

Supporting the writing of pupils with EAL

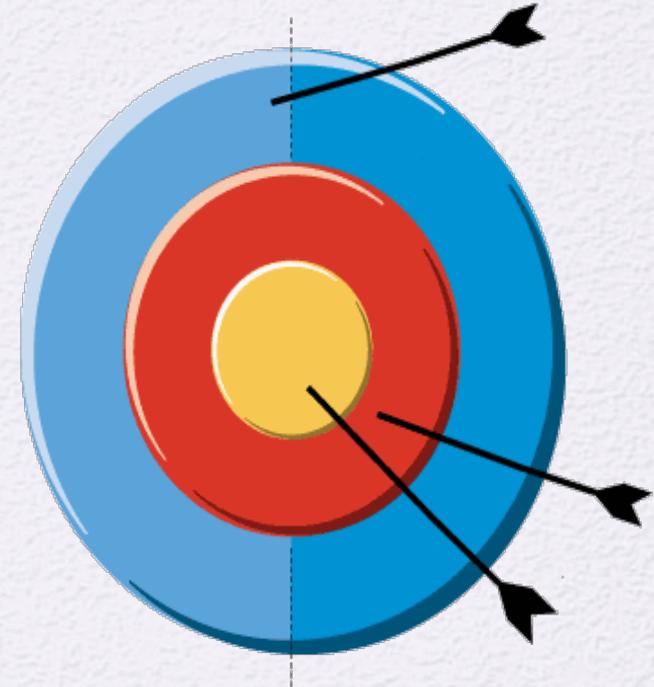
Getting the best out of them!



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Aims

- Discuss and identify key challenges in writing for learners with EAL
- Better understand of common EAL writing errors
- Explore a range of inclusive strategies and effective resources to develop the writing of pupils with EAL



Age related expectations in writing by end of KS2

Working at greater depth :

The pupil can:

- write effectively for a **range of purposes and audiences**, selecting the **appropriate form** and drawing independently on what they have **read as models for their own writing** (e.g. literary language, characterisation, structure)
- distinguish** between the language of **speech and writing**, and choose the **appropriate register**
- exercise an **assured and conscious control** over levels of **formality**, particularly through **manipulating grammar and vocabulary** to achieve this
- use the **range of punctuation** taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, **use** such **punctuation precisely** to enhance meaning and avoid ambiguity.

NC Teacher assessment frameworks at the end of key stage 2

For use from the 2018/19 academic year onwards

Challenges faced by EAL writers



What are the challenges?

How do you identify the gaps at the different levels of English language acquisition?

Writing as a writer

EAL learners

- EAL learners need extensive opportunities to encounter and work with genres of written English i.e. exposure to a rich reading repertoire and have opportunities to write for a range of purposes and audience across the curriculum
- They should notice the ways in which plots and characters develop; link ideas; end stories and use grammar features
- They should receive explicit teaching of grammar features – prepositions, pronouns, tenses, modal verbs, etc.
- They should extend their vocabulary through a range of activities



Key findings from Lynn Cameron's research - 2004

EAL less confident than EMT pupils:

Prepositions
Pronouns
Adverbial phrases
Verb tenses
Verb endings
Modal verbs
Subject/verb agreement
Determiners
Comparison
Story endings
Variety of genres
Idiomatic phrases
Passive voice

EAL more confident than EMT pupils:

Metaphors and similes
Development of Setting
Fewer spelling mistakes
at Level 4



What is grammar?

Grammatical knowledge:

- Knowing the function of words in sentences and how sentences work and are tied together.

Grammatical skills:

- Choosing the right words and phrases
- Constructing and varying sentences
- Linking texts together (cohesion

Teach the knowledge through the skills

We can help children improve writing by

-developing the grammatical knowledge and skills needed for writing:
 - **Word modification:** the ability to control, select and vary language to create impact in relation to the audience and purpose of the writing
 - **Sentence construction and punctuation:** the ability to construct, control, vary and punctuate sentences
 - **Text cohesion:** the ability to create cohesive chronological and non-chronological texts.

Quick-fire grammatical challenge

With a partner:

- Create a sentence with these 3 words - **barfi, oryx, iron**
- Write a sentence using the word '**although**'
- Embellish a dull sentence - *The dog looked at the cat.*



Grammar support

Excellence and Enjoyment:

Learning and teaching for bilingual children in the primary years – Teaching units to support guided sessions for writing in English as an additional language

Ref: 00068-2007KIT

<https://www.essex.gov.uk/Business-Partners/Partners/Schools/One-to-one-tuition/Documents/Learningandteachingbilingualpupils.pdf>

Primary
National Strategy

Excellence and Enjoyment:
Learning and teaching for bilingual children in the primary years

Teaching units to support guided sessions for writing in English as an additional language (pilot material)

Curriculum and Standards

Headteachers, teachers and teaching assistants Key Stages 1 and 2, primary consultants

Status: Recommended
Date of issue: 03-2007
Ref: 00068-2007FLR-EN

department for
education and skills

Creating Opportunity
Releasing Potential
Achieving Excellence

Adverbs

What is the job
of an adverb?



The lion roared...

