

# English as an Additional Language Policy



Approved by:

Date: April 2021

Last reviewed on: April 2021

Next review due by: April 2024

## Context, Vision and Values

Crowland Primary School is an averaged size, multilingual school with approximately 400 pupils on roll. It is characterised by a diverse community featuring approximately 35 languages. An estimated 60% of our pupils are exposed to a home language other than English. The majority of our EAL pupils successfully achieve advanced bilingual status by the end of KS2.

Bilingualism confers intellectual advantages - once children have developed cognitive and academic language, they can transfer much of this learning to additional languages. Children benefit enormously if they are given opportunities to continue to develop their first language alongside English (NALDIC,2015).In Crowland Primary School we attach high importance to our pupils' language experiences within family life, supplementary schooling and faith practices. We see multilingualism as a valuable asset, which can extend our pupils' social and academic achievements as well as improving life-long job prospects within an increasingly globalised labour market. We very much value all of our parents' contributions in the education of our pupils and we particularly encourage the participation of our EAL parents within a culture of support and effective partnerships.

Many children arrive from other countries and surrounding areas with little or no English language, having established a degree of fluency in their home languages. We are fully committed to ensuring high progress and attainment of all our pupils with English as an additional language within a safe, positive and supportive environment.

## Our provision for EAL learners is underpinned by the following principles

- All newly-arrived bilingual learners have a right of access to the National Curriculum therefore provision for newly arrived EAL learners ***should not be separate*** but integrated into all subject areas
- According to research, EAL learners make the best progress within a whole-school and in-class context where pupils are educated alongside their peers (See International Journal Bilingual Education and Bilingualism, 2015)
- Parents play a crucial role in establishing an accurate and all encompassing picture of our EAL learners.
- Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills.

## Aims

The aim of this policy is to maximise the academic success of our EAL pupils by:

- Raising the confidence and self-esteem of EAL pupils within mainstream practices
- Facilitating pupils with EAL to have equal access to a broad and balanced curriculum with continuity and progression
- Working alongside parents as partners in order to ensure accelerated progress
- Equipping EAL pupils with the knowledge, skills and understanding required to participate fully in all aspects of school life, while maintaining their own cultural and linguistic identity

## Teaching and Learning

Our EAL pedagogy and practice is based on teaching approaches which have evolved from classroom based practices in conjunction with the development of knowledge through theoretical and research perspectives;

High quality research carried out by centres of expertise and reputable establishments such as NALDIC, The Bell Foundation and various academic studies.

Teachers who have acquired expertise in EAL will:

- understand progression in additional language learning;
- are able to assess pupils' understanding of curriculum content and use this information in their planning;
- draw on pupils' bicultural and bilingual knowledge and experience;
- incorporate first language knowledge and use appropriate staff resources where available;
- take account of the variables that apply in different contexts and capitalise on the potential for working in partnership with their mainstream or specialist colleagues.

## Principles which underpin good EAL Teaching Practices

Principle	Rationale	Examples
<b>Activating prior knowledge in the pupil</b>	Bilingual pupils' experiences will vary, as will their use of English. In second or additional language learning, prior knowledge of content and language plays a major role in helping to make second language input comprehensible.	Finding out pupils' previous knowledge; Brainstorming in small groups or pairs, discovery tasks, enabling use of first language.
<b>The provision of a rich contextual background to make the input comprehensible</b>	Pupils learning EAL require opportunities to draw on additional contextual support to make sense of new information and language. Content learning can be greatly improved through the <b>use of visual support and first language</b> .	<b>Key visuals or graphic organisers</b> are linked to tasks which support the development of conceptual and language knowledge. Visual support and graphic organisers might include: maps, diagrams, charts, tables, semantic webs, graphs, time-lines, outlines of causal sequences, videos, computer graphics, web pages etc.
<b>Actively encouraging comprehensible output</b>	Learners are actively encouraged to produce spoken and written language from an early stage of the lesson(s) onwards. This is important for both cognitive and linguistic development. The <b>active use of language</b> provides opportunities for learners to be more conscious of their language use, and to process language at a deeper level.	Using <b>peer tutoring, collaborative learning, drama and role play</b> , opportunities for scaffolded teacher-pupil and pupil-pupil interaction, using oral feedback to move learners towards the forms of language used in writing, questioning strategies.
<b>Drawing the learner's attention to the relationship between language form and function through explicit modelling</b>	Whatever language is needed to talk about the content, it should be used in ways that allow learners to take note of the language itself. Attention should be drawn to language and how it is used to express the content knowledge. This can mean explicit comment on forms, structures and functions of the language	Drawing attention to the grammatical forms used to recall past events or to express doubt (e.g. 'may' and 'might') in texts, <b>modelling and extending its use</b> , providing opportunities for practice; <b>Use of sentence starters</b>
<b>Developing learner independence</b>	Learners need increasingly to become more independent in their use of a range of learning strategies. The teacher has a key role in encouraging pupil independence through the selection of planned activities and by assisting learners to apply strategies which develop self-reliance.	Providing opportunities to model and extend what has been taught; scanning texts to look at sub-headings and diagrams prior to reading; using diagrams to demonstrate knowledge; using dictagloss; note-taking; teaching study skills.

