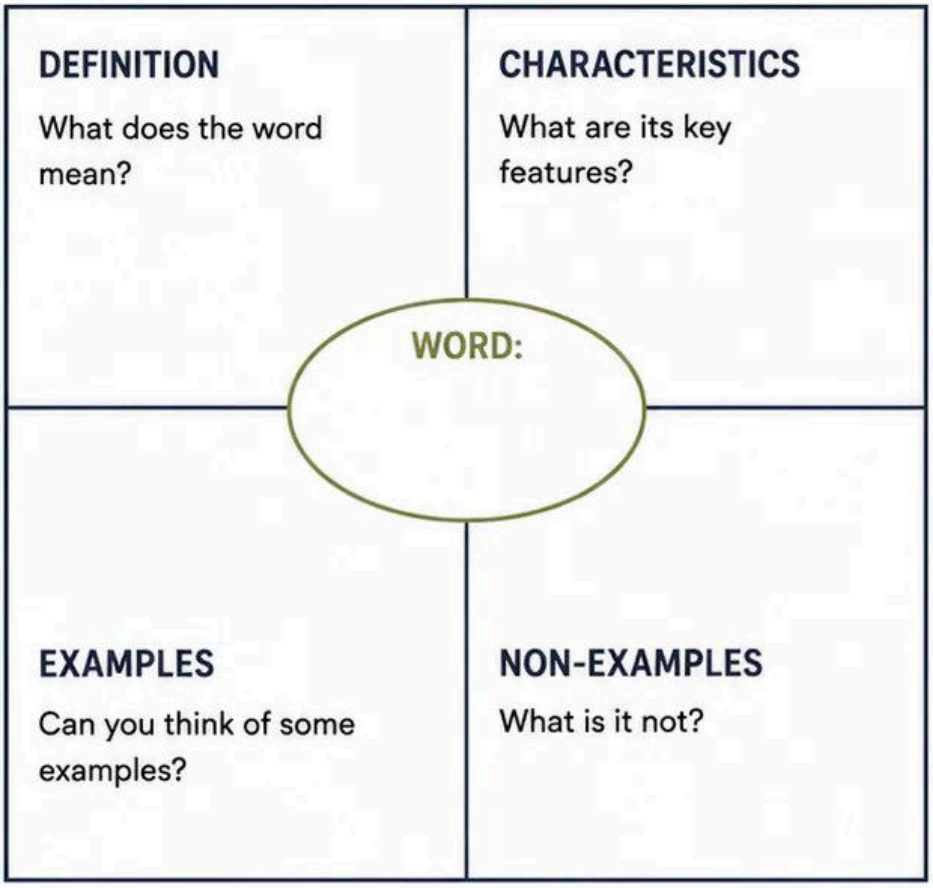
THE FRAYER MODEL

Vocabulary is more than a definition.

THE IDEA

The Frayer Model helps students explore a word deeply—looking at what it is, how it is used, and how it connects to other ideas.



IN THE CLASSROOM

Give students a target word and guide them to think beyond a single definition.

Use individually, in pairs, or as a class.

EAL UPGRADE

Give students the word in a sentence before asking them to define it.
This builds initial understanding and reduces cognitive load.

TRY IT TOMORROW

Choose three key words from your next lesson.
Students complete one together to model the thinking, then try the others.

TEACHER LANGUAGE

Let's look closely at this word.
What makes it important?
How would you explain it to someone who hasn't seen it before?

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THE 30-SECOND REHEARSAL

A little thinking time leads to better speaking.

THE IDEA

Give students 30 seconds of quiet thinking and planning time before they speak. It improves the quality, length and confidence of their responses.

IN THE CLASSROOM

Pose a question.
Signal for 30 seconds of quiet rehearsal time.
Students plan what to say, then share.
Use for individuals, pairs or small groups.

HOW IT WORKS



1 THINK

Students think about the question in silence.

10–15 seconds



2 PLAN

Students organise their ideas and language.

10–15 seconds



3 SPEAK

Students share their ideas with more clarity.

Better responses

WHY IT WORKS

It reduces pressure, builds language, and helps students move from short answers to fuller responses.

EAL UPGRADE

Provide a planning support such as keywords, a frame or a thinking prompt.
This helps students use the rehearsal time more effectively.

TRY IT TOMORROW

Pick one question you usually ask.
Build in 30 seconds of thinking time before students respond.
Notice the difference in the quality of answers.

TEACHER LANGUAGE

"Take 30 seconds to think about that."
"Jot down a few ideas if that helps."
"Now, share your thinking."

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ODD ONE OUT

One word that doesn't belong sparks discussion and deeper thinking.

THE IDEA

Students identify the word that doesn't belong and explain why. It develops vocabulary, reasoning and the ability to justify thinking.

IN THE CLASSROOM

Display four words. Students decide which is the odd one out and explain their reasoning.

Use in pairs, small groups or as a class.

Encourage more than one possible answer.

EXAMPLE

Which word is the odd one out? Why?

breathe inhale exhale **oxygen**	**POSSIBLE REASON** The first three are actions. Oxygen is a substance.
photosynthesis chlorophyll sunlight **glucose**	**POSSIBLE REASON** The first three are inputs to photosynthesis. Glucose is an output.
conclusion therefore because **however**	**POSSIBLE REASON** The first three show cause and effect. However shows contrast.

