, through visual picture cards/posters;
- Use equipment such as concrete resources in maths to demonstrate meaning
- **model key language structures and vocabulary** in context;
- encourage learners to **listen out for language in class** and circle/highlight;



## Use effective visuals



bee	honey	beekeeper
		
honeycomb	beehive	nectar
		

**A**

Introduce language in chunks rather than isolated vocabulary

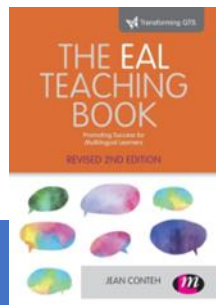
- Story props/sacks
- Concrete objects
- Flashcards
- Media (video clips)
- Visual word mats
- Bilingual glossaries










**B**

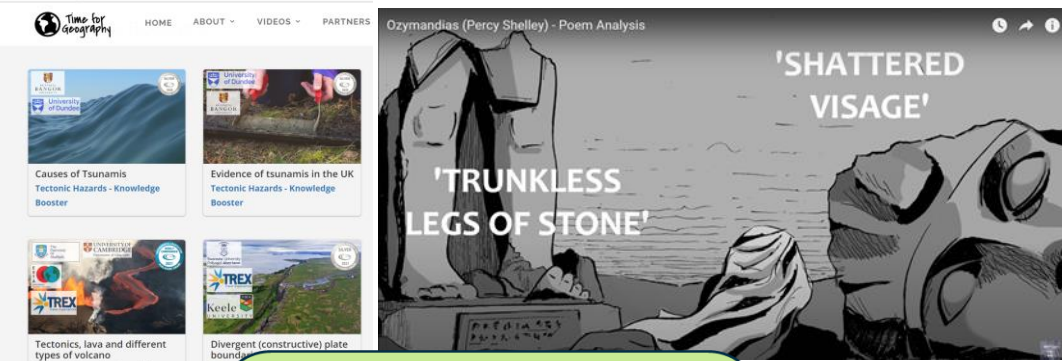
Build up bilingual glossaries

# Year 8 History Causes of WW1- graphic organisers and visuals to support new concepts and language

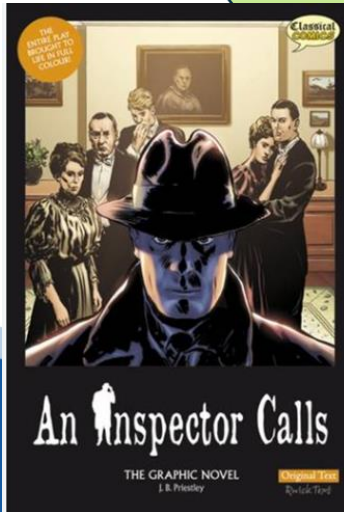
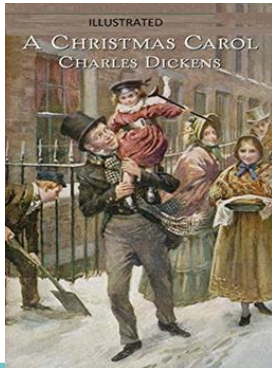


Causes		Consequences
	<p>caused</p> <p>led to</p>	
	<p>brought about</p>	
	<p>resulted in</p>	

# Making Dense Texts Accessible



Visit short video clips-  
Comics and Lit  
<https://www.youtube.com/c/ComicsandLit>  
Time for geography:  
<https://timeforgeography.co.uk/>

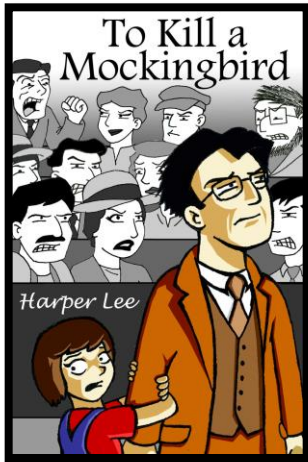
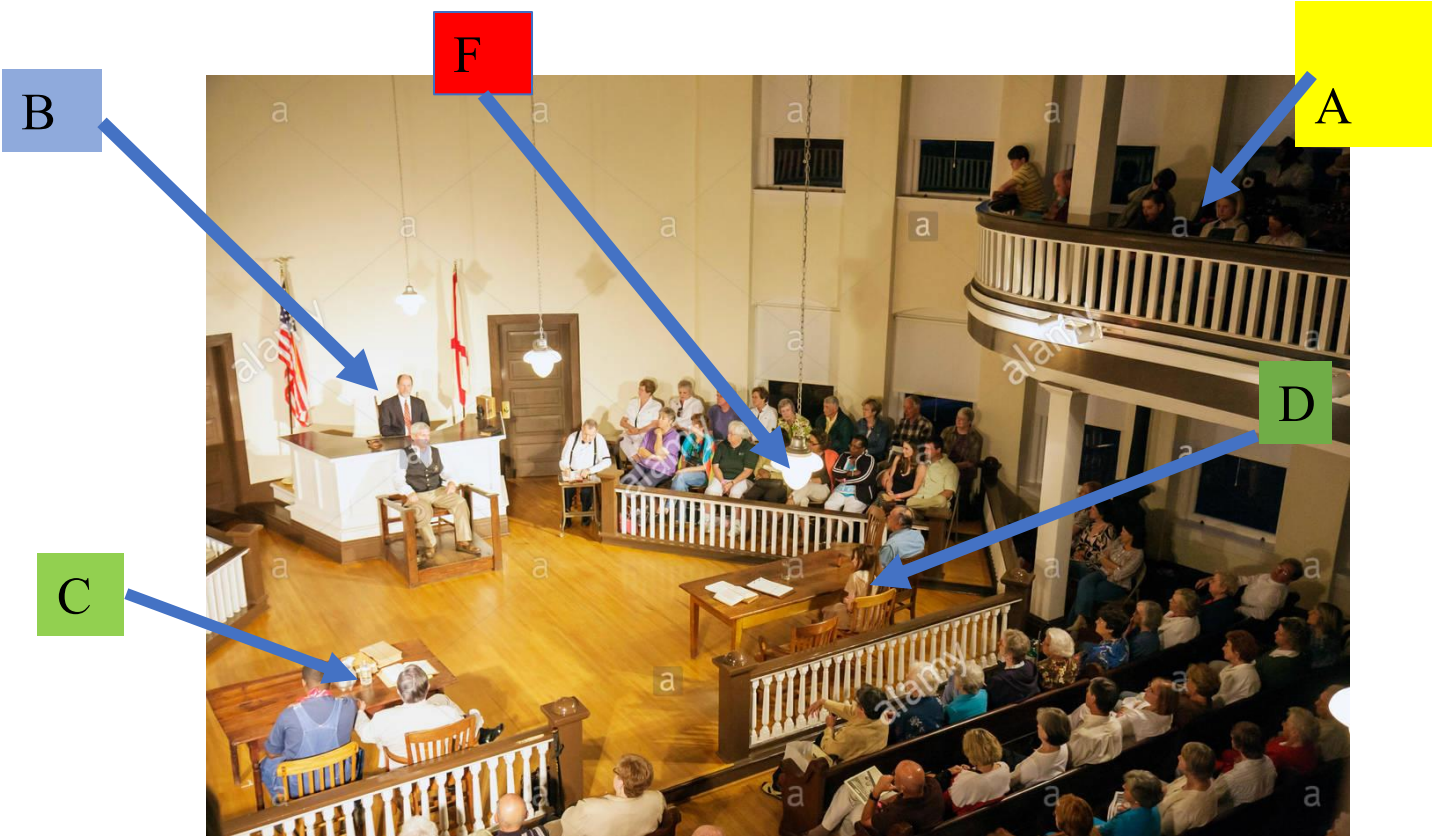