Adverbs

An adverb gives extra meaning to a verb, adjectives or whole sentence.

- **Put a tick in each row to show the type of adverb.**

	Adverb of manner	Adverb of time	Adverb of frequency	Adverb of place
outside				
sometimes				
today				
secretly				

Words becoming phrases...

- Phrases are groups of words which can't usually stand alone:
 - black cat
 - was singing
 - with long hair
 - sitting still
 - around the corner
- A group of words can work together like a single noun, verb, adjective preposition or adverb,

“Phrase”

Labelling the picture

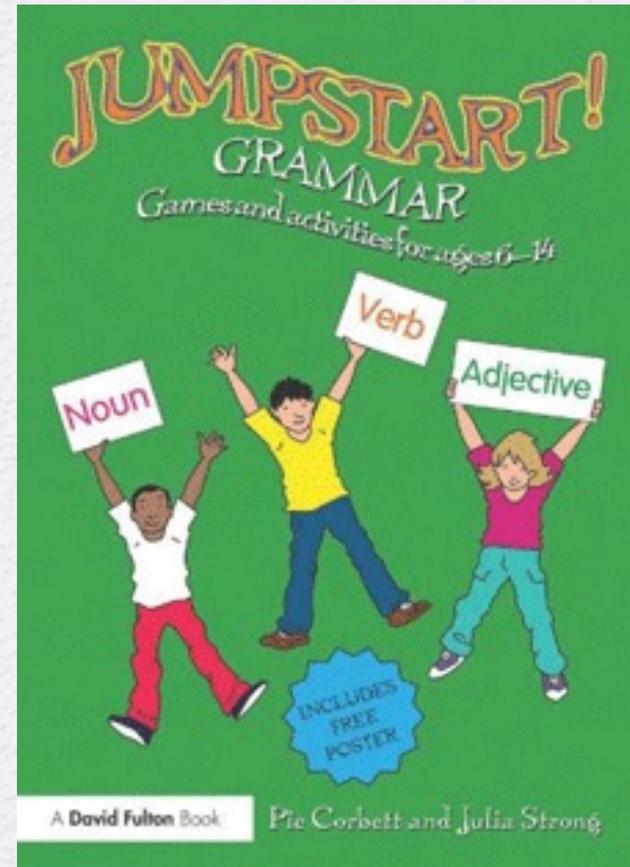


- **Labelling the picture**
- **Think of four nouns, four adjectives, four verbs and four adverbs**

Pie Corbett Strategies



www.talk4writing.co.uk



Noun Towers



1. Start with one word- **ship**
2. Now add a determiner- a, my, some, that, the -
3. Add an adjectives to describe the ship more clearly-
4. Add a prepositional phrase-
5. Build the picture further with a subordinate clause-
6. Add on a verb to the noun phrase-

Noun Towers

Start with one word- **ship**

Now add a determiner- a, my, some, that, the- **My ship**

Add an adjectives to describe the ship more clearly- **My red ship**

Add a prepositional phrase- **My red ship on the boating pool.**

Build the picture further with a subordinate clause-
My red ship on the boating pool that is deep.