EXTEND IT

Ask students to create their own sets for a partner to solve. This deepens understanding and ownership.

EAL UPGRADE

Pre-teach or clarify the meaning of the words if needed.
Provide stems for explanations: "I think ____ is the odd one out because..."
"This set is about ____, but ____ is about..."

TRY IT TOMORROW

Choose a set of four key words from your current topic.
Students decide the odd one out and explain their thinking.
Collect some student sets to use in future lessons.

TEACHER LANGUAGE

"Which word doesn't belong? Why?"
"Can you give another reason?"
"Do you agree or disagree? Explain."

BEFORE YOU HAND OUT THE WORKSHEET...

Five minutes now removes barriers for your EAL learners.

THE IDEA

A quick audit of your materials helps ensure students can access the learning, not just the task.

IN THE CLASSROOM

Small changes to worksheets, texts and slides can make a big difference to understanding and independence.

Build this into your planning routine.

THE 5-MINUTE EAL AUDIT

1. **Is the language necessary?**
   Remove or simplify any unnecessary words or phrases.
2. **Are instructions clear and concise?**
   Use short sentences. Number the steps. Check punctuation.
3. **Is the text accessible?**
   Chunk long texts. Use headings, boxes, bold and visuals to support meaning.
4. **Is the task clear?**
   Are students clear on what to do, how to respond and what success looks like?
5. **Have I supported key vocabulary?**
   Pre-teach or embed key words. Consider a visual support or glossary.

ONE SMALL CHANGE.
One small change can remove a big barrier.

EAL UPGRADE

Where possible, provide a model answer or example.
This clarifies expectations and reduces guessing.

TRY IT TOMORROW

Pick one worksheet or resource you are using this week.
Do a 5-minute audit and make one change before your next lesson.

TEACHER LANGUAGE

"Let's read the instructions together."
"What is this task asking us to do?"
"What words might we need to know?"

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SENTENCE FRAMES → SENTENCE FREEDOM

Scaffold first. Then step back.

THE IDEA

Sentence frames give EAL learners structure and confidence. Gradually reduce support so students develop their own academic voice.

IN THE CLASSROOM

Start with frames to support key language and structure. Model answers together.

Then remove frames step by step.

Aim for independence without losing rigour.

THE GRADUAL RELEASE

1 SCAFFOLD

High support

Provide a sentence frame.

The results show that _____ because _____.

2 STRETCH

Medium support

Reduce the frame.

The results show that _____. Explain why.

3 RELEASE

Low support

Remove the frame.

What do the results show? Explain your answer.

WHY IT WORKS

Students internalise structure and vocabulary, leading to more fluent, independent writing.

EAL UPGRADE

Provide a word bank or connective prompts to use with the frames.
Allow students to personalise the frame to make it their own.

TRY IT TOMORROW

Choose a writing task.
Create a high, medium and low support frame.
Use with your class and adjust as needed.

TEACHER LANGUAGE

"Let's look at how this information can be written."
"What sentence starter helps us begin?"
"How can we improve this sentence together?"

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VOCABULARY CONTINUUM

Explore shades of meaning, not just definitions.

THE IDEA

Words exist on a continuum. Exploring gradations in meaning helps EAL learners choose precise vocabulary and sound more natural.

IN THE CLASSROOM

Choose a useful adjective, verb or adverb.
Place it in the middle of a continuum.
Add weaker and stronger forms either side.
Discuss the differences and use in sentence practice or writing.

EXAMPLE: GOOD *(adjective)*

poor — fair — okay — **good** — very good — excellent — outstanding

WEAKER	CORE	STRONGER
Less positive. Could it be negative? How much?	Common, everyday language.	More positive. Could it be the strongest?

EXAMPLE SENTENCES

- The instructions were **poor**. I didn't understand.
- The instructions were **okay**, but I still needed help.
- The instructions were **good**. I could follow them.
- The instructions were **excellent**. Everything was clear.
- The instructions were **outstanding**. I learnt a lot.

WHY IT WORKS

Learners develop nuance, accuracy and confidence.
They learn that one word rarely fits every context.

EAL UPGRADE

Provide sentence stems to support comparison:
"This is stronger than _____, but not as strong as _____."
"I would use _____ when..., but I would use _____ when...."

TRY IT TOMORROW

Pick one high-utility word from your lesson.
Create a 5–7 point continuum.
Students discuss, rank and write their own sentences.

TEACHER LANGUAGE

"Where would you place this word on the continuum? Why?"
"What's the difference between ___ and ___?"
"When might you choose one word over another?"

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THINK → PAIR → IMPROVE → SHARE

Better thinking. Better talk. Better learning.

THE IDEA

A simple routine that gives students time to think, rehearse and improve their ideas before sharing with the class.

IN THE CLASSROOM

Use for open questions, discussion prompts or problem-solving tasks. It works in any subject and at any level.

It normalises thinking time and values every student's contribution.

