

EAL and Adaptive Teaching

Martin Hill

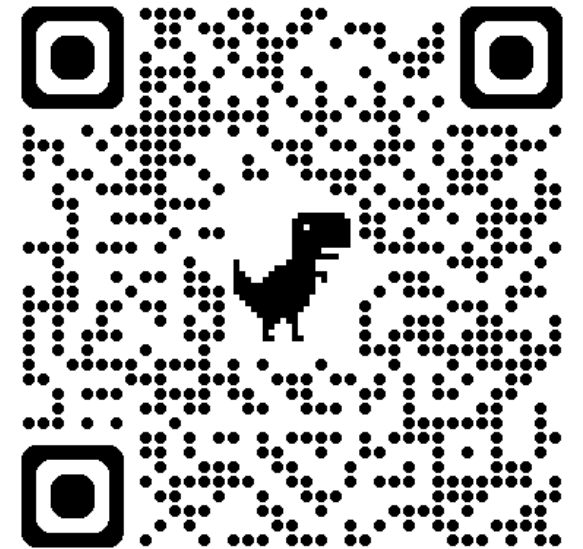
Thursday 27th February 2024
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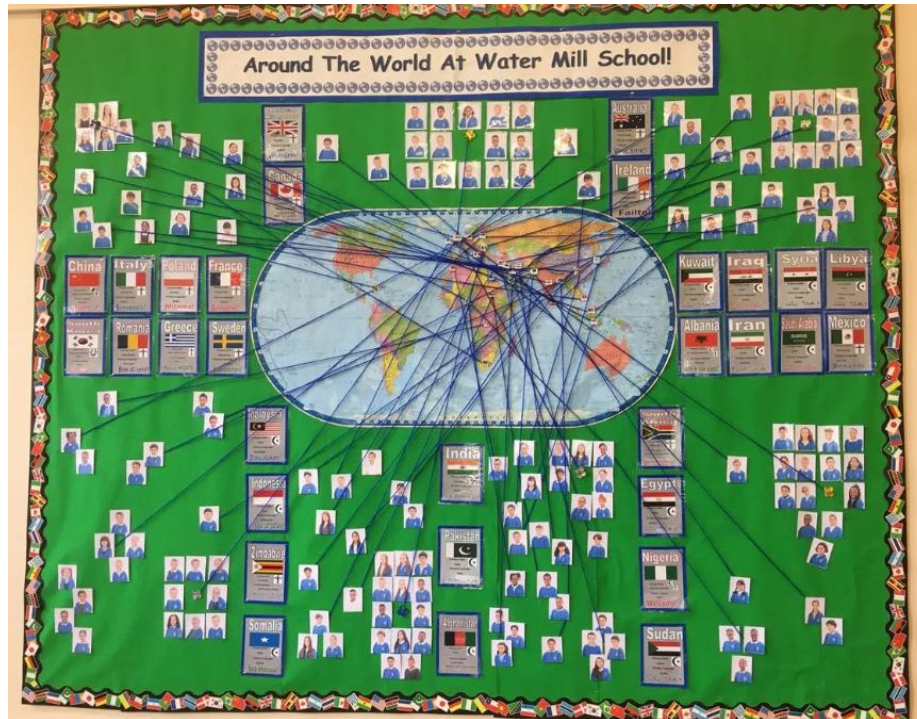
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JV5DU

Who are we at Water Mill?



Martin Hill – Co-Headteacher
ELE for Billesley Research School

News › Midlands News › Schools in Birmingham

The Birmingham primary school where 31 different languages are spoken

Up to 70 per cent of children at Water Mill Primary School, in Selly Oak, don't have English as a first language - and it's rated in the top two per cent of schools in England

NEWS By [Zoe Chamberlain](#) Parenting Editor
05:00, 26 MAY 2021 | UPDATED 12:29, 5 JAN 2022