(NALDIC 2021, *Adapted from Working Paper 5: The Distinctiveness of EAL: A Cross-Curriculum*

*Discipline*; <http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/pedagogy/>

## Assessment and Support

- Initial assessments of EAL pupils are based on a bespoke tracking programme derived from QCA 'Language in Common' (2000, DfES) see Appendices A, B and C.
- Initial assessments of newly admitted pupils who are new to English, should be carried out within two weeks of entry to the school. Class teachers with the support of Teacher Assistants, will assess newly admitted EAL pupils using the in-school EAL Tracking Grids.
- Writing and reading in the home language, where possible, is encouraged as a way of ascertaining the level of ability in the home language.
- In Early Years Foundation Stage, assessing the stage of English language acquisition, takes place at the point of entry alongside standard base line assessment procedures. This is led by all key workers with the support of any EAL staff attached to Early Years Foundation Stage
- Pupils at early stages of acquiring English as an Additional Language, are prioritised for TA support. EAL pupils' group allocation **must** remain flexible in recognition of pupils' previous attainment and in accordance with their ongoing assessments.
- We firmly believe that EAL pupils must have maximum exposure to fluent, high level language models offered by their peers. For this reason, EAL Teaching Assistants offer support often within mixed group contexts.
- Class teachers assess EAL pupils on an ongoing termly basis as part of the whole school assessment cycle (see Appendix A, B and C). Any deceleration of progress is immediately reported to the Deputy Headteacher responsible for overseeing EAL pupil's assessments.
- In cases where there are SEN concerns, an initial concern form is completed and passed onto the allocated SENCO for further investigation.
- The school is currently in the process of incorporating EAL assessments into the whole school electronic database system.

## Parents

- Where possible, parents or carers are involved in the gathering of any previous school reports and other information which the school needs in order to gauge a clear overview of the pupil's earlier educational experiences. Where there are language barriers, we offer an interpretation service from within school or from outside agencies.
- Parents of EAL pupils who may be new to the country or may be unfamiliar to the UK schooling system are offered an induction programme which may involve an interpreter.
- At the time of writing this policy, the school is actively looking towards the setting up of language based parent groups in order to establish support networks for all parents within a comfortable and safe environment.
- In the Early Years, parents of all pupils are invited into class on a regular basis where work is shared with parents and where they are encouraged to participate in various class based activities. We believe this is especially beneficial to our parents of EAL pupils who may be new to the country or to the system, as it keeps them informed of teaching strategies they can deploy at home.
- Parents of EAL pupils are also invited the regular workshops which provide detailed information on upcoming curriculum content, timetables and any other arrangements.
- Translation letters and interpretation services are offered wherever possible to parents and families who have been identified as having language barriers.
- Our remote learning platform Class Dojo offers extensive support to parents of other languages through the translation of 32 languages

## Planning and the Learning Environment

- All class teachers must ensure that work is planned to meet the needs of EAL Pupils evidenced through explicit provision.
- Class teachers must refer to the EAL Tracking Grids (**See Appendices A,B and C**) for planning cross curricular activities and for providing a supportive learning environment. The key areas for planning provision are Writing, Reading and Speaking and Listening which should feature as an integral aspect of all curriculum areas.
- All EAL pupils must be facilitated to access all areas of the curriculum in the same way as English language speakers.
- Planning for EAL pupils is monitored by Phase Leaders, Subject Leaders and SLT members as part of the ongoing monitoring cycle.
- For minimum expectations within the learning environment teachers and support staff must refer to the EAL tracking Grids.