THE ROUTINE

1. **THINK** — **Students think individually.** Give time to process the question and make notes or jot key words.
2. **PAIR** — **Students share with a partner.** Compare ideas, ask questions and build on each other's thinking.
3. **IMPROVE** — **Students refine their ideas.** Encourage them to add detail, examples or stronger vocabulary.
4. **SHARE** — **Students share with the class.** Confident, well-prepared contributions lead to richer class discussion.

WHY IT WORKS

It increases participation, improves language and deepens the quality of ideas shared.

EAL UPGRADE

Provide useful sentence starters or key vocabulary.
Encourage students to ask follow-up questions in the Pair stage.
Model how to add detail: "I agree, and I would also add..."

TRY IT TOMORROW

Ask an open question from today's lesson.
Use the routine: Think (1 min) → Pair (2 min) → Improve (1 min) → Share.
Reflect: What changed in the quality of responses?

TEACHER LANGUAGE

"Take a minute to think about your answer."
"Share your ideas with your partner."
"What did your partner say that made you think more deeply?"

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WORD FAMILIES

Teach sets, not single words.

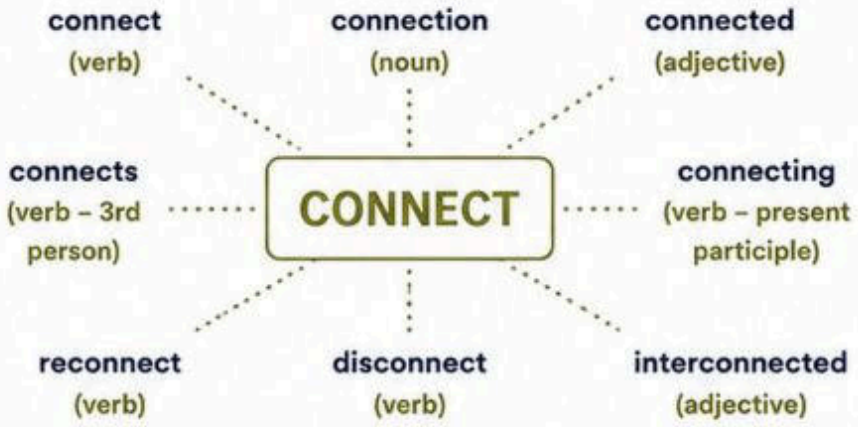
THE IDEA

Teaching words in families helps students see patterns, grow their vocabulary faster and understand how words work.

IN THE CLASSROOM

Choose high-utility word families from your subject.
Teach the root word first, then build out the family together.
Use across reading, writing and speaking.

EXAMPLE: CONNECT



EXAMPLE IN CONTEXT

- The new road will connect the two towns.
- There is a strong connection between exercise and wellbeing.
- Our devices are all connected to the same network.
- It's important to disconnect and take a break sometimes.
- Climate, food and water are all interconnected.

WHY IT WORKS

Word families build depth of understanding, improve recall and support confident use in different contexts.

EAL UPGRADE

Provide a visual word family map and simple definitions.
Use in speaking frames: "This is connected to..." / "For example..."

TRY IT TOMORROW

Choose one academic word from your lesson.
Create a word family with your class.
Use the new words in a short discussion or written task.

TEACHER LANGUAGE

"What other words are in this family?"
"How are these words similar or different?"
"Can you use one of these words in your sentence?"

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STOP ASKING "DO YOU UNDERSTAND?"

Check understanding. Don't ask for it.

THE IDEA

Asking "Do you understand?" gets very little useful information.

Instead, use quick checks that show what students actually understand.

IN THE CLASSROOM

Use mini whiteboards, thumbs, cold call, or small-group talk.

Ask students to show, explain, apply or teach it.

Build these checks into your teaching routines.

Respond and adapt based on what you see.

USE THESE INSTEAD

1 SHOW IT

Ask students to show the answer.

Use mini whiteboards, fingers, or drawings.

What's the answer?
Show me.

2 EXPLAIN IT

Ask students to explain in their own words.

Use pair talk or quick verbal responses.

Can you explain how this works?
Tell your partner.

3 APPLY IT

Ask students to apply it.

Give a quick problem or example.

Try one like this.
What would you do?

4 TEACH IT

Ask students to teach it to someone else.

Peer teach, turn and talk, or teach the class.

Teach your partner.
Pretend you are the teacher.

WHY IT WORKS

You get real evidence of understanding in the moment.
It helps EAL learners engage, think and demonstrate learning.

EAL UPGRADE

Allow response time and think time before asking.
Provide sentence starters and key vocabulary for explanations.
Use visuals and exemplars to support responses.

TRY IT TOMORROW

Replace *"Do you understand?" with one of the four strategies above.*
Choose one new check to use in every lesson.
Reflect: which checks gave you the clearest picture of understanding?

TEACHER LANGUAGE

"Show me the answer."
"Explain it in your own words."
"Try one like this."
"Teach your partner."

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VOCABULARY TABOO

Describe it. Don't say it. Learn it.

THE IDEA

A fun, fast-paced game that gets students using and explaining new vocabulary.

Students describe a word without saying it (or using taboo words) while their teammates guess.

IN THE CLASSROOM

Choose words from your current topic.

Give each student or team a card.

Set a timer (e.g. 60 seconds).

Students describe, their team guesses.

Rotate roles and keep score.