1. What can you see in the picture?
2. Is this a recent picture or an old picture?
3. Do you think the people are rich or poor?
4. What are they doing?
5. What is Christmas?
6. What is a Carol?
7. Who was Charles Dickens?

- Use Graphic novel versions of English Literature Texts: [Graphic novel versions of GCSE English literature texts](#)
- Pre-visit material with videos (You Tube Videos can have subtitles in different languages added)
- Consider difference in Cultural Capital
- Share Texts which can be translated using Microsoft Lens or PowerPoint slides translated/with visuals/simplified language
- Supply focus questions

# Cultural Capital – pre-visiting task: Identifying Gaps

prosecution gallery judge defence jury





During Reading

## Choral reading-Class Text

*My name is Imelda Galdonic. I have been a pilot for over 25 years with Etna Skies on the Mediterranean island of Sicily. Many people describe me as having the dream job by seeing the sights of our magnificent, volatile world from the safety of my twin plane. I lived the dream until one nearly fatal day two years ago. The day she erupted. The day I prepared to take my last breath.*



Give pupils a section of the text



Pupils listen to the text read aloud, with appropriate pauses and expression.



Then pupils have chance to repeat it (copying pronunciation, stress and intonation patterns.)

# PowerPoint Translation tool in-class

Key Vocabulary-English	My Language
Pilot	
island	
job	
plane	
fatal	
erupt	

**During Reading**

**Choral reading-Class Text**

My name is Imelda Galdonic. I have been a pilot for over 25 years with Etna Skies on the Mediterranean island of Sicily. Many people describe me as having the dream job by seeing the sights of our magnificent, volatile world from the safety of my twin plane. I lived the dream until one nearly fatal day two years ago. The day she erupted. The day I prepared to take my last breath.

Give pupils a section of the text

Pupils listen to the text read aloud, with appropriate pauses and expression.

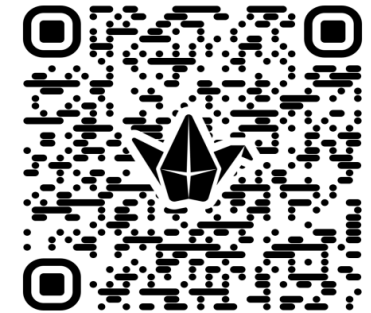
Then pupils have chance to repeat it (copying pronunciation, stress and intonation patterns.)

Translator

to take my last breath.

To Romanian

Numele meu este Imelda Galdonic. Sunt pilot de peste 25 de ani cu Etna Skies pe insula mediteraneană Sicilia. Mulți oameni mă descriu ca având jobul de vis văzând atracțiile lumii noastre magnifice, volatile, din siguranța avionului meu geamăn. Am trăit visul până într-o zi aproape fatală acum doi ani. În ziua în care a erupt. Ziua în care m-am pregătit să-mi iau ultima suflare.

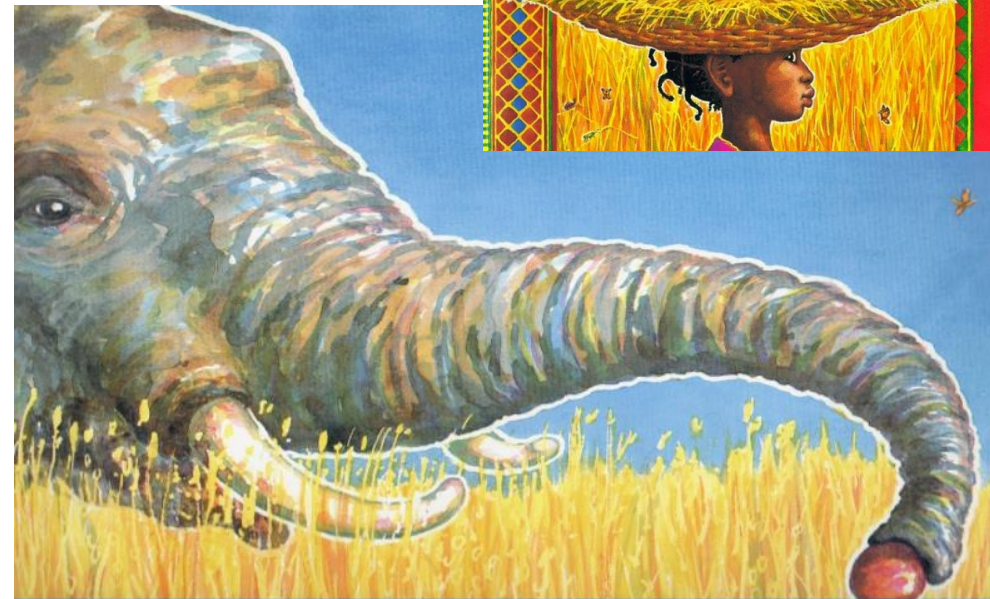
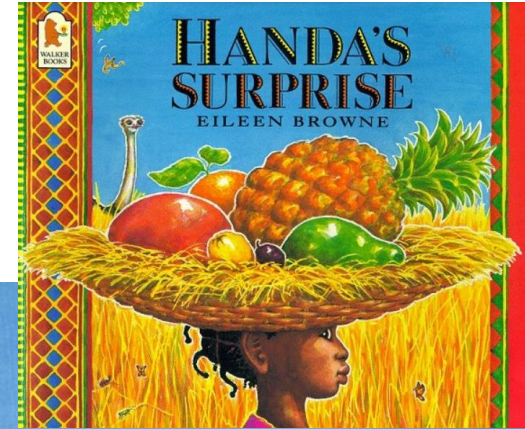