## Record Keeping and Data Analysis

- All class teachers keep an updated EAL Tracker of all EAL pupils, their home language and Stage of English Language Acquisition. This is electronically stored on the Shared Drive and it is accessible to all those who may be involved with the provision of those pupils.
  - All work samples generated through Initial Assessments must be included in pupils' standard books such as Literacy, Maths, Science and Topic.
  - For writing, class teachers attach an EAL tracking sheet in the inside of the front cover of the English books which track pupils' progress according to their writing targets generated from the EAL Tracking Grids. Once EAL pupils have exceeded Level 1 Secure, they adopt the National Curriculum (2020,DfE) age related band descriptors.
  - Whole School data on EAL pupils is generated as part of ongoing data analysis and school evaluation. Any highlighted concerns and areas for improvement are addressed through rigorous action planning within the School Improvement Plan.
  - Contextual information regarding comparative performance according to ethnicity is generated through internal data analysis reports and external reports such as ASP and in-borough data gathering.
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## READING

Name	Language	LIC QCA Level descriptors	Learn. Environment	Use of adult support	Teacher Strategies
		<p><b><u>Initial bi-linguals</u></b></p> <p><b>Step 1:</b> Pupils participate in reading activities. They know that in English, print is read from left to right and from top to bottom. Recognise their names and familiar words and identify some letters of the alphabet by shape and sound.</p> <p><b>Step 2:</b> They begin to associate sounds with letters in English and to predict what text will be about. They read words and phrases that they have learned in different curriculum areas. With support they can follow a text read aloud</p>	<p>Display books and dictionaries in pupils' own language</p> <p>Display pupils' language around the classroom (keywords and labels)</p> <p>Use voice intonation and illustrations when reading to class</p> <p>Reward reading in home language and in English</p>	<p>Making resources to support pupil access of text (e.g. puppets/visuals)</p> <p>Encourage pupil participation in discussion</p> <p>Support access during carpet session</p> <p>Offer links between home language and English</p>	<ul style="list-style-type: none"> <li>Support child's reading of the first language where possible</li> <li>Draw links between home language and English where possible.</li> <li>Support access to reading by providing different text formats? (e.g. diagrams/charts/storyboards/flannel-graph figures)</li> <li>Use texts with clear storylines, illustrations and language repetition</li> <li>Encourage the sharing of books</li> <li>Provide opportunities for collaborative work and visual support where possible</li> <li>Pair up with children who are effective English speakers</li> <li>Bring stories to life through Drama /role play/Puppets</li> </ul> <p style="text-align: center;"><b>Suggested Termly Targets</b></p> <ul style="list-style-type: none"> <li>Will recognise their name (KS1)</li> <li>Will recognise keywords linked to curriculum work.(KS2)</li> <li>Will be able to identify 10 sounds (KS1)</li> </ul>