Great for review, starter or end-of-lesson energy boost.

HOW TO PLAY

1 PREPARE

- Choose 10–15 target vocabulary words.
- Write each word on a card.
- Add 3–5 taboo words for each card (words students cannot use).

2 DESCRIBE

- Student picks a card and describes the word.
- They cannot use the word or any taboo words.
- They can use examples, gestures, definitions or synonyms.

3 GUESS

- Teammates listen and guess the word.
- One point for a correct guess.
- Pass if needed, but try to keep going!

4 ROTATE

- Next student takes a turn.
- Keep score and celebrate good descriptions!
- Review any tricky words at the end.

WHY IT WORKS

It builds vocabulary, encourages deeper explanation, improves listening and gets every student actively using language.

EAL UPGRADE

Pre-teach or activate key vocabulary before playing.
Provide sentence frames (e.g. *"It is a kind of..."*, *"You use it when..."*).
Allow pair/buddy support for lower proficiency learners.

TRY IT TOMORROW

Use 10 new words from your lesson.
Play in teams of 3–4.
Set a 60-second timer per turn. Keep score. Review the words together.

TEACHER LANGUAGE

"You can't say the word or any taboo words."
"Use clues, examples or actions to help your team guess."
"What's another way to say it?"
"Great explanation! What helped your team guess?"

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BECAUSE → BUT → SO

Build better sentences. Build better thinking.

THE IDEA

A simple sentence building routine that helps EAL learners explain ideas, show contrast and give reasons. It improves speaking and writing and builds academic language.

IN THE CLASSROOM

Give students a topic, question or statement.

Students build three connected sentences using Because, But and So.

Share aloud or turn into short paragraphs.

Display sentence starters and model first.

Use across subjects to build reasoning and explanations.

HOW TO USE

1 BECAUSE

Give a reason.

Explain why something happens.
Use cause and effect language.

Because war broke out, many people had to leave their homes.

2 BUT

Add a contrast.

Show a different idea or opposing point.
Use contrast language.

But not everyone agreed with the decision to leave.

3 SO

Show the result.

Explain what happens as a result.
Use consequence language.

So families had to make difficult choices.

WHY IT WORKS

It builds logical thinking, improves sentence fluency and helps EAL learners structure clear explanations.

EAL UPGRADE

Provide sentence starters and key vocabulary: *Because..., But..., So...*
Add useful connectors: *as a result, therefore, this means that, in contrast.*
Model using examples from the topic.

TRY IT TOMORROW

Choose a discussion question or statement.
Challenge students to build a Because → But → So sentence chain.
Share and discuss the different ideas.

TEACHER LANGUAGE

"What happened? Why? What was the result?"
"Use Because for the reason.
"Use But for the contrast.
"Use So for the result."

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PICTURE → WORD → SENTENCE

Build vocabulary step by step. Build confidence.

THE IDEA

A simple 3-step routine that helps EAL learners learn, recall and use new vocabulary.

It moves from concrete to abstract so students build understanding and confidence.

IN THE CLASSROOM

Select 6–10 key vocabulary words from your topic.

Find or draw clear, simple images.

Show the picture first. Elicit or teach the word.

Students say the word, use it in a sentence and write it down.

Repeat regularly and revisit in new contexts.

Use in warm-ups, plenaries and vocabulary revision.

THE 3 STEPS

1 PICTURE

Show the picture.

Focus on the image.
Ask questions and build understanding.

What is this?
What is happening?

2 WORD

Teach or elicit the word.

Say the word clearly.
Check meaning and pronunciation.
Students repeat.

This is a volcano.
Volcano.

3 SENTENCE

Use the word in a sentence.

Model a sentence.
Students create and say their own.
Write it down.

The volcano erupted yesterday.
My sentence: The volcano is active.

WHY IT WORKS

It supports comprehension, memory and retention.
It helps EAL learners move from recognising to using vocabulary independently.

EAL UPGRADE

Pre-teach key words with visuals and realia.
Provide pronunciation support and meaning in context.
Use word maps and gestures to deepen understanding.

TRY IT TOMORROW

Choose 6 new vocabulary words.
Find or draw pictures for each.
Run the Picture → Word → Sentence routine.
Collect and display sentences.

TEACHER LANGUAGE

"What do you see?
"What is this called?"
"Use it in a sentence."
"Can you write your own sentence?"

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INFORMATION GAP

Different information. Real communication.

THE IDEA

A simple but powerful speaking activity that gets students asking questions, sharing information and listening carefully.

Each student has information that their partner does not.

They need to talk to complete the task.

IN THE CLASSROOM

Prepare two versions (A and B) with missing information.

Students work in pairs (A with B).

They ask questions, share answers and complete the task together.

Move on to a new partner and repeat with a new task.

Great for speaking skills, topic review and real-world language.

HOW TO USE

1 PREPARE

Create two information sets.

Version A has gaps.
Version B has different gaps.
Information is needed to complete the task.

Example: Timetable, map, schedule, portrait, text, table, chart, fact sheet.

2 ASK

Students ask questions.

Find out what your partner has.
Ask clear, relevant questions.
Listen carefully to the answers.

What time do you...?
Where is ...? Who...?

