

1: Medium term plans for Literacy and Mathematics

- 1.1 Planning takes into account school/class data on ethnicity and EAL levels
- 1.2 Plans and key resources reflect culturally and ethnically inclusive contexts (key texts, authors, images etc)
- 1.3 Opportunities to challenge bias, stereotyping anti-racism are **built into planning** (*images, perceptions of people, places,, gender bias*)

2: Unit Plans for Literacy and Mathematics Plans take account of:

- 2.1 Pupils' linguistic and cultural backgrounds/prior experiences etc
- 2.2 Language demands of the curriculum content. Eg Mathematical and scientific language or other subject based technical terminology
- 2.3 Subject specific vocabulary and linguistic structures
Eg *grammar*
- 2.4 Opportunities for all round language development through listening and speaking
- 2.5 The role of additional adults

3: Plans include methods and approaches supportive of pupils learning EAL:

- 3.1 Demonstration and modelling
- 3.2 Scaffolding in order to keep cognitive challenge High
- 3.3 Structured Partner talk
- 3.4 Collaborative pair/group work
- 3.5 Use of key visual, visual aids, realia etc
- 3.6 Sharing explicitly the outcomes and criteria for Assessment
- 3.7 Opportunities for the use of first language
- 3.8 Sharing explicitly reasons for using a particular language (Turkish, English etc) or a certain type of language (formal, conversational, report etc).
- 3.9 Use of plenary to reflect on language use and language learning
- 3.10 Provide opportunities for raising language awareness e.g. exploring the appropriateness of standard and non standard forms used in communication

4: Plans indicate effective use of additional adults

- 4.1 Use of EAL expertise
- 4.2 Use of bi/multi-lingual skills
- 4.3 Provide opportunities for pre-teaching, speaking and listening, work on specific targets
- 4.4 Working partnerships between class teachers and additional adults.
- 4.5 Opportunities for collaborative planning and liaison.