		<p><b><u>Progressive bi-linguals</u></b></p> <p><b>Level 1 Threshold:</b> Pupils can read a range of familiar words, identifying initial and final sounds in unfamiliar words. With support they can establish meaning when reading aloud phrases or simple sentences, and use contextual cues to gain understanding. They respond to ideas in poems, stories and non-fiction</p> <p><b>Level 1 Secure:</b> Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction</p>	<p>Provide opportunities for group or paired reading activities</p> <p>Provide other text formats for comprehension activities such as diagrams and charts</p> <p>Offer level appropriate engaging texts and encourage the use of dictionaries</p>	<p>-Encourage use of picture cues and initial sounds</p> <p>Reinforce storyline through re-telling/ bookmaking and roleplay</p> <p>Prepare diagrams, charts and storyboards to support understanding of texts</p> <p>Support participation through questioning and prompting</p>	<p style="text-align: center;"><b>Teacher Strategies</b></p> <ul style="list-style-type: none"> <li>Focus on scanning skills and keywords for comprehension</li> <li>Monitor pupils levels of <b>understanding</b> on ongoing basis.</li> <li>Offer opportunities for paired discussion of texts</li> <li>Encourage re-reading for reinforcement.</li> <li>Encourage translation skills where the pupil is bi-literate.</li> </ul> <p style="text-align: center;"><b>Suggested Termly Targets</b></p> <ul style="list-style-type: none"> <li>Will be able to read single words with picture support</li> <li>Will be able to read back from own writing</li> <li>Will be able to answer simple questions about the text</li> <li>Will be able to use initial sounds for single word recognition</li> <li>Will be able to offer an opinion on a character or story</li> </ul>
		<p><b><u>Advanced bi-linguals</u></b></p> <p>These are the pupils who have had considerable exposure to English educational environment and are no longer at the above stages but still need support</p>	<p>Offer effective role models in reading for understanding</p> <p>Involve pupils in whole class/group discussion</p> <p>Continue to support texts through Drama and role play</p>	<p>Work with small groups in discussing texts</p> <p>Offer challenging questions to increase confidence in comprehension</p> <p>Model good practice in understanding meaning when reading</p>	<p style="text-align: center;"><b>Teacher Strategies</b></p> <ul style="list-style-type: none"> <li>Model strategies for inference and deduction</li> <li>Continue to encourage use of dictionaries (either in dual language, 'Thesaurus' or English only).</li> <li>Encourage critical analytical skills on texts.</li> <li>Model the language needed to discuss texts</li> <li>Continue to monitor understanding</li> </ul> <p style="text-align: center;"><b>Suggested Termly Targets</b></p> <ul style="list-style-type: none"> <li>Will be able to offer opinion on level appropriate text in relation to characters and plot</li> <li>Will be able to write a book review</li> <li>Will be able to support answers on text with explanation</li> </ul>

