

## What to Look for When Monitoring Books for Pupils Learning EAL

| <b>Focus in Place</b>   | <b>Yes</b> | <b>No</b> | <b>Partially</b> |
|---|------------|-----------|------------------|
| The content of children's books reflects teachers' planning   |            |           |                  |
| Lesson outcomes are sympathetic to children's cognitive/academic needs as well as their current English language levels   |            |           |                  |
| Tasks are scaffolded to meet children's individual needs through the use of additional resources such as: <ul style="list-style-type: none"> <li>• Photographs and/or graphic organisers</li> <li>• Writing prompts</li> <li>• Glossaries</li> <li>• Key word lists</li> <li>• Support in first language</li> </ul> |            |           |                  |
| Work is clearly differentiated to reflect children's language and literacy levels. Strategies include: <ul style="list-style-type: none"> <li>• Matching</li> <li>• Sorting</li> <li>• Close procedure</li> <li>• Split sentences</li> <li>• Sequencing</li> <li>• Story mapping</li> </ul>                         |            |           |                  |
| Marking shows where pupils have worked with support and independently   |            |           |                  |
| Language development is shown as work progresses throughout the book through marking, e.g. attention to tenses, pronouns, omissions, sentence structure   |            |           |                  |
| Elements of language requiring development are identified through marking and explicitly targeted in subsequent lessons   |            |           |                  |
| Pupils have identifiable language targets, where appropriate, that are relevant across subjects   |            |           |                  |
| Letter formation is monitored and corrected, particularly in newly arrived pupils with little or no prior educational experience  |            |           |                  |
| Pupils are given support to proof read and edit their work by a range of peers and adults   |            |           |                  |