**Primary 5-11 Curriculum Map (English as an Additional Language)**

***Year 1 Undergraduate - School Based Route***

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| **University Curriculum – Introductory** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Session**  **1** | **Introduction to EAL: Context, Policy & Practice**     1. To understand the term '*EAL'* and that pupils using EAL are not a homogenous group. 2. To understand the context of EAL in English primary schools. 3. To understand the fundamentals of language acquisition and multilingualism.   **EAL Case Studies & Scenarios**   1. To understand and appreciate the unique linguistic profile of each pupil using EAL. 2. To know that each school community has a unique linguistic profile.   **EAL Strategies in the Primary Classroom**   1. To know that strong EAL practice is underpinned by 'quality-first' teaching. 2. To be able to draw uponexpert guidance, advice, and support to pupils using EAL. 3. To understand best practice principles that will improve outcomes for pupils using EAL.   **Developing and Adapting Practice for pupils using EAL**   1. To know that planning, resources and teaching can be adapted for pupils using EAL**.** 2. To draw upon best practice and expert guidance to tailor and adapt planning and resources for pupils using EAL. | 1.3, 1.6, 1.7, 1.8, 2.10, 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 4.2, 4.3, 4.4, 4.10, 5.1, 5.2, 5.3, 5.5, 6.1, 6.3, 8.4, 8.6, | 1b, 1d, 1e, 2d, 2e,2g, 2j, 3b, 3c, 3d, 3j, 3m, 3p, 3q, 4a, 4e, 4g, 4h, 4j, 4m, 4p, 4o, 5a, 5b, 5f, 5g, 5i, 5k, 5o, 5p, 8f, 6d, 8f, 8i | BAKER, C. and WRIGHT, W.E., 2021. *Foundations of bilingual education and bilingualism.* 7th ed. Bristol: Multilingual Matters.  BRITISH COUNCIL, 2024. *Language Trends 2024: Language teaching in primary and secondary schools in England* [online]. Available from: <https://www.britishcouncil.org/research-insight/language-trends-england-2024> [Accessed 16 July 2024].  CONTEH, J., 2023. *The EAL Teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools.* 4th ed. London: SAGE.  NALDIC, 2024. *EAL Learners in Schools* [online]*.* Available from: <https://naldic.org.uk/the-eal-learner/eal-learners-uk/eal-learners-in-schools/>. [Accessed 01 July 2024].  SHARPLES, R., 2021. *Teaching EAL: Evidence-based Strategies for the Classroom and School.* Bristol: Channel View Publications.  THE BELL FOUNDATION., 2017. *Classroom Support Strategies: Working with EAL Learners in Primary Settings* [online]. <https://www.bell-foundation.org.uk/app/uploads/2018/07/Classroom-Support-Strategies-Working-with-EAL-Learners-in-Primary-Settings.pdf>. [Accessed 01 July 2024].  THE BELL FOUNDATION, 2022. *EAL Strategies and Great Ideas* [online]. Available from: <https://www.bell-foundation.org.uk/resources/great-ideas>. [Accessed 01 July 2024]. | Interactive Quiz  One Minute Essay  3-2-1  3 things you now know  2 interesting facts  1 question  Group Discussion  Mini-Presentations of Resources / Materials  Session-based WDS Reflection |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing**: Observe pupils who use EAL, and how expert colleagues tailor their teaching to meet the needs of all pupils.  **Planning**: Plan lessons in selected core and foundation subjects, paying particular attention to children who use EAL.  **Teaching**: Begin to appreciate best practice principles, rooted in evidence, to deliver high-quality teaching to pupils who use EAL. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Introductory Professional Practice**  To identify whether the school has an EAL policy.  To observe pupils who use EAL and how teachers adapt their practice.  To understand and begin to plan adaptive teaching strategies to meet the needs of pupils using EAL.  To liaise with expert colleagues to address the needs of pupils using EAL.  To understand the importance of assessment when supporting pupils who use EAL. | 1.3, 1.6, 1.8, 2.1, 3.10, 3.12, 4.4, 4.7, 4.10, 5.1, 5.2, 5.3, 5.5, 6.1, 8.1, 8.5, 8.6 | 1a, 1e, 2a, 2j, 3p, 4a, 4g, 4n, 4o, 4p, 5b, 5g, 5i, 5k, 5p, 6d, 8f, 8i, 8k | BROOKS, G., CLENTON, J. and FRASER, S., eds., 2023. *EAL Research for the classroom: Practical and Pedagogical Implications.* Milton: Taylor & Francis Group.  GLAZZARD, J. and GREEN, M., 2022. *Learning to be a primary teacher: core knowledge and understanding.* 2nd ed. Critical Publishing.  DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework* [online]*.* Available from: <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>. [Accessed 01 July 2024]. | WDS on Introductory Professional Practice.  Mentor / SENCO / EAL Lead conversations.  Observation of pupils who use EAL. Observation of expert colleagues teaching pupils who use EAL.  Observation feedback from Mentor / Link Tutor. |