# SPEAKING AND LISTENING

Pupil name & language	LIC QCA level descriptors	Learning Environment	Adult support	Teaching Strategies
	<p style="text-align: center;"><b><u>Initial bilinguals</u></b></p> <p><b>Step 1</b>  <b>Sp.</b> Pupils echo words and expressions to communicate meaning. They express some basic needs using single words or phrases in English  <b>List.</b> They listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves and follow simple instructions based on the routines</p> <p><b>Step 2</b>  <b>Sp</b> Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.  <b>List.</b> Pupils understand simple conversation English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.</p>	<p>Have audio equipment in class (Dictaphone/taperecorder)</p> <p>Be <b>positive</b> about child's use of home language</p> <p>Provide lots of listening opportunities for whole class structured talk</p> <p>Provided a sensitive talk partner</p> <p>Use effective voice intonation and visuals when talking to the class</p> <p>Use Google Translate where possible</p>	<p>Use home language where possible to support new learning</p> <p>Prepare lots of visual support when planning with teachers</p> <p>Reinforce new language through repetition</p> <p>Pair up with English speakers as well as same language speakers</p> <p>Display new words with illustrations and refer to them when talking to children                      Be <b>very positive</b> even when child is not ready to talk!!</p>	<p>● Allow for 'silent period' but continue with English language provision. This may last up to several months.</p> <p>● Pair with English speaking role models who can model the language/word input.</p> <p>● Keep language provision manageable and in accordance to pupil's level of English.</p> <p>● Provide plenty of visual support for understanding</p> <p>● Model language through teacher demonstration and paired talk.</p> <p>● Use songs, rhymes and repetition for reinforcing new language</p> <p>● Should be encouraged to access the task through first language where appropriate.</p> <p>● Encourage talk in <b>informal</b> settings (e.g. Foundation-homecorner/KS1-role play/KS2 boardgames)</p> <p>Involve children in whole class discussion through visual aids and simple questioning.</p> <p style="text-align: center;"><b>Suggested Termly Targets</b></p> <p>● <b>Sp</b> Will be able to respond to a simple question using one word answers</p> <p>● <b>Sp</b> Will be able to apply a curriculum related word with the support of an illustration</p> <p>● <b>List.</b> Will be able to listen to a story supported with illustrations and repetitive language with sustained interest</p> <p>● <b>List</b> Will be able to respond to a simple question accurately</p>
	<p style="text-align: center;"><b><u>Progressive bi-linguals</u></b></p> <p><b>Level 1 Threshold</b>  <b>Sp.</b> Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.  <b>List.</b> With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.</p> <p><b>Level 1 Secure</b>  <b>Sp</b> Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.  <b>List.</b> In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.</p>	<p>Provide opportunities for children's use of technical vocabulary</p> <p>Maintain a high expectation of curriculum related vocabulary</p> <p>Offer practical activities linked to talk opportunities</p> <p>Challenge pupils with a high expectation of adventurous vocabulary</p> <p>Make explicit the type of vocabulary you expect them to use</p>	<p>Encourage children to use new keywords and phrases in their talk.</p> <p>Reward the use of keywords and phrases linked to curriculum</p> <p>Encourage structured talk through practical activities activity</p> <p>Provide opportunities for presentations during plenaries</p>	<p style="text-align: center;"><b>Teaching Strategies</b></p> <p>● Provide Speaking Frames and prompts such as sentence starters, key words and phrases etc.</p> <p>● Speaking tasks need to be geared towards the child's immediate experience as far as possible.</p> <p>● Reporting back/Recounting / demonstrating to others of an already established task/ event / observation. (For example 'How I made a kite'.)</p> <p>● Draw from a variety of Speaking and Listening activities to support the increasing range of English vocabulary (For example <b>Speaking Triangles, PairedTalk, Jigsaw groups, Hot-Seating, Interviewing</b>)</p> <p>● Encourage use of Speaking and Listening through role play and enacting stories and poems.</p> <p>● Monitor child's use of more complex sentences involving a range of connectives (e.g. 'and', 'but', 'because' and sometimes').</p> <p>● Monitor use of tense and gender in child's spoken English.</p> <p style="text-align: center;"><b>Suggested Termly Targets</b></p> <p>● <b>Sp</b> Will be able to give an oral presentation applying vocabulary and phrasing linked to unit of work</p> <p>● <b>List</b> Will be able to listen to a read text and answer questions appropriately</p>
	<p style="text-align: center;"><b><u>Advanced bi-linguals</u></b></p> <p><b>Sp:</b> Pupils have had extensive exposure to English speaking contexts and can communicate on a high level. They may still feature some grammatical inconsistencies, particularly in relation to gender and tense. May need opportunities to use more adventurous vocabulary.</p> <p><b>List.</b>                      Pupils have a firm understanding on a communicative level. They may have difficulties in inferring meaning from more abstract narration and speech.</p>			<p style="text-align: center;"><b>Teaching Strategies</b></p> <p>● Ensure children's talk is linked to curriculum unit expectations</p> <p>● Provide structured opportunities for talk</p> <p>● Link talk to <b>active learning</b></p> <p style="text-align: center;"><b>Suggested Termly Targets</b></p> <p>● <b>Sp</b> Will be able to give a formal oral presentation making use of high level vocabulary</p> <p>● <b>List</b> Will be able to formulate questions in response to an oral presentation</p>