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Comments 73

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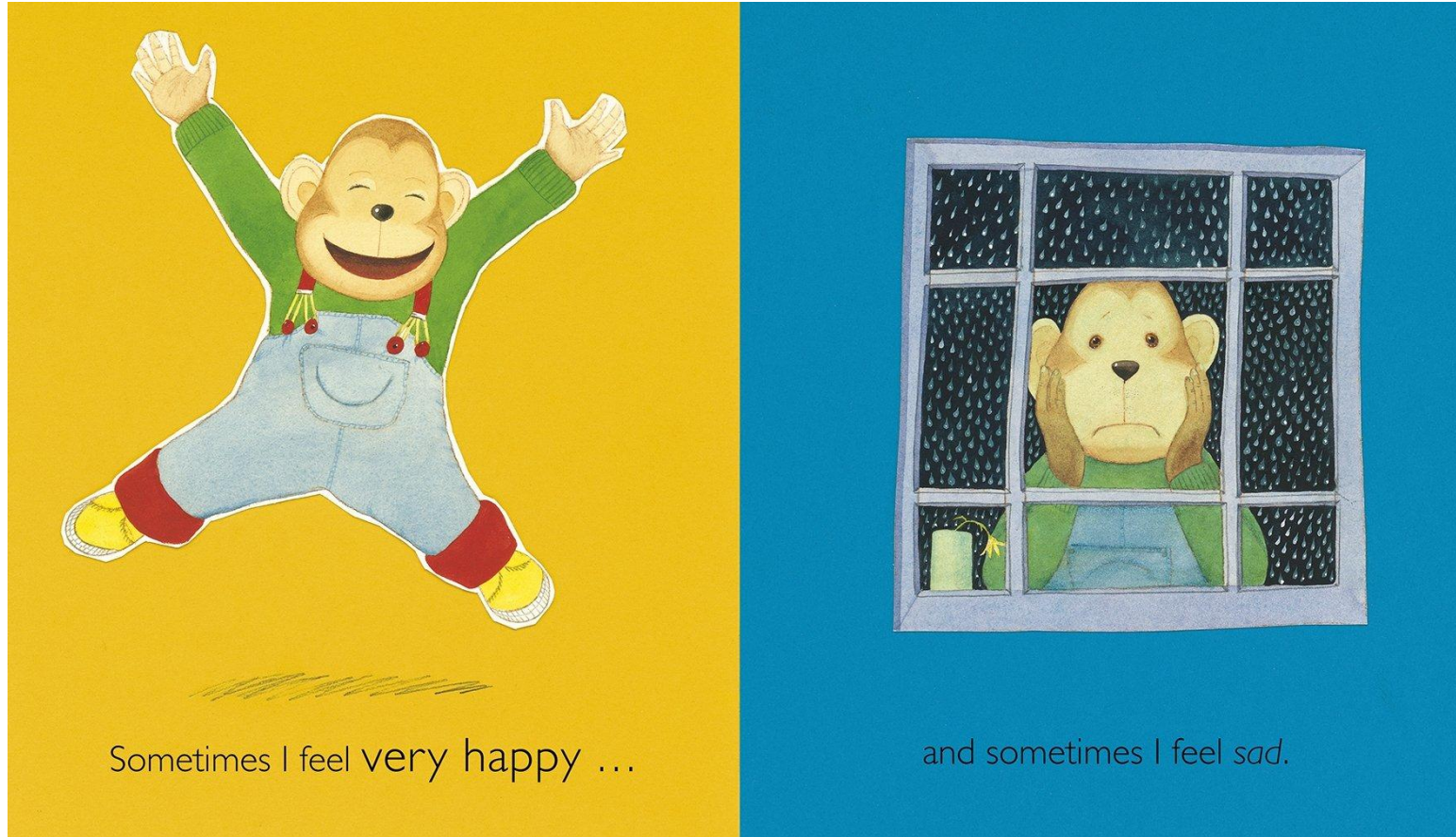
Go

In YourArea



WSM

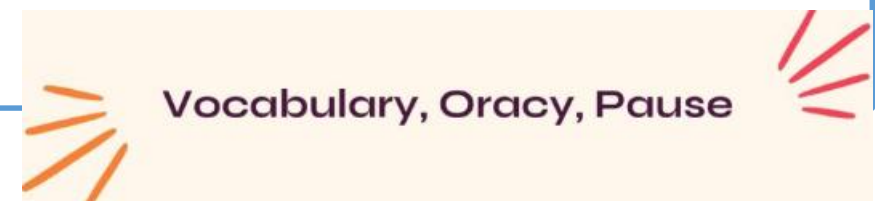
How do you feel about the idea?



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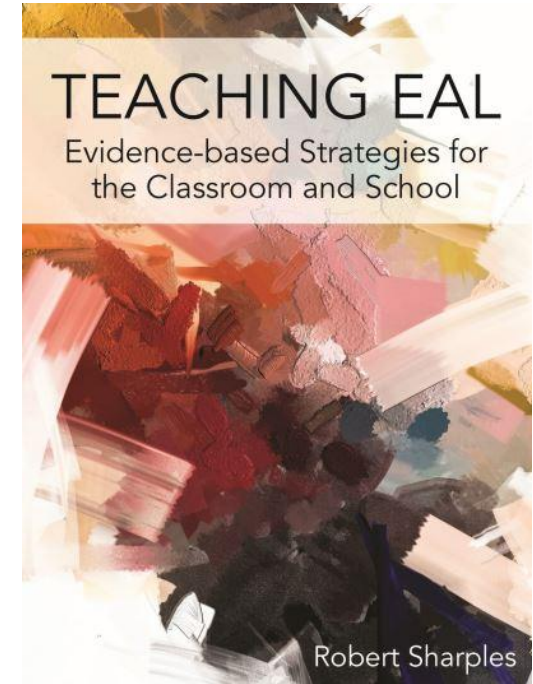
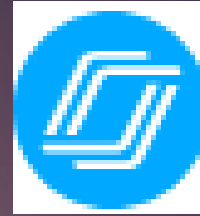
Aims of the session

- **Understanding of what schools like Water Mill do to meet the needs of EAL children**
- **Ideas for how to develop these approaches within your own classroom**
- **Simple understanding of language acquisition - The likely stages and possible gaps – How this can inform the principles to guide our approach to adaptive teaching**
- **Reflect on the difference between EAL and SEND and how we might identify where the two overlap**
- **Share some possible resources and scaffolds for supporting EAL children to access the learning in class**
- **Understanding of how this can be an extension of universal provision (within the classroom- not intervention).**





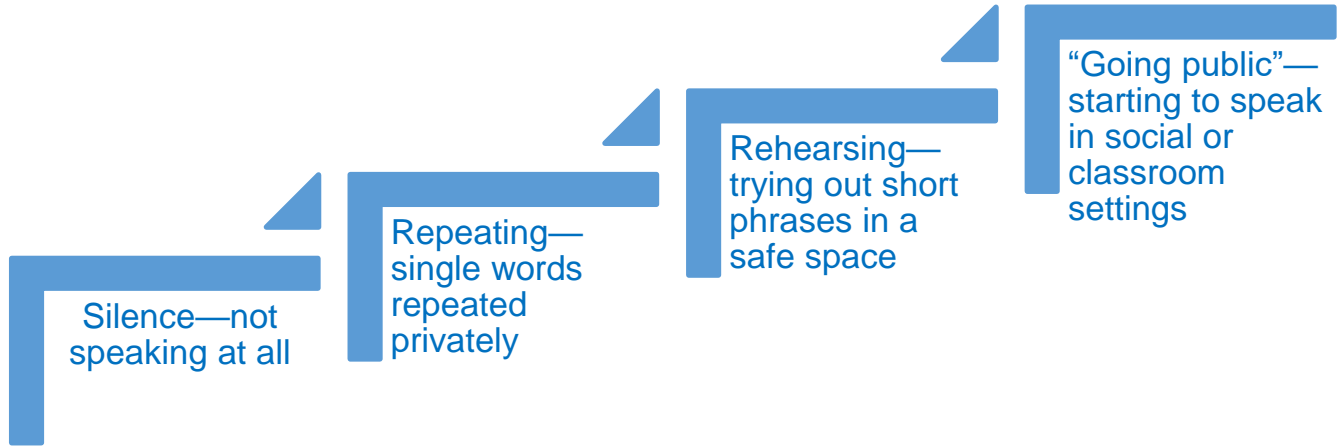
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Induction and Assessment of New Arrivals – Teacher’s Checklist

