

 Writing

The following strategies can be distributed to class/subject teachers to help them to support EAL learners to reach the next proficiency band. The strategies which are most effective will vary by learner and by subject. The strategies are cumulative and flexible, so once a learner reaches the next proficiency band you may want to continue to use previous strategies, or to replace them with new ones as appropriate.

Band	Strategies
Aiming for  <b>B</b>	<ul style="list-style-type: none"> <li>• Encourage recognition of cognates</li> <li>• Use word/phrase banks with images</li> <li>• Allow extra processing time</li> <li>• Use writing frames and substitution tables</li> <li>• Allow bilingual dictionaries</li> <li>• Pair with supportive language role models</li> <li>• Reinforce spelling strategies</li> <li>• Use sentence starters</li> <li>• Use mini whiteboards so learners can practise writing or draw to help express themselves</li> <li>• Mark written work for content over language; focus on one specific language area</li> <li>• Provide visual stimuli for writing</li> <li>• Create opportunities for learners to talk through their ideas before writing</li> <li>• Allow learners to write in their first language</li> <li>• Provide activities for learners writing in the Latin script for the first time</li> </ul>
Aiming for  <b>C</b>	<ul style="list-style-type: none"> <li>• Move from concrete to abstract areas</li> <li>• Use mind maps</li> <li>• Provide subject-specific word banks</li> <li>• Introduce additional tenses in context e.g. storytelling, explaining history</li> <li>• Allow learner to rehearse ideas orally</li> <li>• Use writing frames</li> <li>• Group learners appropriately; place EAL learner with good peer role model to enhance language acquisition</li> <li>• If learner is placed in a group of more proficient students, ensure the learner has a role, such as being the group's scribe</li> <li>• Encourage learner to ask questions</li> <li>• Teach new grammar explicitly</li> <li>• Encourage learner to take part in self and peer assessment activities</li> <li>• Provide learner with dictionary for EAL learners</li> <li>• When reviewing work, ask learners to highlight their ideas throughout paragraphs to follow thought processes</li> <li>• Create group writing tasks, such as developing a paragraph of an essay from a topic sentence or putting instructions in a logical order</li> <li>• Remind learners about the function of different punctuation marks</li> <li>• Draw attention to how connectives and adverbs are used in reading passages and encourage learners to use them in their own work</li> <li>• Encourage learner to use more complex grammatical constructions in their written work</li> </ul>

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Aiming for 	<ul style="list-style-type: none"> <li>• Give learners practice at rephrasing information in their own words</li> <li>• Encourage self-correction</li> <li>• Train the learner to use spelling/language patterns to work out meaning of words from context</li> <li>• Explore synonyms and word families</li> <li>• Use 'Word of the Week' strategies</li> <li>• Discuss specific types of language use e.g. sarcasm, 'bad' language</li> <li>• Point out differences between formal/informal English and spoken/written English</li> <li>• Encourage learner to give opinions</li> <li>• Display irregular verb forms in classroom for reference</li> <li>• Compare and contrast present, past and future tenses; ensure learners know which tense is needed for the writing task</li> <li>• Practise converting texts to different forms, such as changing a book summary into a news report or a graph into an explanatory paragraph</li> <li>• Exposure the learner to different genres</li> </ul>
Aiming for 	<ul style="list-style-type: none"> <li>• Include learner in debates about controversial/topical issues</li> <li>• Model use of higher-level grammatical structures e.g. conditionals, passive sentences, and ensure learner has opportunity to use them within curriculum subjects</li> <li>• Train learner to understand requirements of exam questions e.g. key command words, common phrases/instructions</li> <li>• Focus on areas of weakness across the curriculum e.g. technical vocabulary, specific collocations</li> <li>• Use an error correction code in marking so learner can review and correct their own work with guidance</li> <li>• Model note-taking</li> <li>• Focus learner on the effect of audience, context and purpose on language choices</li> <li>• Demonstrate how to integrate research into written work</li> <li>• Encourage a learner to use more curriculum-specific vocabulary in written work</li> <li>• Encourage learner to develop their own writing style through exposing the learner to a range of styles and voices</li> </ul>
Consolidation 	<ul style="list-style-type: none"> <li>• Continue to model complex (and accurate) grammatical structures</li> <li>• Provide further focus on academic skills</li> <li>• Pair learner with high-achieving language role model for peer reading/writing/editing</li> <li>• Continue to develop learner's vocabulary by building glossaries/encouraging dictionary use</li> <li>• Discuss nuances of synonyms, e.g. 'slim' and 'skinny', and how word choice shapes meaning</li> <li>• Encourage learners to read their written work aloud before submitting to check the flow of ideas and sentence constructions</li> </ul>