3 SHARE

Students share information.

Answer your partner's questions.
Give accurate information.
Do not volunteer extra information.

Only answer the question.
Help your partner fill the gaps.

4 COMPLETE

Complete the task.

Use the information you have.
Check and confirm together.
Repeat with a new partner or task.

Check your answers.
Compare and confirm.

WHY IT WORKS

It creates a real reason to communicate.
It builds speaking, listening and question skills.
It increases engagement and confidence.

EAL UPGRADE

Pre-teach key vocabulary and question stems.
Provide a question bank or sentence frames.
Model examples of good questions.

TRY IT TOMORROW

Create a simple information gap around your topic.
Use in pairs or small groups.
Time it and keep it moving. Debrief afterwards.

TEACHER LANGUAGE

"Ask your partner ..."
"What do you need to know?"
"Can you repeat that, please?"
"Let's check our answers."

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THREE WORDS BEFORE THE LESSON

Pre-teach less. Remember more. Understand deeper.

THE IDEA

Introduce just three key words before a lesson.

These words unlock understanding, build confidence and reduce cognitive overload.

Focus on quality, not quantity.

IN THE CLASSROOM

Choose three essential words from your lesson.

Share meanings, examples and visuals.

Revisit the words during the lesson.

Use the words in plenaries and exit tickets.

Display the words visibly all lesson.

This simple routine has a big impact.

HOW TO USE IT

1 SELECT

Choose three key words.

- Pick words that are central to the lesson.
- Focus on tier 2 and 3 vocabulary.

Example: migration, climate, impact

2 TEACH

Introduce the words.

- Explain meaning in simple language.
- Give an example and a non-example.
- Use visuals, gestures or realia.

Migration = people moving from one place to another.

3 USE

Use the words in the lesson.

- Refer to the words when teaching.
- Encourage students to use them.
- Highlight and praise when they do.

Great use of "impact" in your explanation.

4 REVISIT

Revisit and review.

- Check understanding mid-lesson.
- Use in plenary or exit ticket.
- Reinforce with retrieval practice.

Write the three words and a sentence for each.

WHY IT WORKS

Pre-teaching a few key words activates prior knowledge, improves comprehension and builds vocabulary for the long term. It lowers the language barrier so students ann focus on learning.

EAL UPGRADE

Provide student-friendly definitions, visuals and L1 support where helpful.
Give example sentences or sentence frames.
Encourage students to create their own examples.

TRY IT TOMORROW

Before your next lesson, choose just three key words.
Introduce them in the first 5 minutes.
Revisit them at least twice during the lesson and once at the end.

TEACHER LANGUAGE

"Here are three important words for today..."
"Let's look at what this word means."
"Can you share a sentence using this word?"
"Which of our three words helped you most today?"

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RUNNING DICTATION

Move, listen, remember, write.
A simple strategy with a big impact.

THE IDEA

Students listen to short chunks of text, run to read it, memorise it, and then write it down.

It develops listening, vocabulary, spelling, memory and stamina.

It gets students moving and keeps energy high.

IN THE CLASSROOM

Display 4–6 short texts around the room.

Text chunks can be sentences or short paragraphs.

Students work in pairs or small groups.

Read the first text aloud. Students run, read, remember and return to write it.

Repeat for each text.

Students check and improve their writing.

Use for vocabulary, topic texts or exam practice.

HOW TO USE IT

1 LISTEN



Read the text aloud.

Read it clearly and at a steady pace.
Students listen carefully.

Example: The Arctic is getting warmer because of climate change.

2 RUN



Students run to read.

Students run to the text.
They read it silently.
They memorise it.

Read it once or twice.
Don't try to write it yet!

3 WRITE



Students return and write.

Students run back to their desk.
They write down as much as they can remember.
Encourage full sentences and correct spelling.

Use your best spelling.
Write full sentences.

4 CHECK



Check and improve.

Students compare with the original text.
They correct spelling and punctuation.
Discuss key words and meanings.

What did you remember?
What words were tricky?

WHY IT WORKS

It combines movement, listening and memory.
It improves focus, vocabulary and sentence accuracy.
It is active, engaging and suitable for all levels.

EAL UPGRADE

Pre-teach key vocabulary and check understanding.
Use shorter, simpler texts or remove difficult words.
Provide a word bank or sentence starter if needed.

TRY IT TOMORROW

Prepare 4 short texts (sentences or short paragraphs).
Display them around the room.
Try a full running dictation with your class.
Review and celebrate effort and improvement.

TEACHER LANGUAGE

"Listen carefully."
"Read it. Remember it."
"Run back and write."
"Check your answers."
"Great effort!"

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SAY IT BETTER

Improve language. Build confidence.

THE IDEA

Students restate an idea using better vocabulary, more accurate grammar or clearer structure.

It develops expressive language and helps students notice how language can be improved.

IN THE CLASSROOM

Students work in pairs or small groups.

One student makes a sentence.

Their partner says it better.

Compare and discuss the improvements.

Use sentence frames to support students who need it.

Celebrate good improvements.

HOW TO USE IT

1 SAY

Student A says a sentence.

It can be about the lesson, a text or their own ideas.

Example: "The experiment was good."

2 IMPROVE

Student B says it better.