[Inclusion Conference - Warwick University](#)

# Vanishing Cloze

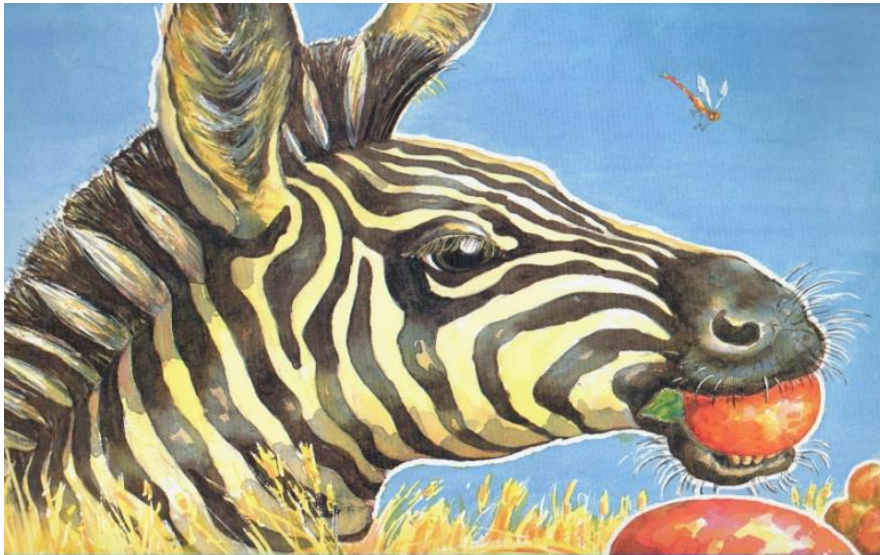


Will she like the **round juicy** orange...

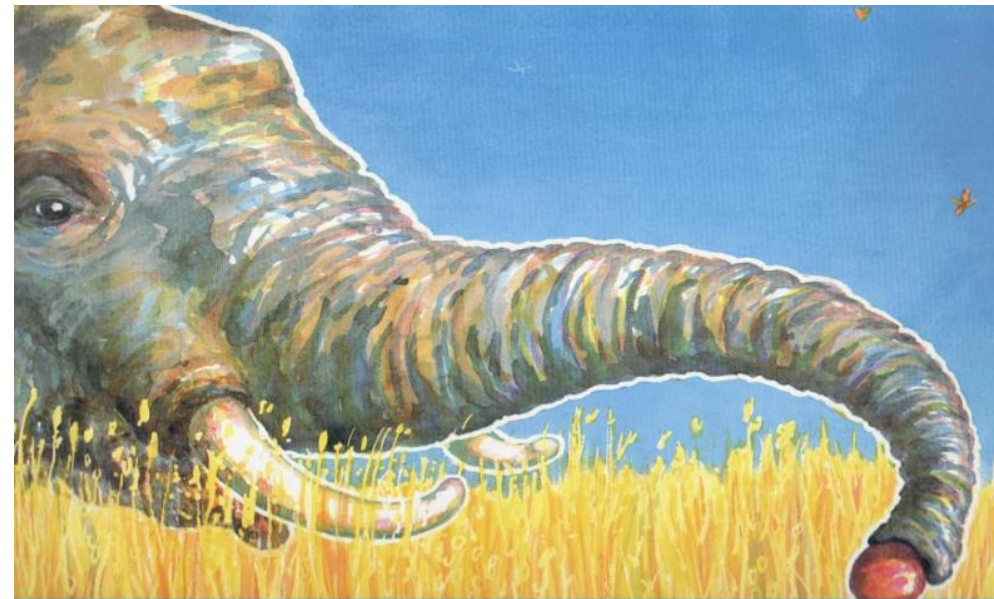


or the **ripe red** mango?

## Vanishing Cloze - language focus



Will she like the round juicy  ..