Name of Pupil:	Class:	Date of Admission:
Prior to arrival		
Receive email from the office informing start date – Check language requirements and be aware of others in school who speak the same language. Office provide Contextual data sheet to class teaching – FSM / EAL /SEND		
Get books ready including stickers and Class Target Sheets (Initially expected Level – others may be added based on later assessments)		
Designated peg with name sticker in advance of arrival		
Discuss the new pupil’s arrival with the class beforehand and practise pronouncing his/her name correctly		
SENCO to discuss needs with teaching staff if they have already been identified and take supportive steps as appropriate		
1st Day		
Initial conversation with TA / Teacher:		
Friendly greeting and introduction to all class staff (explain if part time staff). Assess Verbal Language Show basics – Peg, drawer, toilets		
Introduce Class Buddy(if possible who speaks first language) – School Tour including other toilets, playground/ Hall / Office and meet SLT <i>etc.</i>		
1st Writing Assessment – During first Writing Lesson that they are part of, new children produce a piece of writing to demonstrate their basic level of skill, e.g. all about me Focus on: Who’s in my family, where I’m from, my favourite pet/ food / holiday <i>etc.</i>		
1st Week		
Reading Assessment – either Reading Age Box or Pjra (Online)		
Maths Assessment - Puma (Online)		
Phonics Baseline Assessment		
Provide a visual/ annotated timetable for the pupil with list of equipment needed e.g. PE kit, swimming kit		
Ensure school newsletters, trip information <i>etc.</i> are explained to parents, <i>and/or translated (do not assume parents can read English) Remember to include backdated letters that you sent out before the pupil arrived.</i>		
New arrival given any required log ins		
By End of 1st Half Term		
Baseline Assessments and Contextual Date on system		
Consider discussing possible SEN needs with SENCO if required		
Frequently check for new arrivals well-being after lunch/play times		





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Developing the ability to understand meaning (L2)



Writing



Talking

Reading



Listening



Vocabulary, Oracy, Pause

Developing the ability to convey meaning effectively (L2)

EMAIL PARENTS WITH FUTURE TOPICS



Take a few minutes out of your day to **send an email** to the parents of multilingual students in the EAL program and let them know what the **topics are for the following unit**. This will give them the opportunity to talk about these topics at home and potentially provide home language resources.

VOCABULARY

Extract **key vocabulary** from every lesson and provide it to the students so they have the opportunity to translate if needed. Give students lots of opportunities to discover these words and use them over and over again.



ORACY



Include oracy in every lesson. This gives the students the opportunity to work through and **process** the content you are offering. This could be a **Think-Pair-Share** exercise or a quick **check-in** or **conversation** with their partner.

PAUSE

When asking a question or when you have just finished explaining a concept, **pause**. Pause until it feels **uncomfortable** and then **pause a bit longer**. This will give the students time to **process** in all their languages.



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Technology Secretary, Peter Kyle said:

M.Hill

[Home](#) > [Teaching and leadership](#)

Press release

AI teacher tools set to break down barriers to opportunity

£1 million of funding awarded to 16 ed tech companies to build teacher AI tools for feedback and marking, driving high and rising education standards.

From:

[Department for Education](#), [Department for Science, Innovation and Technology](#), [The Rt Hon Bridget Phillipson MP](#) and [The Rt Hon Peter Kyle MP](#)

Published

13 January 2025



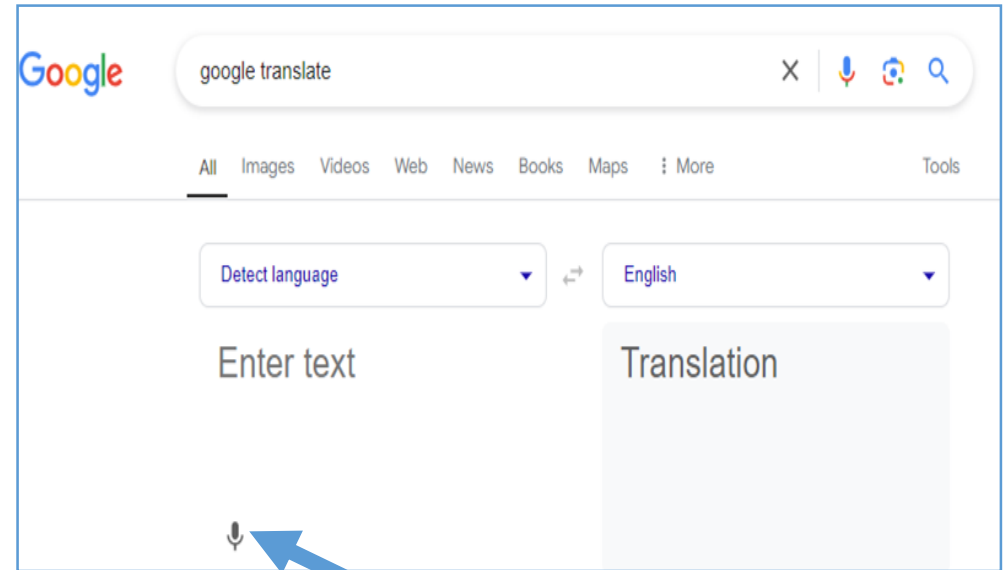
AI has the power to transform education by helping teachers focus on what they do best—teaching. This marks a real shift in how we use technology to improve lives and unlock the near-boundless potential of AI for our classrooms.