# WRITING

Pupil's name	Language	LIC QCA Level descriptors	Learning Environment	Adult support	Teaching Strategies
		<p><b>Initial bilinguals</b></p> <p><b>Step 1</b> Pupils use English letters and letter like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.</p> <p><b>Step 2</b> Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.</p>	<p>Am I positive about the pupil's writing in home language? Do I display this work?</p> <p>Do I support child in being an <u>independent</u> writer?</p> <p>Do I provide feedback in writing in a visual or accessible manner?</p> <p>Are dual language or illustration dictionaries available?</p>	<p>-Prepare booklets and comic strips as writing templates</p> <p>-Provide sentence makers with illustrations to support <u>independent</u> writing</p> <p>-Prepare a variety of writing formats such as diagrams and charts</p> <p>-Use interactive visuals to support writing (e.g. Velcro words &amp; sentences)</p> <p>-Prepare storyboards</p> <p>-Support with translation where possible</p>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>• Use illustrations as a stimulus for writing.</li> <li>• Use a range of approaches → diagram labelling/word searches/word matching activities)</li> <li>• Encourage the use of home language (if literate) during settling in period.</li> <li>• Encourage translation from home language to English where possible.</li> <li>• Familiarise child with language structures through fun speaking activities <u>before</u> writing.</li> <li>• Encourage use of dual language dictionaries and illustration dictionaries.</li> <li>• Familiarise child with very simple writing frames</li> <li>• Provide scaffolds such as sentence starters/sentence makers/flow diagrams/ Velcro interactive displays/storyboards.</li> <li>• Offer good models for writing</li> <li>• Provide opportunities for handwriting activities</li> <li>• <b>Avoid copying!!!!</b></li> </ul> <p><b>Suggested Termly Targets</b></p> <ul style="list-style-type: none"> <li>• Will be able to write a meaningful sentence in English with the support of a scaffold. (KS1&amp;KS2)</li> <li>• Will be able to translate single words from home language into English (KS1&amp;KS2)</li> <li>• Will be able to write name using English alphabet (<u>only in</u> Early Years)</li> <li>• Will be able to create a storyboard</li> </ul>
		<p><b>Progressive bilinguals</b></p> <p><b>Level 1 Threshold</b> Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation</p> <p><b>Level 1 Secure</b> Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters</p>	<p>Do I provide opportunities for shared writing?</p> <p>Do I provide opportunities for editing and re-drafting own work?</p> <p>Do I provide good models of the writing process?</p> <p>Do I attribute high status of pupil's written work (including bi-lingual)</p>	<p>Scaffold Writing through speaking</p> <p>Prepare Writing Frames which support writing structure</p> <p>Show how to draft and re-draft own work</p> <p>Ensure pupils are using Adventurous vocabulary</p>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>• Ensure written activities build on spoken activities and are in line with child's level of English (for example one word per picture)</li> <li>• If adept at writing home language, encourage translation skills between home language and English through writing.</li> <li>• Continue the use of writing frames and scaffolds.</li> <li>• Writing tasks involving abstract thought need to be modelled and discussed prior to writing</li> </ul> <p><b>Suggested Termly Targets</b></p> <ul style="list-style-type: none"> <li>• Will be able to make consistent and effective use of full stops and capital letters</li> <li>• Will be able to translate prose from home language into English</li> <li>• Will be able to make accurate prediction of initial sounds</li> </ul>
		<p><b>Advanced bi-linguals</b></p> <p>Pupils have had considerable exposure to English texts and are confident writers. Their written work is very reflective of their use of spoken language. They may still need support with nuances, certain grammatical conventions and use of adventurous vocabulary.</p>	<p>Do I provide regular and clear feedback through marking?</p> <p>Permanent and changeable classroom display which reflects 'this week's key language structures or genres'.</p>	<p>Encourage use of Thesaurus</p>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>• Extend complexity of writing frames to accommodate increasing vocabulary range</li> <li>• Provide structured and modelled speaking activities prior to the task which use adventurous vocabulary During drafting activities, draw pupil's attention to grammatical structures such as tense, gender and order of modal verbs and pronouns.</li> <li>• Provide explicit provision for sentence connectives and use of adverbs.</li> <li>• Maintain emphasis and focus on use application of Higher Order language skills</li> </ul> <p><b>Suggested Targets</b></p> <ul style="list-style-type: none"> <li>• Will be able to make a simple storybook with illustrations (Early Years)</li> <li>• Will be able to write an accurate report on an experienced event (KS1)</li> <li>• Will be able to produce a piece of writing with highly adventurous vocabulary (KS1/KS2)</li> </ul> <p>Will be able to create effective characterisation and setting in story writing (KS2)</p>