

What to Look for When Monitoring Books for Pupils Learning EAL

Focus in Place	Yes	No	Partially
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"> • Photographs and/or graphic organisers • Writing prompts • Glossaries • Key word lists • Support in first language 			
Work is clearly differentiated to reflect children's language and literacy levels. Strategies include: <ul style="list-style-type: none"> • Matching • Sorting • Close procedure • Split sentences • Sequencing • Story mapping 			
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			