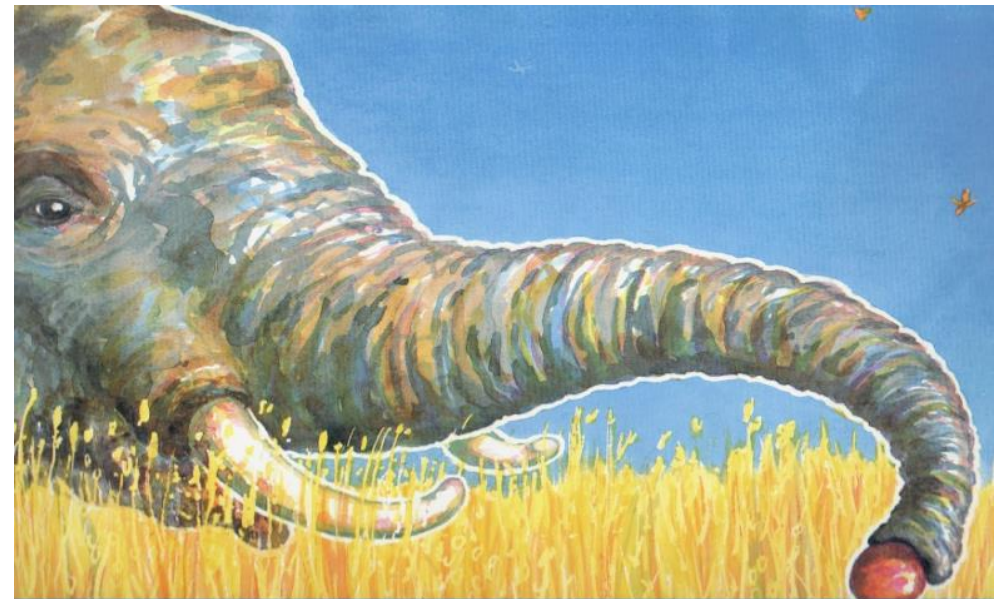


or the ripe red

# Vanishing Cloze- language Focus

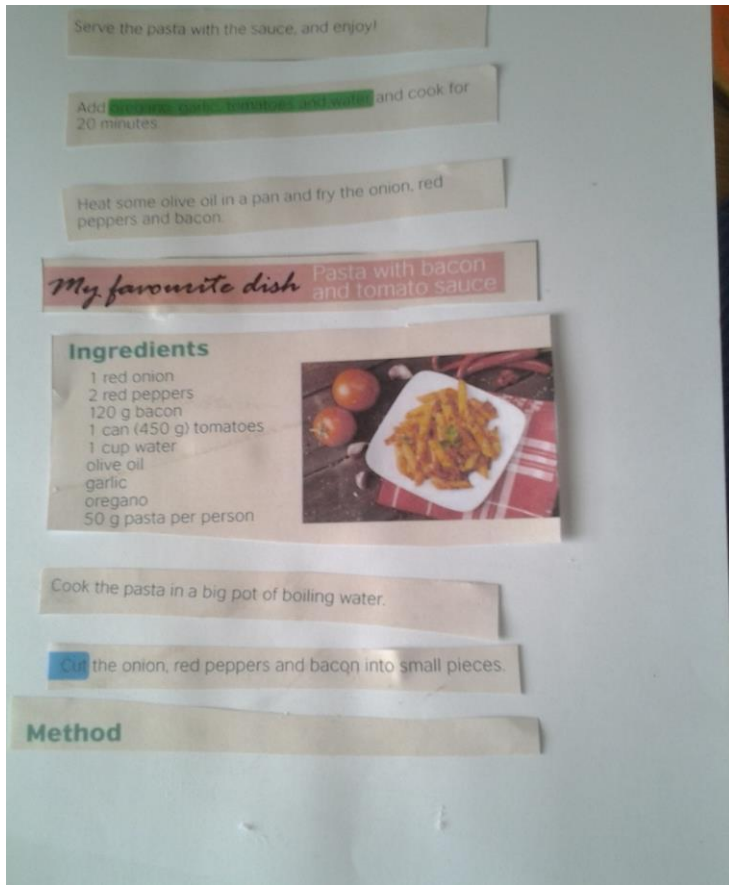


Will she like the    ...



or the    ?

# DART Activities: Ordering whole text/Jigsaw reading



- Cut a text into paragraphs or sentences
- Students must put the text into the correct order
- Match to pictures

Use **Directed Activities Relating to Text (DARTs)**, for example:

- Sorting/matching/spotting/sequencing activities – using **graphic organisers**
- Labelling – choosing/matching/writing
- Activities with missing words, phrases or sentences
- Cut up text/pictures for learner to re-sequence

Focus on nouns for  
visuals for newly  
arrived EAL learners

# Gap-fill activity-supported with key visuals

EAL New  
Arrival

Advanced EAL  
Learner

To make a closed circuit, you need to connect the \_\_\_\_\_ to the \_\_\_\_\_. You need to do this by using two \_\_\_\_\_. If you want to you can also include a \_\_\_\_\_.



wires



battery



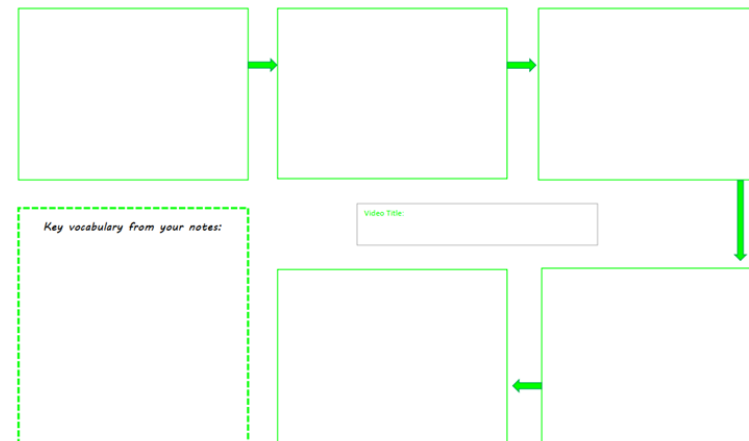
bulb



switch

## Enabling newly arrived EAL learners to access whole-class texts

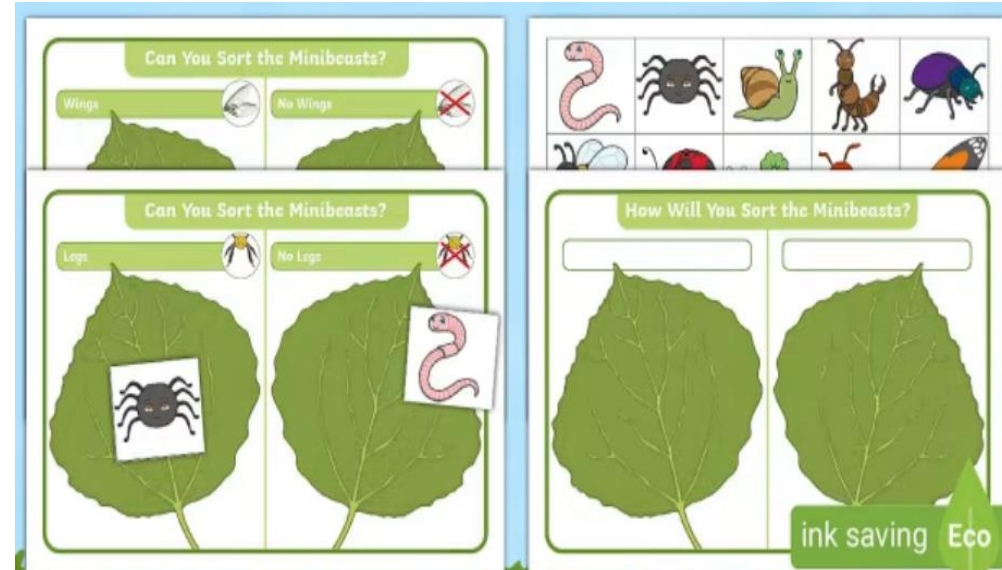
- Provide key language structures and vocabulary for learners to pre-visit for up-coming texts
- Support with visuals
- Provide multiple opportunities to match written word with visuals (bingo, snap, pairs)
- Translation of text into L1 (Microsoft/Google Lens)
- Make a recording of text for them to follow and listen to independently. – jigsaw read with cut-up sentences
- Active listening - EAL learner listens for key words/sounds - tick list provided
- Choral reading
- DARTs activities
  - Matching sentences to key visual/s
  - Sequence sentences (Jigsaw read)
  - Gap-fill sentences (key words given- focus on particular language structure e.g. nouns)



# Controlled Speaking and Listening practice: Whole class and pair work activities




I think it is \_\_\_\_\_ which is a sedimentary/igneous/metamorphic rock.



- Encourage use of specific language structures through providing sentence frames or starters: It has...legs /It hasn't got ...
- Allow rehearsal in closed pairs
- Feedback to enable learners to hear more modelled responses


# Speaking activities help develop vocabulary

**leaf**




They absorb minerals and water from the soil.

**roots**




They attract insects to the flower.

**petal**




It transports water around the plant.