***Year 2 & 3 Undergraduate - School Based Route***

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| **University Curriculum - Developmental** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Session**  **2** | **Observation and Assessment of EAL Practice**  ***Retrieval of Introductory Content***  To understand that accurate and effective use of assessment can support pupils who use EAL.  To know that existing frameworks can be used to inform assessment and future planning.  **EAL, SEND or both?**  To know that children who use EAL have additional *language* needs.  To recognise that some children using EAL may *also* have SEND. | 1.3, 1.8, 2.1, 2.6, 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 6.1, 6.3, 8.8 | 2a, 2j, 5a, 5b, 5c, 5e, 5f, 5j, 6d, 8n | BAKER, C. and WRIGHT, W.E., 2021. *Foundations of bilingual education and bilingualism.* 7th ed. Bristol: Multilingual Matters.  CONTEH, J., 2023. *The EAL teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools.* 4th ed. London: SAGE.  THE BELL FOUNDATION, 2024. *EAL Assessment Framework* [online]. Available from: <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework>. [Accessed 01 July 2024].  THE BELL FOUNDATION, 2024. *EAL and SEND: A Framework for Integrated Provision in Schools* [online]*.* Available from: <https://www.bell-foundation.org.uk/resources/guidance/schools-and-leaders/learners-with-special-educational-needs-or-disabilities/> [Accessed 12 July 2024]. | Peer Discussions  Practical Pupil Formative Assessment Task  **Formative Quiz 2** *(Covering Introductory and Developmental Content)*  Session-based WDS Reflection |

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| **School Based Curriculum – Developmental** | | | | |
| **Observing**: Refine and develop observation skills. Observe how expert colleagues tailor their teaching to meet the needs of all pupils.  **Planning**: Plan a sequence of lessons in core and foundation subjects, paying particular attention to children who use EAL.  **Teaching**: Draw upon some best practice principles, rooted in evidence, to deliver high-quality teaching to pupils who use EAL.  **Assessment**: Understand how existing frameworks, formative and summative assessment can lead to progression for pupils who use EAL. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Developmental Professional Practice**  To understand the importance of effective and focused observations of professionals and pupils.  To know and recognise specific adaptive teaching strategies to meet the needs of all learners.  To be able to understand and be consider different approaches when planning to meet the needs of all learners.  To recognise and develop an understanding of the importance of assessment and assessment tools. | 1.3, 1.6, 1.8, 2.1, 3.10, 3.12, 4.4, 4.7, 4.10, 5.1, 5.2, 5.3, 5.5, 6.1, 8.1, 8.5, 8.6 | 1a, 1e, 2a, 2j, 3p, 4a, 4g, 4n, 4o, 4p, 5b, 5g, 5i, 5k, 5p, 6d, 8f, 8i, 8k | BROOKS, G., CLENTON, J. and FRASER, S., eds., 2023. *EAL Research for the classroom: Practical and Pedagogical Implications.* Milton: Taylor & Francis Group.  CONTEH, J., 2023. *The EAL teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools.* 4th ed. London: SAGE.  DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework* [online]*.* Available from: <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>. [Accessed 01 July 2024].  GLAZZARD, J. and GREEN, M., 2022. *Learning to be a primary teacher: core knowledge and understanding.* 2nd ed. Critical Publishing.  THE BELL FOUNDATION, 2024. *EAL Assessment Framework* [online]. Available from: <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework>. [Accessed 01 July 2024]. | WDS on Developmental Professional Practice.  Mentor / SENCO / EAL Lead conversations.  Observation of pupils who use EAL. Observation of expert colleagues teaching pupils who use EAL.  Observation feedback from Mentor / Link Tutor.  Assessments of pupils who use EAL. |