Use better words, grammar or more detail.

Example: "The experiment was very successful because the results were clear and reliable."

3 SHARE

Share with the class.

Discuss what was improved and why.

4 REPEAT

Swap roles and try again

with a new sentence.

WHY IT WORKS

It promotes noticing, recycling and improving language.
It builds confidence and fluency.

EAL UPGRADE

Provide useful phrases and sentence starters.
Focus on one area: vocabulary, grammar or detail.

TRY IT TOMORROW

Use after pair discussion or reading activities.
Set a time limit and make it fast and fun.

TEACHER LANGUAGE

"Can you say that better?"
"What could you add?"
"Try a better word."
"Can you be more precise?"

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VOCABULARY SORT

Group words. See patterns. Learn more.

THE IDEA

Students sort vocabulary into meaningful categories.

It helps them understand word relationships and remember new words.

IN THE CLASSROOM

Provide a list of words.

Students sort the words in pairs or small groups.

Discuss the categories.

Add new words and extend learning.

Use for vocabulary from any topic.

HOW TO USE IT

1 PROVIDE

Give students a list of words.
They can be topic words or academic words.

Example: transport, journey, bicycle, car, train, plane, walk

2 SORT

Students sort the words into categories that make sense.

Example: by type, by speed, by where they go, by cost

3 DISCUSS

Groups share their categories and explain their choices.

Example: We put "bicycle" with slow because it is not fast."

4 EXTEND

Add new words
to each category.

Example: motorbike, boat, helicopter, subway

WHY IT WORKS

It helps students see connections and patterns.
It improves vocabulary retention and deeper understanding.

EAL UPGRADE

Provide visuals and definitions.
Focus on word families and academic words.

TRY IT TOMORROW

Use with new topic vocabulary.
Display categories and add to them over time.

TEACHER LANGUAGE

"Where do you put this word?"
"Why is it in this group?"
"Can you think of another category?"
"What other words fit here?"

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CUT THE INSTRUCTIONS

Break it down. Understand it. Do it.

THE IDEA

Students cut long instructions into smaller steps.

It helps them understand complex language and improves sequencing skills.

IN THE CLASSROOM

Provide a set of instructions.

Students cut into individual steps.

Put the steps in the correct order.

Check and discuss.

HOW TO USE IT

1 CUT

Students cut the instructions.
They read the full instructions.
Each step should have one main idea.

Example: First, preheat the oven. Next, mix the flour and sugar.

2 ORDER

Students put the steps in the correct order.
They think carefully about sequence.

Example: Preheat, mix, pour, bake.

3 CHECK

Compare with a partner or in a group.
Check the order together.
Explain your thinking.

Example: We put "bake" last because it happens at the end."

4 APPLY

Complete the task or follow the instructions.
Use the correct steps to complete the activity.

Example: We baked the cake using our steps.

WHY IT WORKS

It breaks language down into manageable chunks.
It improves comprehension, confidence and independence.

EAL UPGRADE

Pre-teach key verbs and sequence words (first, next, then, after that, finally).
Use visuals and act out the steps.

TRY IT TOMORROW

Use with recipes, experiments, craft instructions or classroom routines.

TEACHER LANGUAGE

"Can you cut this into steps?"
"What happens first?"
"What comes next?"
"Is this in the right order?"

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DICTOGLOSS

Listen carefully. Reconstruct together. Write better.

THE IDEA

Students listen to a text and reconstruct it in groups.

It develops listening, collaboration, grammar and writing.

A powerful way to build accuracy and fluency.

IN THE CLASSROOM

Use short, interesting texts.

Students work in groups of 3–4.

They listen, discuss and write.

Compare and reflect.

HOW TO USE IT

1 LISTEN

Teacher reads the text.
Students listen carefully.
No writing.

2 DISCUSS

Groups discuss what they remember.
Reconstruct the text together.
Take notes.

3 WRITE

Write the text as a group.
Use the best language you can.

4 CHECK

Compare with the original text.
Discuss differences.
Focus on improvements.

WHY IT WORKS

It improves listening, accuracy and collaborative skills.
It raises awareness of grammar and vocabulary.

EAL UPGRADE

Pre-teach key vocabulary.
Read the text twice if needed.
Provide sentence starters for support.

TRY IT TOMORROW

Use with a short text (100–150 words).
Focus on accuracy, not speed.

TEACHER LANGUAGE

"Listen carefully."
"Discuss with your group."
"Try a did you remember?"
"Let's check together."

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ONE WORD IS NOT AN ANSWER

Build language without lowering expectations.

THE IDEA

Students often rely on single-word answers because the language demand of a full response feels too high.

Give them the language tools to say more and show what they know.

Higher language = better thinking made visible.

IN THE CLASSROOM

Set the expectation that complete answers are the goal.

Use stems, structures and vocabulary.

Choral and model together before individual responses.

Celebrate improved answers.

Keep it consistent. Students rise to clear expectations.

THE 4 STEPS

1 EXPECT

Set the expectation.

Make it clear that full answers help everyone learn and show understanding.

I want more than one word.
Explain it. Give me the idea.

2 PROVIDE

Give the building blocks.

Provide sentence starters, connectors and key vocabulary.
Display them. Refer to them.