Almost half of teachers are already using AI to help with their work, according to a survey from TeacherTapp. However, most AI tools are not specifically trained on the documents that set out how teaching should work in England, and aren't accurate enough to help teachers with their marking and feedback workload. Training AI tools on the content store can increase feedback accuracy to 92%, up from 67% when no targeted data was provided to a large language model. That means teachers can be assured the tools are safe and reliable for classroom use.

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Seesaw



Inputs

What to write

A 100 word long text to teach phase 3 phonics (Ch, Sh, Th and ng)

Details to include

A fun and uplifting about an adventurous unicorn, however as well as the key sounds 'ch', 'sh', 'th' and 'ng' I need the text to include loads of third person pronouns

Tone

exciting

Approximate length in words

100

Generate



Phonics Fun with Unicorn Adventure

Once upon a time, a **cheerful unicorn** named Charlie embarked on a **magical journey** through the enchanted forest. Shimmering rainbows trailed behind **him**, as **she** skipped over hills, her horn glowing brightly. Suddenly, **they** heard a mystical sound – the whisper of the wind spelling 'shhh' in the trees. Charlie and **her** friend, Thelma the rabbit, followed the sound to discover a hidden cave. Curious and brave, **they** ventured inside, finding a sparkling gem that sang 'ng-ng-ng'. With joyful hearts, **they** realised that adventure and learning go hand in hand!

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What AI excels at:

- 🔥 Adapting text: create versions with different levels of vocabulary (Tier 1, 2, 3), highlight key subject language, add glosses/explainers for important terms.
- 🔥 Simplifying content: reduce length, adjust for different audiences or switch genres.
- 🔥 Generating resources: instantly create comprehension questions, summaries and cloze exercises.

Where it (currently) struggles:

- ⊘ Original material: pupils need strong prior knowledge to evaluate new output and edit it into shape, which they're still developing.
- ⊘ Knowing what a good answer looks like, sequencing learning, giving effective feedback.

The logo for WSM, consisting of the letters 'W', 'S', and 'M' in a stylized, blue, serif font. The 'S' is positioned between the 'W' and the 'M', and all three letters are connected at the base.



Seesaw



EMAIL PARENTS WITH FUTURE TOPICS
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Sharples, Robert. Teaching EAL: Evidence-Based Strategies for the Classroom and School. Bristol, UK



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Developing the ability to understand meaning (L2)

Reading

Listening



Vocabulary, Oracy, Pause

Developing the ability to convey meaning effectively (L2)

Checklist to review support – Taken from our induction policy

	Do already	Will try
Ensure that the child feels their culture and background are recognised and valued (learn a few words/phrases; make bilingual labels/displays; share stories and pictures that reflect their background).		
Provide visual support whenever possible (pictures, photos, diagrams, graphic organisers, demonstrations, mime, gestures)		
Identify key vocab required for success in a lesson, share in advance with an opportunity to develop understanding off as well as providing alongside learning so that it can be explicitly referred to during application		
Speak slowly and simply but naturally. Avoid or explain figurative language.		
Identify and model language demands of lessons (e.g. science lesson needs mostly past tense but predictions need future tense; instructions need imperatives)		
Model appropriate language and structures for pupil- provide talk frames, and writing frames for literate pupils		
Respond positively to pupil's speech, but try to extend their responses; e.g. <i>I go park</i> → <i>I went to the park</i>		
Group the pupil with mixed or higher ability pupils who can provide good language models (not SEN groups).		
Provide plenty of opportunities for pair and group work, especially collaborative tasks (supportive, non-threatening, practice for new language skills)		
Preview/pre-tutor lessons – provide key texts in advance to parents (if they can help) or to a T.A. to discuss with pupil		
Allow opportunities to revisit and talk about stories and lessons. Build these opportunities into teaching assistant time in class		
Provide a few key words/phrases for each subject or lesson. Support pupil to build up a personal dictionary with pictures and translations in first language (L1)		
Allow time for pupils to prepare responses with a partner. Oral rehearsal should always precede written work. First language talk partners should be encouraged but used flexibly- do not allow new pupil to become over dependant on first language friend		
Pupils literate in L1 can draft ideas or complete a written task in L1. Encourage use of bilingual dictionary/Google translate		
Literacy skills will transfer but the pupil may need a reading and spelling programme and guidance as to how phonics differ between first language and English		
When marking, focus on content and highlight only 1 or 2 grammatical points. Teach to the gaps identified – do not let early mistakes become bad habits		
Try to segment lessons into listening/speaking/reading/writing activities to maintain concentration and demonstrate language use in a variety of contexts		
For relatively new to English construct matching, grouping & sequencing tasks		
Use Online reading platform (e.g. Reading Eggs) to build English language skills		
Use of AI translation tools to self-review verbal and written communication as a stage of drafting		



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Groupings

language (L1)

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10-Step Guide to Adaptive Teaching for EAL Pupils