***Year 4 Undergraduate - School Based Route***

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| **University Curriculum - Consolidation** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Session**  **3** | **Additional Influences on EAL Pupil Outcomes.**  To know which additional factors can influence educational outcomes for children who use EAL. | 1.1, 1.3, 1.5, 1.6, 1.7, 1.8, 7.4, 7.5, 7.7, 8.4 | 1d, 1e, 5f, 5p, 5h, 7l, 8f | EDUCATION ENDOWMENT FOUNDATION, 2015. *English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database* [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EAL_and_educational_achievement__Prof_S_Strand.pdf?v=1719774626>. [Accessed 01 July 2024].  NALDIC, 2018. *The attainment of EAL pupils in England – What the headlines don’t tell us* [online]. Available from: <https://naldic.org.uk/the-attainment-of-eal-pupils-in-england-what-the-headlines-dont-tell-us/>. [Accessed 01 July 2024]  THE BELL FOUNDATION, 2021. *English as an Additional Language, Proficiency in English and rate of progression: Pupil, school and LA variation* [online]. Available from: <https://www.bell-foundation.org.uk/app/uploads/2021/03/University-of-Oxford-Report-March-2021.pdf>. [Accessed 01 July 2024]. | **Formative Quiz 3**  *(Covering all Introductory, Developmental and Consolidation content)*  Session-based WDS Reflection |

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| **School Based Curriculum – Consolidation** | | | | |
| **Observing**: Refine and consolidate observation skills. Observe how expert colleagues tailor their teaching to meet the needs of all pupils.  **Planning**: Plan a sequence of lessons in all core and foundation subjects, paying particular attention to children who use EAL.  **Teaching**: Apply best practice principles, rooted in evidence, to deliver high-quality teaching to pupils who use EAL.  **Assessment**: Use existing frameworks, formative and summative assessment data to plan for progression for pupils who use EAL. | | | | |
| **Subject Specific Component(s)** | **Learn That**  **(ITTECF)** | **Learn How**  **(ITTECF)** | **Links to Research and Reading** | **Formative Assessment Mode** |
| **Consolidation Professional Practice**  To understand the professional responsibilities in relation to inclusion (e.g. The Equality Act, 2010).  To understand which activities that are context embedded and cognitively demanding for children who use EAL.  To identify strategies to support outcomes for disadvantaged pupils.  To apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | 1.3, 1.6, 1.8, 2.1, 3.10, 3.12, 4.4, 4.7, 4.10, 5.1, 5.2, 5.3, 5.5, 6.1, 8.1, 8.5, 8.6 | 1a, 1e, 2a, 2j, 3p, 4a, 4g, 4n, 4o, 4p, 5b, 5g, 5i, 5k, 5p, 6d, 8f, 8i, 8k | BROOKS, G., CLENTON, J. and FRASER, S., eds., 2023. *EAL Research for the classroom: Practical and Pedagogical Implications.* Milton: Taylor & Francis Group.  CONTEH, J., 2023. *The EAL teaching Book: Promoting Success for Multilingual Learners in Mainstream Schools.* 4th ed. London: SAGE.  DEPARTMENT FOR EDUCATION, 2014. *The Equality Act 2010 and schools* [online]. Available from: [https://assets.publishing.service.gov.uk](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  [/government/uploads/system/uploads/attachment](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  [\_data/file/315587/Equality\_Act\_Advice\_](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  [Final.pdf. [Accessed 01 July 2024].](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)  DEPARTMENT FOR EDUCATION, 2024. *Initial Teacher Training and Early Career Framework* [online]*.* Available from: <https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework>. [Accessed 01 July 2024].  GLAZZARD, J. and GREEN, M., 2022. *Learning to be a primary teacher: core knowledge and understanding.* 2nd ed. Critical Publishing. | Weekly WDS on Consolidation Professional Practice.  Mentor / SENCO / EAL / Inclusion Lead conversations.  Observation of pupils who use EAL. Observation of expert colleagues teaching pupils who use EAL.  Observation feedback from Mentor / Link Tutor.  Assessments of pupils who use EAL. |