**stem**



It becomes the fruit or seed after fertilisation.

**ovule**



They release pollen to brush against insects when they land on the flower.

- Loop activities
- Os and Xs
- Bingo
- Odd one out
- Pairs
- Tasks developing idioms/Clines/  
Synonyms/antonyms

## Vocabulary noughts and crosses

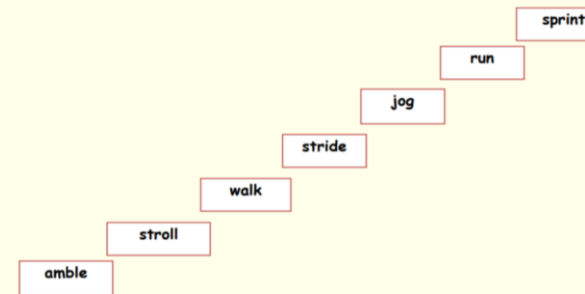
Nucleus	Cytoplasm	Cell membrane
Chloroplast	Chlorophyll	Vacuole
Cell wall	Root	elongate



Therese O'Sullivan

## EAL in the Daylight J. Bifield

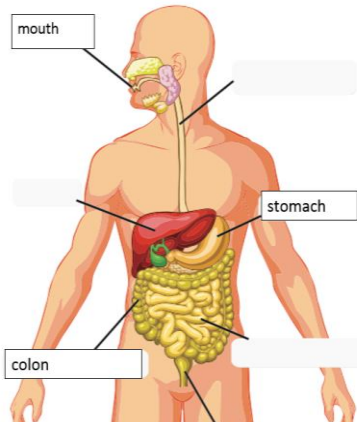
### Clines



# Rehearsing and consolidating key sentence structures and vocabulary: Barrier Games

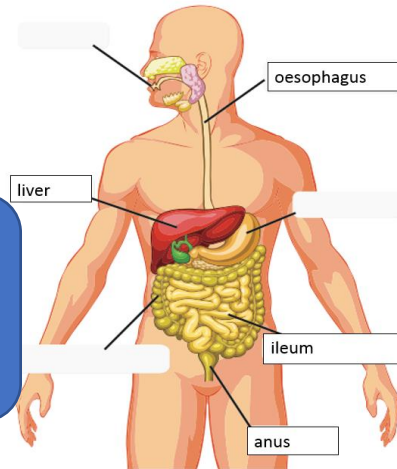


The digestive system



- Where does food start?
- Where is the food passed next?

The digestive system



- First of all it starts in the...
- Then it is passed into the...
- After that it is passed into the...
- Finally it is passed into...

The layers of the rainforest - Person A

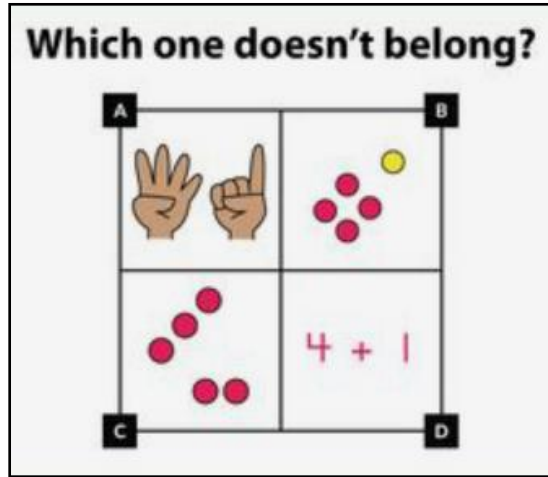
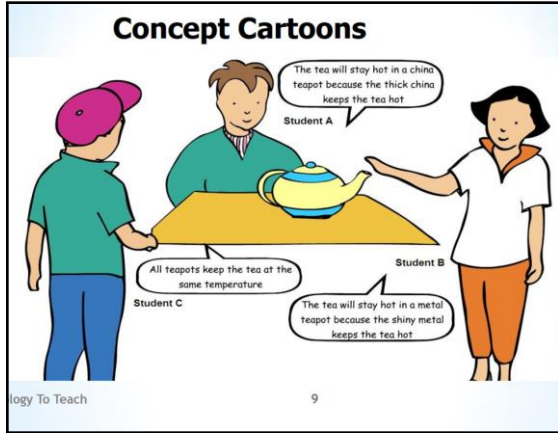
	<p>The _____ Layer</p> <p>First, there is the _____ layer, in which the _____ trees poke out of the rest of the forest. The emergent layer is home to animals such as _____ and some monkeys.</p>
	<p>The Canopy Layer</p> <p>Below is the canopy layer which contains most of the life that is found in the rainforest. The canopy is made up of the tops of most of the trees. The tops of these trees create a continuous level of foliage that is home to about 40 percent of all the plant species in the world.</p>
	<p>The _____ Layer</p> <p>Next there is the _____ layer. Not much _____ reaches this area so the plants have to grow larger _____ to reach the sunlight. The plants in this area rarely grow to _____ metres. In this level there are animals such as _____ and _____ also insects.</p>
	<p>The Forest Floor</p> <p>Finally, the forest floor is the ground. It is very dark down here so almost no plants grow here. Because there is no sunlight things decay very quickly. This layer is full of decomposing plant and animal matter, called litter and the organisms (insects, fungi and micro-organisms) that make this happen. Also living on the forest floor are large mammals like elephants and jaguars.</p>

The layers of the rainforest - Person B

	<p>The Emergent Layer</p> <p>First, there is the emergent layer, in which the tallest trees poke out of the rest of the forest. The emergent layer is home to animals such as eagles, butterflies, bats and some monkeys.</p>
	<p>The _____ Layer</p> <p>Below is the _____ layer which contains most of the _____ that is found in the rainforest. The canopy is made up of the _____ of most of the trees. The tops of these trees create a continuous level of _____ that is home to about 40 percent of all the plant species in the _____</p>
	<p>The Understorey Layer</p> <p>Next there is the understorey layer. Not much sunlight reaches this area so the plants have to grow larger leaves to reach the sunlight. The plants in this area rarely grow to 3.5 metres. In this level there are animals such as snakes, lizards, birds and insects.</p>
	<p>The _____</p> <p>Finally, the _____ is the ground. It is very _____ down here so almost no plants grow here. Because there is no _____ things decay very quickly. This layer is full of decomposing plant and animal matter, called _____ and the organisms (insects, fungi and micro-organisms) that make this happen. Also living on the forest floor are large mammals like _____ and _____</p>

Provide speaking frames for new arrivals to rehearse language structures as well as vocabulary

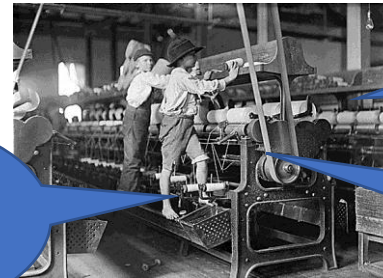
# Importance of talk as a Process - Exploratory Talk



## Should children be allowed to work in factories like they did in 19<sup>th</sup> century Britain? - Year 7 History - Exploratory Talk

### Speaking Scaffolds

- I think it is a \_\_\_\_\_ factory.
- The boys are probably \_\_\_\_\_ years old.
- The dangers I can see are...