I think ... because ...
This shows that ...
For example ...

3 PRACTISE

Practise together.

Model a response. Choral it.
Invite short, structured responses.
Build up length gradually.

The volcano is active because ...
It shows that ...

4 REINFORCE

Reinforce and extend.

Praise effort and improvement.
Ask: Can you add one more idea?
Recast and extend where needed.

Great! Now add ... / Tell me more about ...
Better answer – more ideas!

WHY IT WORKS

It reduces the language barrier without lowering the challenge.
Students develop confidence, clarity and complexity.
More language = more learning.

EAL UPGRADE

Provide a word bank and visual prompts.
Offer sentence frames at different levels.
Support key vocabulary with images and examples.

TRY IT TOMORROW

Pick one question from your next lesson.
Add two sentence starters.
Expect full answers. Model it. Practise it.

TEACHER LANGUAGE

"One word isn't enough. Add more."
"Use a stem to help you."
"Who can build on that?"

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GIVE THEM THE FIRST SENTENCE

Scaffold the start, not the thinking.

THE IDEA

Starting is often the hardest part for EAL learners.

A first sentence gives them a clear launch pad so they can focus on their ideas, not how to begin.

It reduces anxiety and creates more confident writers and speakers.

IN THE CLASSROOM

Use sentence starters that are flexible, not predictable.

Keep the thinking in the student's hands.

Remove the scaffold gradually.

Celebrate the ideas and the attempts.

Make starting easier so ideas can fly.

THE 4 STEPS

1 LAUNCH

Provide a starter.

Offer a sentence stem that opens the door.
Model how it can be used.

I think ... because ...
One reason is ...

2 THINK

Students add their ideas.

Encourage them to complete the sentence with their own words.
Remind: there is no single 'right' idea.

I think the character ... because ...
One reason is that ...

3 SHARE

Talk it out.

Students say their sentence or share with a partner/group.
Build confidence and polish language.

I agree with ... because ...
Another idea is ...

4 EXTEND

Grow the response.

Add details, evidence and examples.
Move from one sentence to a full response.

This is important because ...
For example, ... This shows that ...

WHY IT WORKS

Reduces the barrier of starting.
Releases thinking and content.
Builds confidence and increases response length.

EAL UPGRADE

Use stems that include key vocabulary and connectives.
Change stems to suit content and language level.
Display stems visually for ongoing reference.

TRY IT TOMORROW

Pick a task.
Write 2–3 strong first sentence starters.
Use one. Review how it helped students begin.

TEACHER LANGUAGE

"Here's a way to start ..."
"Now make it your idea."
"Can you add more detail or an example?"

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STOP CORRECTING EVERYTHING

Focus on what makes the biggest difference.

THE IDEA

Correcting every mistake overwhelms students and freezes their risk-taking.

Pick one or two high-impact targets at a time.

Give feedback that students can act on.

Less correction.
Better learning.
Stronger confidence.

IN THE CLASSROOM

- Pre-teach the target language.
- Highlight or note only the target.
- Give focused feedback and a chance to improve.
- Celebrate progress. Not perfection.
- Model improvement, not just accuracy.
- Keep the door open for communication.

THE 4 STEPS

1 CHOOSE

Choose the target.

Identify one or two language goals.
Keep it focused and achievable.

Today's target: connectives.
Today's target: past tense verbs.

2 NOTICE

Notice and note.

Listen for examples.
Highlight or jot them down.
Don't interrupt the flow.

He is go to school.
I think because it is ...

3 FEEDBACK

Give focused feedback.

Comment on the target only.
Model or recast briefly.
Explain the improvement.

Try: He is going to school.
"Because" works well here.

4 PRACTISE

Students try again.

Give a chance to use the target.
Provide support if needed.
Praise effort and improvement.

Great improvement!
Let's try that again together.

WHY IT WORKS

Keeps communication flowing.
Focuses on the language that matters most.
Builds confidence and visible progress.

EAL UPGRADE

- Select targets that are high-frequency, high-utility and developmentally appropriate.
- Share the target with students in student-friendly language.
- Revisit and recycle targets regularly.

TRY IT TOMORROW

- Choose one target for your next lesson.
- Highlight or note examples.
- Give feedback and a chance to improve.

TEACHER LANGUAGE

"Today we are focusing on ..."
"Try this instead ..."
"Nice improvement!"
"Let's try that together."

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THE 3-LEVEL WORD BANK

Different levels. Same topic. Every learner can access.

THE IDEA

Not every student has the same vocabulary toolkit.

A 3-level word bank gives learners the right words at the right level — without lowering the thinking.

Same concept.
Different language.
Equal access.

IN THE CLASSROOM

- Prepare three levels of key vocabulary for each topic or task.
- Match the level to the learner, not the task.
- Encourage students to build from Level 1 → 2 → 3.
- Display word banks visibly and refer to them often.
- Celebrate when students try words from a higher level.
- Update and expand the banks together.

THE 4 STEPS

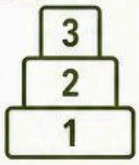
1 CHOOSE THE CONCEPT

Pick the key idea.

- Choose the concept or topic.
- Decide the essential vocabulary.
- Keep the list focused.

