

'New to English' UASC Induction Pathway: Overview of the first 6 weeks in school

Pre-arrival	Week:	1	2	3	4	5	6	Ongoing
<p>Action:</p> <p><i>Class Teacher Checklist* for the Induction of 'New to English' Pupils</i></p> <p><i>*Better Bilingual resources</i></p>	<p>Assessment of English Language Proficiency</p>	<p>Observations of English language and first language skills in and out of the classroom by subject and pastoral staff; record on The Bell Foundation's <i>EAL Assessment Framework: Band A EAL descriptors</i>.</p>		<p><i>Initial Assessment*</i> by EAL Lead with input from subject teachers and pastoral staff. Agree <i>Band A EAL descriptors</i> achieved and identify targets.</p>	<p>EAL Lead to share targets with all staff via an <i>Individual EAL Action Plan*</i> with 'Classroom Organisation' & 'Language Focus' strategies identified. All staff to implement and record progress on <i>Band A EAL descriptors</i>.</p>			<p>EAL Lead to review and update the <i>Individual EAL Action Plan*</i> termly.</p>
	<p>Intervention activities 2-3 sessions/wk 30 mins/session</p>	<p><i>New to English Induction Programme*</i> NIP Week 1</p>	<p>NIP Week 2</p>	<p>NIP Week 3</p>	<p>NIP Week 4</p>	<p>NIP Week 5</p>	<p>NIP Week 6</p>	<p>Review NIP progress with EAL Lead and Head of Year</p>
	<p>In class support and differentiation</p>	<p>Action The Bell Foundation's <i>Classroom Support Strategies</i> Band A (oracy + literacy): 'Classroom Organisation'.</p>		<p>Add in 1 or 2 'Language Focus' <i>Support Strategies</i> (Band A).</p>	<p>Continue to promote full access to the mainstream curriculum through updated targets in the <i>Individual EAL Action Plan</i> and see additional <i>Support Strategies</i>.</p>			<p>Promote inclusion. Move onto Band B as appropriate.</p>

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'New to English' UASC Induction Pathway: A focus on the first 2 weeks in school

Key Aspect	Week 1	Week 2
Assessment of English language proficiency	<p>Download The Bell Foundation's <i>EAL Assessment Framework</i></p> <ul style="list-style-type: none"> ✓ Focus on <i>Listening & Understanding</i> and <i>Speaking</i> ✓ Mark-up of the PDF descriptors document by teachers as they observe the pupil's language skills ✓ Capture observations of pupil's English language and first language use by subject and pastoral staff. 	<p>Continue use of the <i>EAL Assessment Framework</i></p> <ul style="list-style-type: none"> ✓ Focus on <i>Listening & Understanding</i> and <i>Speaking</i> ✓ Add observations on <i>Reading</i> and <i>Writing</i> ✓ Add <i>New to English Induction Programme (NIP)*</i> TA's/teacher's observations onto the PDF document ✓ Named staff member to collate all observations for use in the <i>Initial Assessment*</i> by EAL Lead in Week 3.
Intervention activities	<p><i>New to English Induction Programme (NIP) Week 1</i></p> <ul style="list-style-type: none"> ✓ Timetable for 2-3 sessions/week for first 6-8 weeks ✓ Limit to about 30 minutes/session; include peers ✓ Ensure teaching is by EAL-trained TA/teacher ✓ Focus on confident oracy skills for 'survival English'. 	<p><i>New to English Induction Programme (NIP) Week 2</i></p> <ul style="list-style-type: none"> ✓ Recap learning from Week 1 before Week 2 input ✓ Continue to ask for/value first language translations ✓ Encourage speaking aloud in modelled sentences ✓ Link to curriculum learning as much as possible.
In class support and differentiation	<p>Action 'Classroom Organisation' <i>Strategies: Band A (oracy)</i></p> <ul style="list-style-type: none"> ✓ Provide 'check-ins' with a first language (L1) speaker ✓ Seat new pupil near the front of the classroom ✓ Seat pupil with high ability, fluent English speakers ✓ Pair with an L1 peer buddy to access instructions ✓ Keep paper/mini-whiteboard to hand for quick drawings, sentence-drafting, oral prompts etc. 	<p>Action 'Classroom Organisation' <i>Strategies: Band A (literacy)</i></p> <ul style="list-style-type: none"> ✓ Print slides from whole class teaching screen so the pupil can easily refer to and annotate in L1 / English ✓ Train the learner to write date, title, underline, etc ✓ Encourage pupils with the same first language to sit and work together at certain points in the lesson ✓ Regularly communicate with <i>NIP</i> teacher/TA.

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