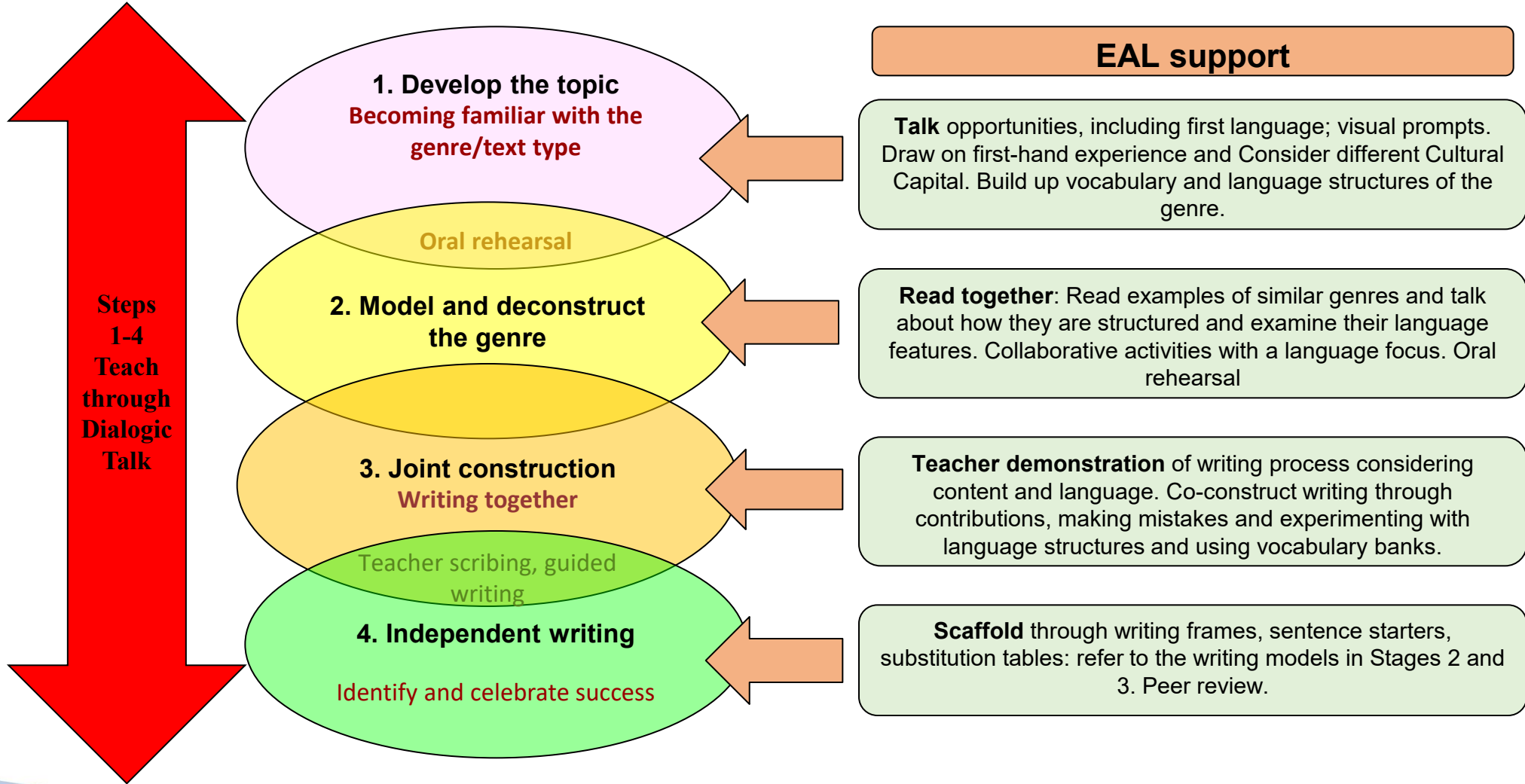


What kinds of dangers can you see?

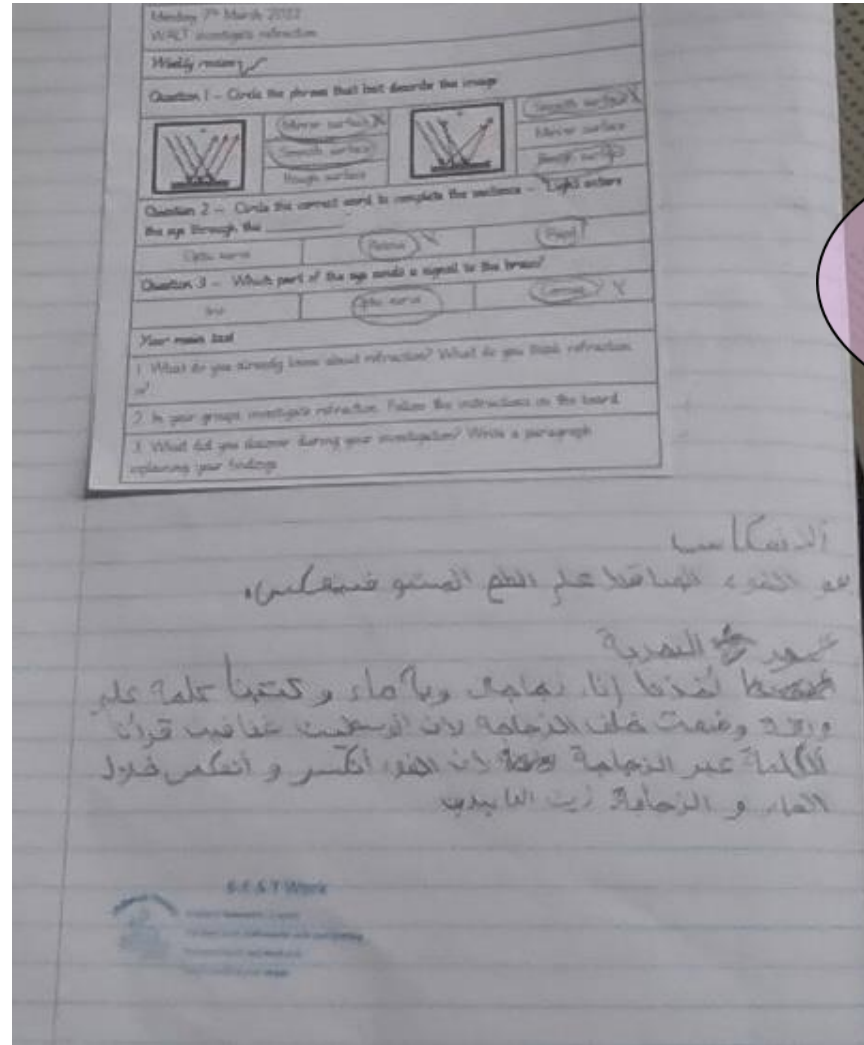
What kind of factory is boy working in?

