Case Study: Using EAL Technology to Support Transition into Year 1

Setting: Red Lane Primary School   **Project Lead:** Rebecca Holland

Background information

Red Lane Primary School has seen a considerable rise in the number of children with English as an Additional Language, (EAL), in the last few academic years. 11% of the school's pupils have English as an additional language. The variety of native languages amongst EAL children has widened. The school has sought to support all EAL children across both Key Stages in all areas of the curriculum. Most EAL children and all International New Arrivals, (INA) receive at least 20 minutes' intervention per day provided by a Teaching Assistant. This runs continually throughout the academic year and is reviewed on a termly basis. When a new EAL child arrives at the school, information such as their mother tongue, their knowledge of English and whether they have any siblings within school is recorded.

Context of the setting

The targeted group for the project is EAL children in Year 1; where there are two pupils whose first language is Swahili. We used the resources daily for at least 20 minutes with the support of a Teaching Assistant.

Bolton Council

What we did

For the purposes of the project, we chose to focus on the needs of the EAL children in Year 1, as it was thought that at this stage, children are beginning to access the National Curriculum and more focus is placed on skills such as reading and writing. We focused on two EAL pupils, who were introduced to the resources in October 2015.

What we observed

The children used the resources on a daily basis. In the early stages of the project, a topic was chosen, such as transport and the children used the sound boards to learn vocabulary and to play the interactive game using the talking pens. They responded well and, after developing more confidence, were able to take it in turns to choose their own boards and resources to use. The skills gained from using the resources varied greatly over time. The children were able to develop their listening skills and follow the instructions given by the talking pen. This in turn, developed their social and interpersonal skills, as they were more able to share resources, listen well to each other and make full use of what the resources had to offer.

The children began to use the resources to develop their knowledge of phonics and used the pens to sound out and blend simple words. As a result, they were then able to listen to the interactive stories and follow some of the words as they were being read aloud.

What worked well?

The fact that the children were able to access the resources on a daily basis was helpful to build a routine. Because of the interactivity of the resources, it was easier to take the group to a specific area within school to use the resources in their full capacity. Despite some initial technological issues, we were able to make the most of the English-speaking components of the resources to meet the needs of the pupils. The positive effects of the resources can be seen in the widening of the pupils' vocabulary as well as their enthusiasm to participate. The children are also able to use the resources more

independently and talk about the different features of some of the resources. The children are able to use the resources very creatively and benefitted greatly from what the resources had to offer.

<u>Impact</u>

We have monitored children's progress by seeing how many of the NASSEA language descriptors they have completed over time, covering skills such as reading, writing, speaking and listening. We devised a colour-coded system to record the progress. Both children involved in the project have made progress in reading, writing, speaking and listening. We noticed that the majority of this progress occurred between December 2015 and March 2016. We were also able to see progress in other areas of the curriculum throughout the year, such as in mathematics and topic. These have been monitored elsewhere by the class teacher.

<u>What we intend to do next</u>

The school has purchased some of the resources to use in school and is developing procedures within school for International New Arrivals. We have created a pack of resources which is given to each teacher when they receive an INA child in to their class. Each INA or EAL child receives targeted support within school.