1. Creating a Welcoming and Inclusive Environment

2. Assessing Prior Knowledge and Language Proficiency

3. Scaffolding Learning to Support Understanding

4. Explicit Vocabulary Instruction

5. Enhancing Comprehension Through Visual Supports

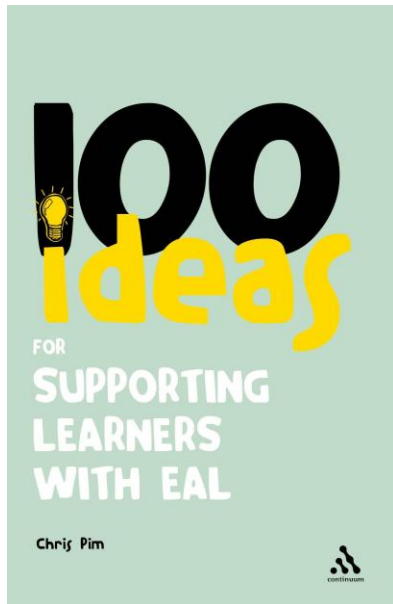
6. Promoting Oracy and Structured Talk

7. Differentiating Writing Activities

8. Adapting Reading Materials for Accessibility

9. Building Confidence Through Formative Feedback

10. Strengthening Home-School Partnerships




chicken

chuh_p


pet ✓ chicken

Used Talking Tins to construct and track his writing.



WB 15th January 2024

Learning Intention: To be able to write a short sentence.
To be able to read back my sentences.



sound it out
finger spaces
full stop

penguin chick swim
sea snow

penguins like snow

SHOWO → "Full Stop"

"Penguins like snow"

(N) Word formation of 'n' and finger spacing when writing.

Monday 8th July 2024

L1 To join clauses using conjunctions

Can you choose a conjunction from the box to complete these sentences?

The **colourful** caterpillar **loved** everything about the Tadpole for ✓
the **cute** Tadpole **promised** never to change.

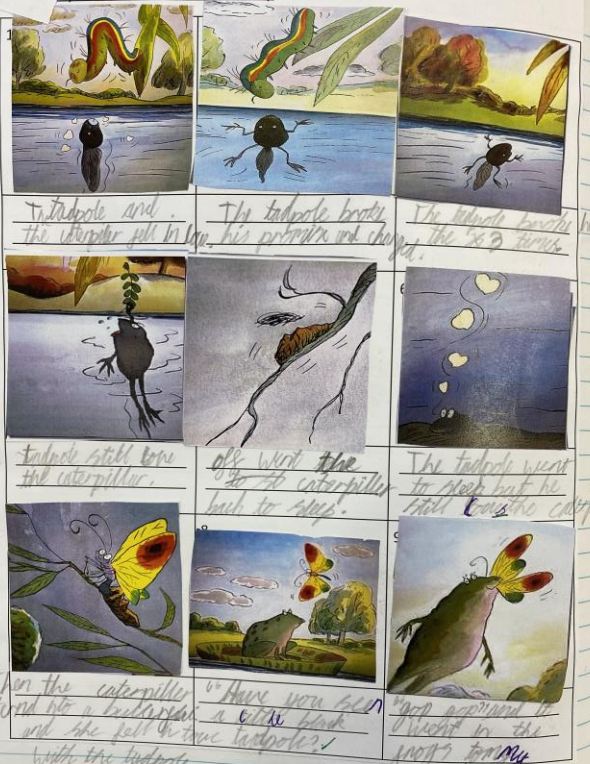
The **lonely, upset** Tadpole **cried** because ✓ he had made the **beautiful** caterpillar sad.

One **warm, moonlit** night, she woke up and ✓ realised everything had changed.

The **bouncy, joyful** frog quickly leapt up when ✓ he recognised his **pretty, kind** friend!

Word Bank:
after because when and but as so

The pretty kind butterfly tried to get to the pond but she was too heavy and she fell in the pond with the tadpoles.



The tadpole and the caterpillar fell in the pond his promise and changed the 500 times.

The tadpole went to sleep but he still loved the caterpillar.


The tadpole still loved the caterpillar.

She went the caterpillar to sleep.

The tadpole went to sleep but he still loved the caterpillar.

Then the caterpillar found her a butterfly and she fell in the pond with the tadpoles.

Have you seen a butterfly in the pond? Is it the frog's friend?



1. What do you know?
I know that _____ because _____

2. What do you think you know?
I think I know that _____ because _____

I know that the girl is testing which is float or sink



a

smallest 13 14 15 17 greatest

b

smallest 13 14 15 16 greatest

a

16 17 12 11

I used a number line to help me.

Anchor Task Oliver Zurriela

Match each 3D shape to its correct name label.

sphere cuboid cube cone cylinder pyramid

Use the word bank to label each object with the correct 3D shape name.

pyramid cone cuboid cube cylinder sphere cylinder cube pyramid sphere cuboid cone

sphere cuboid cube cone cylinder pyramid

22/2/2024

LI: TBAT subtract without crossing 10
Problem Solving

There were 16 cupcakes. Then 4 were eaten.
How many are left?

16

4 12

$16 - 4 =$

There were 15 hamsters. Then 1 was sold.
How many are left?

15

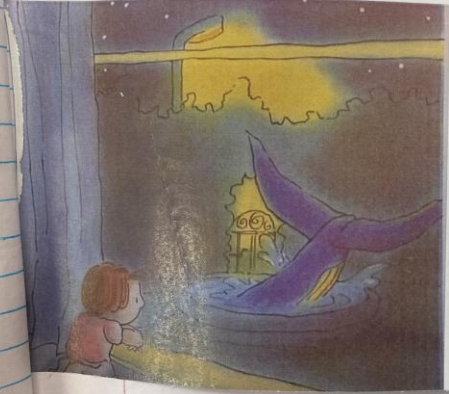
1 14

$15 - 1 =$

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Thursday 6th June 2024

L.I: To focus on vocabulary (VIPERS)



1. The whale's flukes are **huge**.
What does huge mean?
2. Emily is **staring** at the whale.
What does staring mean?
3. The whale is in the **pond**.
What is a pond?