How old do you think he is?

# Writing support - A sequence for teaching writing



# Developing the Topic: Opportunities to write in home language



1. Develop the topic  
Becoming familiar with the  
genre/text type

Oral rehearsal



- ▶ The teacher reads a short text on a familiar topic at normal speed.
- ▶ The learners listen and take notes.
- ▶ The teacher repeats the reading, after writing new subject vocabulary on the board to help newer EAL learners.
- ▶ The learners form pairs and share their notes.
- ▶ The teacher reads the text a final time at normal speed.
- ▶ The learner pairs form fours to produce a final written version of the text. The aim is to get as close to the original as possible.

Dictogloss/running dictation

Provides a context for talking with pupils about language.

Combines speaking, listening reading and writing

Step 2-Modelling and Deconstruction activity - Dictogloss

Provides models of academic language

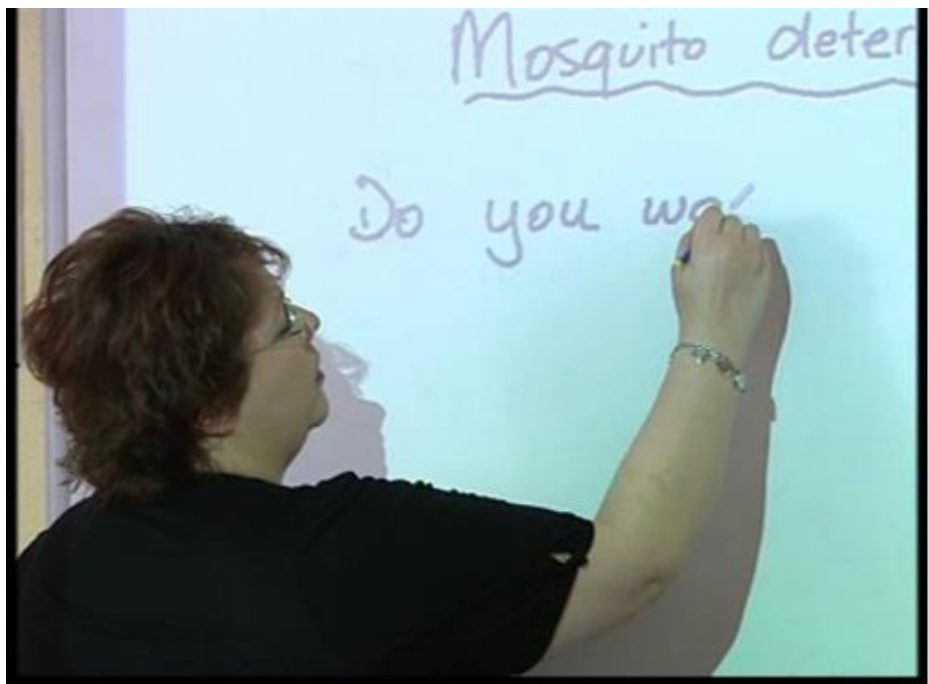
**2. Model and deconstruct the genre**

# Modelling the writing process

## 3. Joint construction

### Writing together

Teacher scribing, guided writing









- Teacher models writing process including thought process
- Allows for contributions and discussion about language
- Refers back to checklist of language features of written genre (persuasive text)
- Imitates recasting of language through dialogic talk

Ensuring the Attainment of advanced learners of English - National Strategies – Secondary


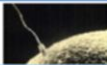




<https://webarchive.nationalarchives.gov.uk/20110202101215/http://nationalstrategies.standards.dcsf.gov.uk/node/187758>

## Speaking and Writing scaffolds- Substitution Tables

The Wright brothers	flew	kites. 
		flights of birds. 
	made	a glider in 1900. 
They	studied	aeronautics. 
		an aeroplane in 1903. 

1. Tightly controlled-supported with visuals

Focus on grammar through language of the curriculum-good EAL practice

The function of	a		is to	reach the egg cell, join with it and fertilise it.
				carry oxygen round the body.
				absorb water and minerals from the soil.
				join with a sperm cell and provide food.
				absorb sunlight for photosynthesis.
	an			(carry) messages body.

2. Image-based scaffolds-low language demands

When	he	reads the letter	Macbeth	thinks	her husband	politely.
	she	arrive at the castle	Lady Macbeth	welcomes	kill Duncan	must kill Duncan.
	they	arrives at the castle	Macbeth and Lady Macbeth	is worried	Duncan and his sons	won't kill Duncan.
		talk together	Macbeth and Lady Macbeth	talks to	his wife	about what to do.
				decide to	she	must give him courage.
						that night.

3. Text with language choices

4. Text with complex language choices-verb focus (with/ without wordlist)

Red blood cells	have	swim.
Nerve cells		carry _____ signals.
		connections at all ends.
Egg cells	are	a section like a _____ finger.
Sperm cells		no nucleus.
	Leaf cells	contain
a _____ head.		
of _____ size.		
Root hair cells	can	a _____ area.
		a _____ shape.
		haemoglobin.
		a _____ tail.
		a _____ of chloroplasts.