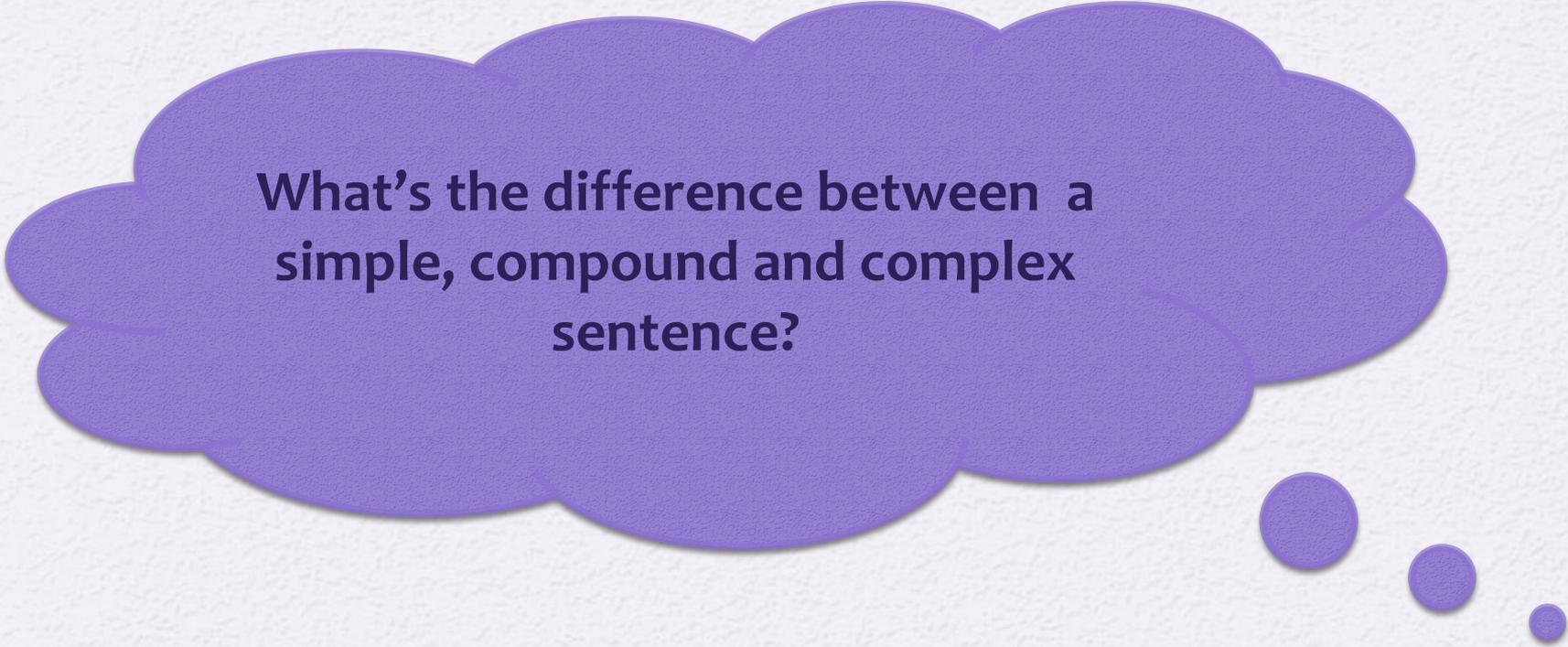
Add on a verb to the noun phrase-

My red ship on the boating pool that is deep crashed.



Sentences

What's the difference between a simple, compound and complex sentence?

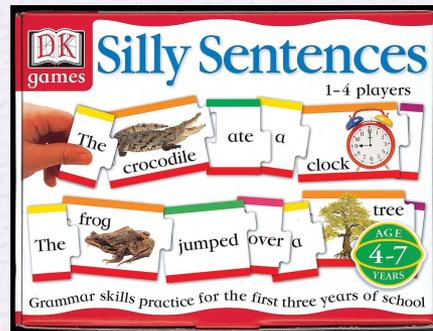


Sentences

- A **simple sentence** contains only one independent clause, e.g.
 - *'Mrs Morris enjoys teaching English.'*
- A **compound sentence** is made up of two simple sentences which are joined together with a connective, e.g.
 - *'I hate chocolate but I like cabbage'.*
- A **complex sentence** contains a clause that is not a complete sentence, (subordinate clause). It also has a complete sentence within it (main clause). The subordinate clause cannot be a sentence on its own. Sometimes there is a connective to join the main clause and subordinate clause, e.g.
 - *'Mary Davies, who had just got over the mumps, was playing hopscotch on the pavement.'*

Sentence construction

Let's have some fun making our simple sentences more interesting!



1. Add the next idea
2. Fold the paper
3. Pass it on!

The
(determiner)

adjective

subject noun

past tense verb

preposition
(position)

a
(determiner)

place
(noun)

The
(determiner)

adjective
smelly

subject noun
fox

past tense verb
jumped

preposition
(position)
on

a
(determiner)

place (noun)
bus

Idioms and figurative language

If Idioms Were Literal...
It's raining cats and dogs.



www.GrammarRevolution.com

Change it

The snake was asleep in the basket.

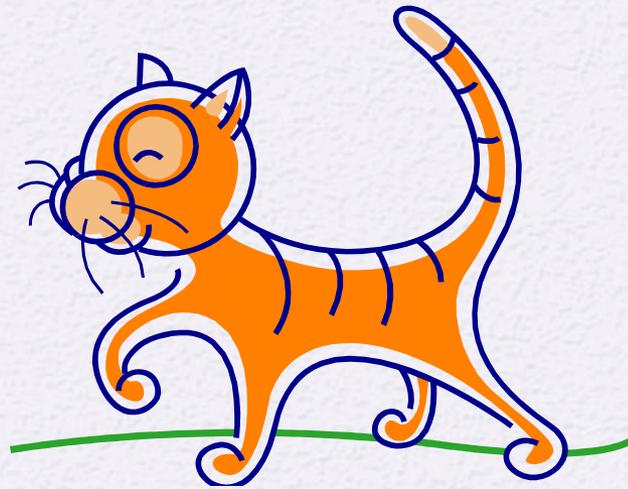
Change this sentence so that it fits into various different text types.

- Instructions
- Recount
- Newspaper report
- Discussion
- Non-chronological report
- Question



Sharpen your clause!

* *Smiling brightly, Sally jumped off the bouncy castle.*



change a noun	change a verb	change a clause
add a clause	move a clause	add an adjective

Text reconstruction

Smiling

brightly,

Sally

jumped

off

of

the

bouncy

castle.



Dictogloss

- <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/dictogloss/>



Vanishing Cloze

So he went to the Weaver Birds.

‘Build me a house’, he ordered. ‘A big house!’

The Weaver Birds built a nest of grasses and palm-leaves and soft fluffy seeds, and it hung from the branch of a thorn tree. But the Lazy Lion was too heavy to reach the door.

‘I won’t live up a tree,’ said Lion crossly.

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‘I _____ live up a tree,’ said Lion _____.

Plenary



What will
you take
forward
from this
training?

- Thank you for your time.



- Any questions?



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