L.I: To write about a real event

First,



After we arrived at the beach,



Then,



After playing in the sea,



Next,



After lunch,



After the donkey ride,



Finally,



Firstly, we went to coach. ✓

After, we played soft sand skittles people. ✓

Then, we jumped blue water and we got ✓

Then, we came back and we built ✓

Next we ate our lunch, huge sea shells ate ✓

After lunch, we rode donkey. ✓

After we rode the donkey we were ✓

Finally, we got on coach so we could go home. ✓

Thursday 16th May 2024

L.I. TBAT plan the persuasive argument I will use in my letter.

Mr Hill should...

He should do this because...

A fact I can use is...

plan me of be

Thursday 28th and Friday 29th November 2024

L.I: To write a recipe. To re-read and edit my work with a teacher.



Title



ingredients



equipment



1. First,



2. Then,



3. Next,



4. Finally,

Scrambled unicorns

Today, we will make disgusting beautiful and Scrambled unicorns.

Ingredients:

100 g of Blueberries

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Do you know the meaning of these words? Choose 3 you are like to clarify further. Use the grids below to expand your voc

fate
ashore
puzzled
delay
conscience

uninhabited
commotion
evidently
muttered
responsibility

foreigner

Definition:

Belonging or involving countries other than your own.

Synonyms:

- outsider
- visitor
- stranger

I'm a foreigner.
presence

Definition:

Someone's presence in a place is the fact of their being there.

Synonyms:

- closeness
- nearness
- proximity

Some one is presenced bes
evidently

Definition:

easily noticed or understood

Synonyms:

- plain
- visible
- noticeable

Monday 29th April 2024

LI: To write sentences using the appropriate 'there', 'their', or 'they're'

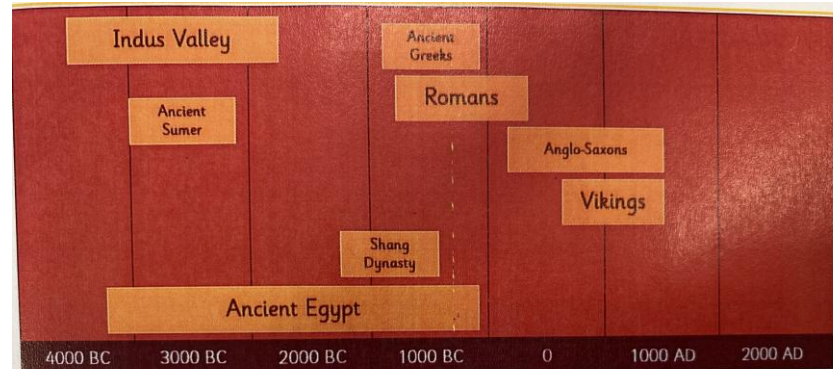
Can you complete the sentences and correctly fill in the missing word?

- Look at the pretty flowers over there ! ✓
- Do you think they're up to something? ✓
- They dropped their bags on the floor. ✓
- Put your coat over there on your peg. ✓
- They're having such a good time! ✓

Word bank:



Challenge: Can you write your own sentences using 'there', 'their' or 'they're'?



Phrase bank:

From this timeline, I can see...
The timeline shows us...

Tuesday 16th April 2024
LI: To use similes to describe

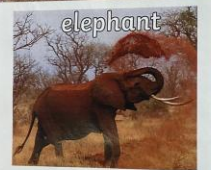
cheetah



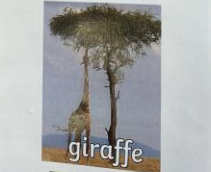
crocodile



elephant



giraffe



monkey



In 1900 he was the first ever four wheel car. In Austin stopped making cars

Word bank

- motor
- automobile
- company
- manufacturing
- aircraft
- knighthood
- Longbridge, Birmingham



"Going public"—
starting to speak
in social or
classroom
settings

Rehearsing—
trying out short
phrases in a
safe space

Repeating—
single words
repeated
privately

Silence—not
speaking at all

Greater pupil independence

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The 'Five-a-day'

- 1
- 2
- 3
- 4
- 5



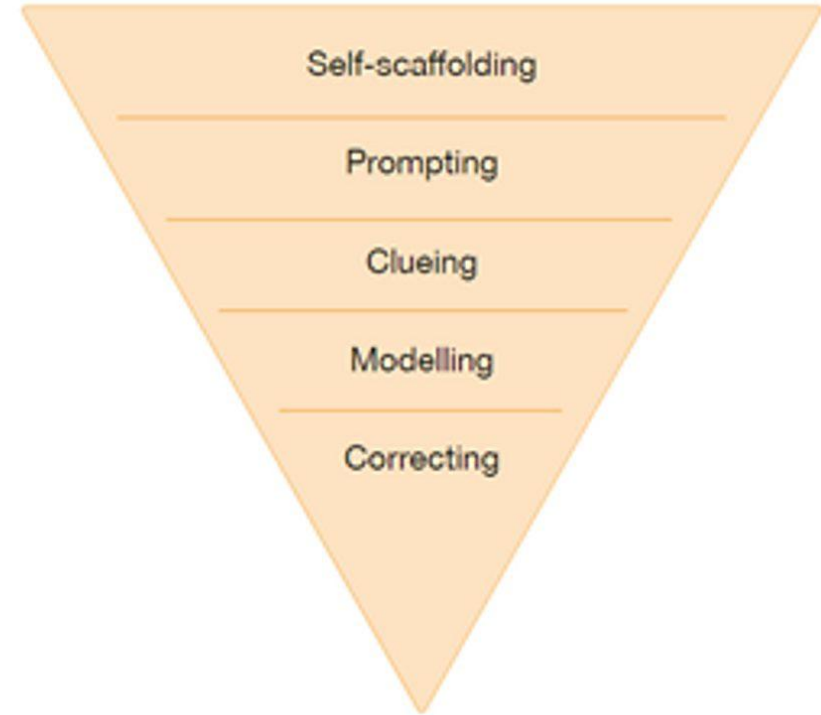
How do you identify SEND pupils?