# Great Ideas— BELL Foundation

<h3>Barrier Games</h3> <p>Barrier games are a specific form of an information gap activity. Information gap activities are communicative activities for two or more learners, where Learner A has information that Learner B needs, and vice versa.</p> <p>Find out more →</p>	<h3>Bilingual Dictionaries</h3> <p>Bilingual dictionaries, including online bilingual dictionaries and translation software, are specialist dictionaries that can be used to translate from one language to another.</p> <p>Find out more →</p>	<h3>Building Vocabulary</h3> <p>Vocabulary (the knowledge of words and word meanings) is one of the key building blocks in learning a new language.</p> <p>Find out more →</p>
<h3>Collaborative Activities</h3> <p>Collaborative activities are any activities where learners are working co-operatively in pairs or groups.</p> <p>Find out more →</p>	<h3>DARTs</h3> <p>'DARTs' stands for Directed Activities Related to Text. When working with a text, DARTs provide an alternative to traditional comprehension questions as a way of assessing and encouraging understanding.</p> <p>Find out more →</p>	<h3>Dictogloss</h3> <p>Dictogloss is a type of supported dictation. The teacher reads a short, curriculum-related text several times and the learners try to produce their own version as close to the original as possible.</p> <p>Find out more →</p>
<h3>Drama and Role Play</h3> <p>Drama and role play can be fun and used successfully in any area of the curriculum. There are many ways of using drama and role play.</p> <p>Find out more →</p>	<h3>Early Literacy Word Work</h3> <p>Early literacy word work refers to learning activities which focus on individual words or short phrases, and which are designed to support learners to read and write for the first time.</p> <p>Find out more →</p>	<h3>Enhancing Classroom Talk</h3> <p>Enhanced conversations occur when learners propose ideas (explain, interpret, imagine, justify, etc.), provide evidence and challenge each other.</p> <p>Find out more →</p>

BELL  
FOUNDATION:  
Great Ideas

Coventry EMAS  
CPD programme  
2026



We believe children and young people in Coventry should always...



# Primary

## Points to consider as you return to schools

- Who oversees EAL in your school?
- What is the whole-school approach?
- What assessment takes place for EAL Learners?
- SATs – Are there alternative arrangements for new arrivals in the early stages of learning English? What are they?
- What resources are in the school library? Dictionaries? Dual language texts?
- How does the school support parents for events such as Parents' Evenings or Information Evenings?
- Who deals with the Admission and Induction process for newly arrived pupils? Is it effective?

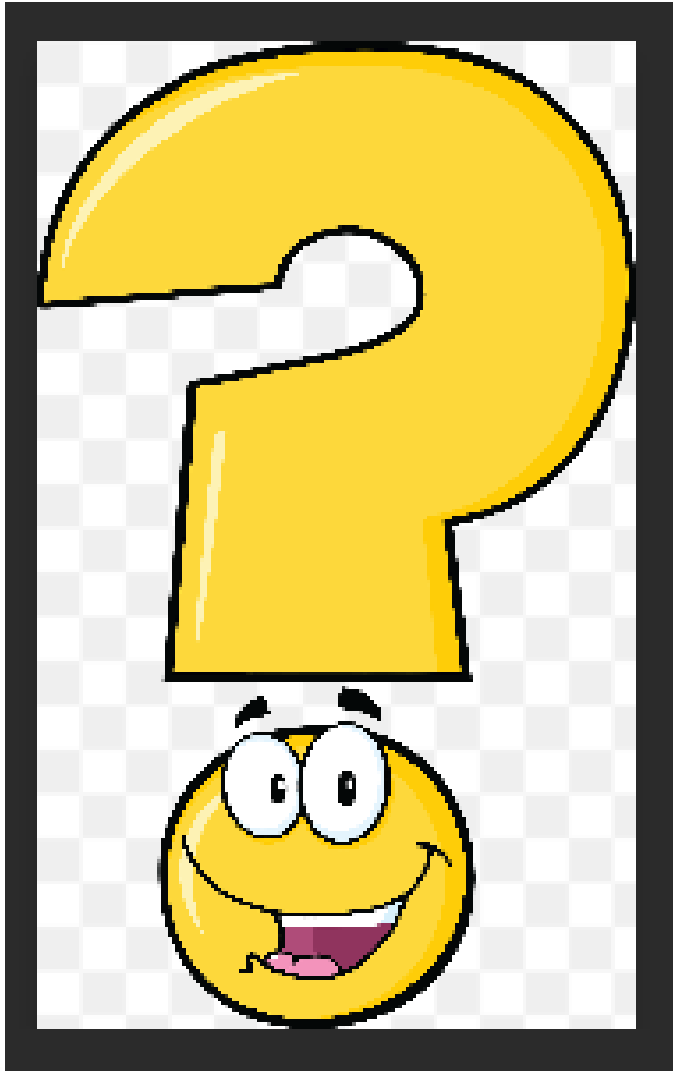
# SECONDARY

## Points to consider as you return to schools

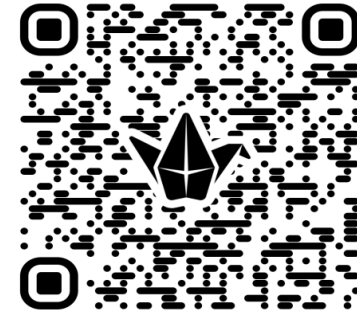
- Who oversees EAL in your school?
- What is the whole-school approach?
- What assessment takes place for EAL Learners?
- GCSEs – Are there alternative arrangements? What are they? Can pupils sit GCSEs in 1<sup>st</sup> language?
- What resources are in the school library? Dictionaries? Dual language texts?
- How does the school support parents for events such as Parents' Evenings or Information Evenings?
- Who deals with the Admission and Induction process for newly arrived pupils? Is it effective?

# Want to find out more...

- [New Arrivals Excellence Programme](#)
- [Ensuring the attainment of advanced learners of English](#)
- The Bell Foundation: [Great Ideas](#) and [lesson plans and resources](#):
- Sharples, R 2021 *Teaching EAL Evidence-based strategies for the Classroom and School*
- Gibbons, P. 1991 *Learning to Learn in a Second Language*. Newtown, Australia.
- Gibbons, P. 2002 *Scaffolding language Scaffolding Learning. Teaching Second language Learners in the Mainstream classroom*.
- Gaunt, A & Stott, A. 2019 *Transform Teaching and Learning through Talk. The Oracy Imperative*
- Honingsfeld, A. 2019. *Growing language & Literacy Strategies for English Learners*.
- Conteh, J. 2015 *The EAL Teaching Book Promoting Success for Multilingual Learners in Primary and Secondary Schools*.
- Bifield, J [EAL in the Daylight](#)



# Any Questions?



[Inclusion Conference](#)  
[- Warwick University](#)

[Coventry EMAS - CPD](#)  
[programme 2026](#)

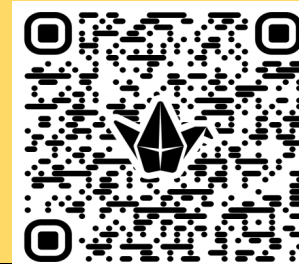
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[Inclusion Conference - Warwick University](#)



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Schools of Sanctuary