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

- 1 Explicit instruction
- 2 Cognitive and metacognitive strategies
- 3 Scaffolding
- 4 Flexible grouping
- 5 Using technology



More help from TA



Greater pupil independence

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Water Mill EAL Grammatical Error Diagnostic and Support Tool



Name: _____ **Class:** _____ **Date:** _____

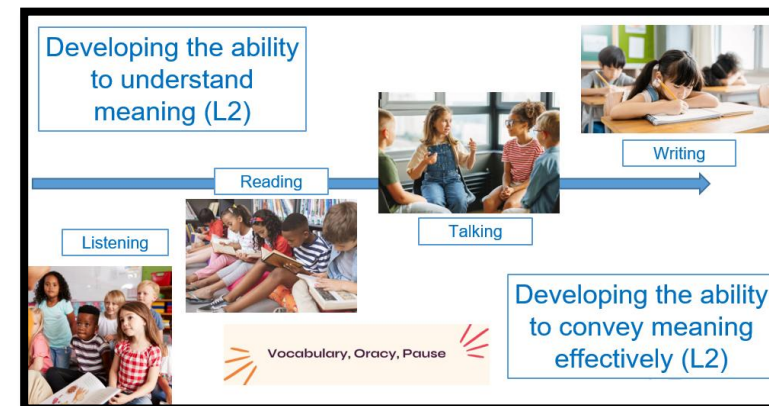
In line with the latest research, Water Mill staff have a solid understanding of the process of language acquisition for Multilingual Children. Part of this understanding ensures a realisation that masses on input and a focus on effective vocab development at the most important strategies for supporting children learning a new language.

Our priority is for children to initially develop the ability to express meaning before they master grammatical structures. That said, there is an argument in research for the explicit teaching of grammatical skills to Multilingual Children.

Children learning a second language often struggle with these common grammatical issues due to a combination of factors, including the transfer of rules from their first language, overgeneralisation of grammatical rules in the target language, and the natural process of acquiring new structures. Addressing these errors through targeted instruction, practice, and exposure can help learners develop greater proficiency in their second language.

This tool is designed to be used to inform additional support or intervention that may be put in place for Multilingual Children for whom English Acquisition seems significantly slower than most peers and may support in teacher’s understanding of specific needs that might be harder to identify.

It can also be used to inform classroom teaching and learning more broadly.



Error Category	Broken down	Specific examples	In Speech	In Writing
Verb Tense Errors	Overgeneralization of regular past tense**: Applying the regular past tense rule (“-ed”) to irregular verbs.	Example: *goed* instead of *went*; *eated* instead of *ate*.		
	Mixing tenses**: Confusion between past, present, and future tenses.	Example: *He go to school yesterday* instead of *He went to school yesterday*.		
	Omission of auxiliary verbs**: Forgetting auxiliary verbs such as *is/are* in the present progressive tense.	Example: *She playing* instead of *She is playing*.		
	Incorrect use of the future tense**: Using present or past tense to talk about future events.	Example: *I go tomorrow* instead of *I will go tomorrow*.		
Subject-Verb Agreement	Third-person singular errors**: Failure to add an “-s” for third-person singular	Example: *He play* instead of *He plays*.		



The PRISE strategy

When we want to develop the language of all our students, and especially our EAL students, it's really important they are exposed to text in a structured and purposeful way.

1

Predict

Choose an image that conveys the main ideas in the text. Pick out 3-5 key terms that they will need to understand that idea. Use these to predict what the content will be.

2

Read

Reading together could involve the teacher giving a model of fluent reading or pupils reading silently or in pairs, depending on the complexity and lesson focus. This stage involves active and explicit attention to language and content.

3

Interrogate

You can prepare questions in advance or ask students to write them, perhaps using the Five Ws (what, when, where, who/how and why).

4

Summarise

Summarising the main ideas in a text means that pupils demonstrate their understanding. It embeds language proficiency in the subject content.

5

Enquire

The final stage expands the scope of the text, connecting it to other knowledge and deepening understanding.



Can you use the same approach for pupils with lower English proficiency?

The aim of the PRISE strategy is to have all pupils working on the same text. This gives EAL pupils maximum exposure to the subject language and all the incidental language that surrounds it. Our goal is therefore to scaffold their learning rather than simplifying the text.

Pupils at lower proficiency will still benefit from each of the steps but will need a secure understanding of the key concepts before continuing. Oracy is important in every stage, as it allows bilingual pupils to organise their ideas as well as their language. Encourage first language use too – with peers and for making notes, and especially in the pre-reading stage. Once their understanding is secure and connected to the key terms, the rest can follow.



The **PRISE** strategy is a whole-school approach that works especially well for bilingual pupils. It allows every teacher to be confident that they are supporting literacy in their lessons and with a few small adjustments is especially powerful for EAL pupils.

“Gaps in literacy are the main barrier to EAL learners... It's important to really understand what that barrier is, otherwise you might cherry pick what looks like a good strategy but won't work in your context.”

A purple circle containing a white stylized 'M' logo, which is the same logo seen at the top of the page.

Identifying the language demands

Pupils need to understand the goal before they sit down to write – and for EAL pupils this is much harder. Our approach to writing starts by identifying what they need to do and works backwards from there.



Identify the text type

Sometimes we are writing to explain, at other times to evaluate, to debate or to describe a process. Identifying the goal will help you present and record ideas with your students.



Start at the end

A model text is invaluable, whether you write it yourself or use one from the exam board. It allows you to show students what a good result looks like before they begin.



Identify the language needed

When the end result is clear, you can identify the language needed. Are there simpler and more complex versions you could present together? Make a list of target language and use it all through the lesson, not just when they come to write it up.

Vocabulary, Oracy, Pause

What type of text?

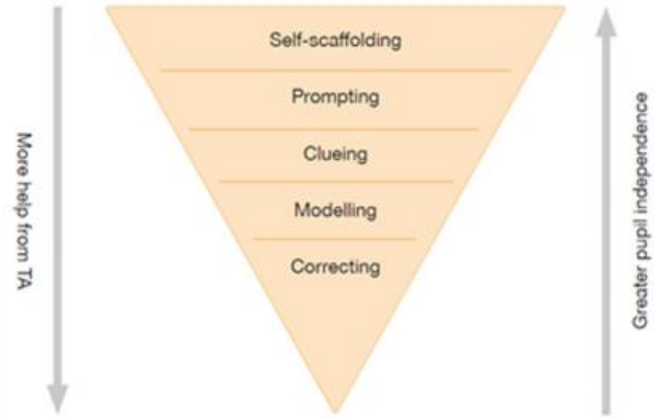
You could start with the goal of the text. Do pupils need to persuade or describe (common in English), to explain the causes of an event, evaluate or debate (History), or to explain a finding and describe the experimental process (Science)? These can often overlap – explaining and describing, for example, are common to many subjects – but they work differently. Explaining the causes of a historical event or the evidence for a scientific finding require different language. Knowing precisely what the pupils need to do means you can show them how to do it.



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How do you identify SEND pupils?

M.Hill



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Ensure the stories are...
Provide visual...
Identify key learning...
Speak slowly...



language...
Allow time to encourage...
Pupils listen...
Literacy skills...
English...
When making...

Try to segment...
For relative...
Use Online...

Use of AI translation tools to self review verbal and written communication as a stage of drafting

Subject-Verb Agreement	events. Third-person singular errors*: Failure to add an "s" for third-person singular	Example: *He play* instead of *He plays*.		
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Use Online reading platforms (e.g. Reading Eggs) to build English language skills		
Use of AI translation tools to self-review verbal and written communication as a stage of drafting		

Baseline Assessments and Contextual Data on system
Consider discussing possible SEN needs with SENCO if required
Frequently check for new arrivals well-being after lunch/play times





WSM



WSM



WSM



WSM



WSM



WSM





WSM



- The school council plays an active role in the school.
- The breakfast and after-school clubs are well run with well-established routines. They provide a wide range of activities for the pupils, and the pupils mix and play together harmoniously.
- Pupils are a credit to the school. They treat each other the utmost consideration and ensure that the school makes everyone feel welcome and valued. Pupils new to the school, including international new arrivals and those new to speaking English, are made very welcome and settle quickly. One child remarked, 'We are all unique and great friends from different countries. We are like the united nations here'.



Teaching and Learning Toolkit

An accessible summary of education evidence

[Watch the Toolkit explainer](#)

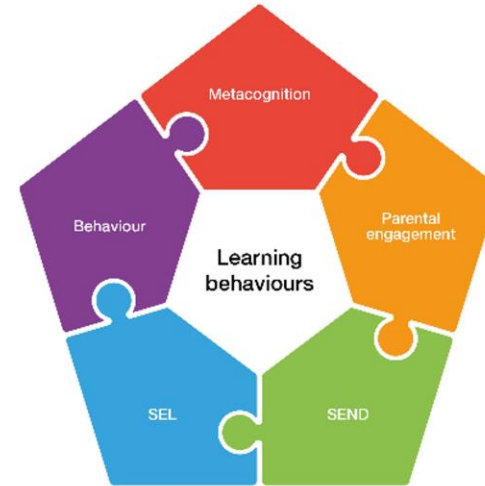
[Read our guide to using the Toolkit](#)

Improving Behaviour in Schools

Six recommendations for improving behaviour in schools



NEW EEF GUIDANCE REPORT



Clips from the Classroom

This video collection captures practices and reflections. They can be helpful if you are considering implementing similar approaches.

[How to use](#)

Literacy
13 clips

Maths
7 clips

Science
9 clips

Learning behaviours
12 clips

Cognitive Science
9 clips



High quality talk in mathematics

How can weaving Social Emotional Learning (SEL) into daily practice crack even the hardest nut and lift just a little of that teacher guilt?

Our Evidence Lead in Education, Martin Hill, uses his own experiences & EEF guidance to give an honest, accessible guide to SEL



by Billesley Research School
on the 21st March 2024

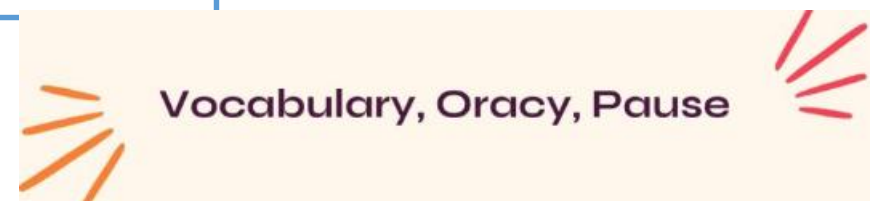
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Aims of the session

- Understanding of what schools like Water Mill do to meet the needs of EAL children
- Ideas for how to develop these approaches within your own classroom
- Simple understanding of language acquisition - The likely stages and possible gaps – How this can inform our principles to guide our approach to adaptive teaching
- Reflect on the difference between EAL and SEND and how we might identify where the two overlap
- Share some possible resources and scaffolds for supporting EAL children to access the learning in class
- Understanding of how this can be an extension of universal provision (within the classroom- not intervention).

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