Example topic: Climate Change
Key words: atmosphere, impact, solution, evidence

2 BUILD 3 LEVELS



Create three levels of words.

- **Level 1 – Core:** everyday, high-frequency words.
- **Level 2 – Academic:** school language and key terms.
- **Level 3 – Technical:** subject-specific vocabulary.

Example: atmosphere / layer
academic: trend / contribute
technical: greenhouse effect / carbon dioxide

3 MATCH & USE

Match to learners. Use in tasks.

- Provide the level each learner needs most.
- Use in speaking, reading and writing tasks.
- Model how to use the words in context.

Learners can move up levels with support and repeated practice.

4 REVIEW & GROW

Review, recycle, expand.

- Revisit the words regularly.
- Add examples, synonyms and visuals.
- Encourage students to suggest new words.

Repetition builds confidence.
Depth builds understanding.

WHY IT WORKS

It reduces cognitive load and frustration.
It builds vocabulary step by step.
It supports independence and academic growth.

EAL UPGRADE

- Add visuals, realia and gestures to each level.
- Pre-teach key words before reading or listening.
- Use in sentence frames and modelled examples.

TRY IT TOMORROW

- Choose a topic and build your 3-level word bank.
- Use it in one lesson or task.
- Ask students which level helped them most — and why.

TEACHER LANGUAGE

"Here are some key words to help you."
"Which level of words will help you most?"
"Try using a word from Level 2 (or 3)."

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MAKE THE QUESTION SMALLER

Chunk complex language without reducing cognitive demand.

THE IDEA

Long, complex questions can overwhelm EAL learners before they even begin.

Breaking the question language into smaller chunks makes it clearer and more manageable — without making the task easier.

Same thinking.

Clearer language.

Better answers.

IN THE CLASSROOM

- Break long questions into smaller parts.
- Identify the key task and focus words.
- Use simpler wording or sentence frames.
- Keep the thinking challenge the same.
- Check understanding before students start.
- Build back up to full questions over time.

THE 4 STEPS

1 IDENTIFY THE PARTS

Break the question apart.

- Read the full question.
- Identify the task, topic and focus words.
- Separate information from instruction.

Example (full question):
"Evaluate the impact of deforestation on biodiversity and suggest solutions for the future."

2 REPHRASE IN CHUNKS

Rewrite in smaller steps.

- Turn the question into 2–4 smaller questions.
- Simplify wording, keep the key thinking.
- Order the steps logically.

Example (chunks):
1. What is deforestation?
2. How does it affect biodiversity?
3. What solutions could help in the future?

3 SCAFFOLD THE LANGUAGE

Support the language.

- Highlight key vocabulary.
- Provide frames or starters.
- Model one part together.

Frames: "Deforestation is ..."
"It affects biodiversity because ..."
"One solution could be ... because ..."

4 BUILD CONFIDENCE

Rebuild to the full question.

- Gradually combine the parts.
- Remove scaffolds as confidence grows.
- Celebrate when learners handle the full version.

Start small. Practise. Then go big.

WHY IT WORKS

It lowers the language barrier.
It reduces cognitive overload.
It helps learners access the thinking — and show what they know.

EAL UPGRADE

- Pre-teach key words.
- Use sentence frames or cloze stems.
- Model how to answer one part.

TRY IT TOMORROW

- Take one complex question from your lesson.
- Break it into 2–4 steps.
- Try it with your class.

TEACHER LANGUAGE

"Let's break this question apart."
"What is this question asking us to do?"
"Let's focus on one part at a time."

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THE MODEL ANSWER AUTOPSY

Pull apart a successful response so students can see why it works.

THE IDEA

Good answers aren't magic. They're made of choices.

Analysing a model answer helps EAL learners see the language, structure and thinking behind success — so they can replicate it in their own way.

Deconstruct.
Understand.
Reconstruct.

IN THE CLASSROOM

- Select a strong model answer for the same task.
- Hide the answer and give students the question first.
- Analyse the model together using a simple framework.
- Highlight the language, structure and ideas.
- Let students plan or write their own answer.
- Compare and reflect.

THE 4 STEPS

1 PRESENT THE TASK

Start with the question.

- Give students the same question.
- Let them attempt or plan a response.
- Don't show the model answer yet.

Goal: Students grapple with the task first.

2 DISSECT THE MODEL

Take the model answer apart.

- Read the model together.
- Identify the structure and order.
- Highlight key vocabulary and phrases.
- Note techniques: examples, data, connectives, comparisons, evaluation.

Ask: What makes this answer effective? What choices did the writer make?

3 EXPLAIN THE EFFECT

Link choices to impact.

- Why does this phrase work here?
- How does this example support the idea?
- What's the purpose of this sentence?
- What is the writer trying to achieve?

Focus on how language creates meaning and persuades the reader.

4 APPLY IT YOUR WAY

Reconstruct your own answer.

- Use the insights to plan your response.
- Try the same techniques in your own words.
- Write, then self-check against the checklist.

Goal: Transfer the toolkit, not copy the answer.

WHY IT WORKS

It reveals the invisible craft behind good writing.
It builds writing awareness and academic control.
It empowers students to make intentional choices.

EAL UPGRADE

- Pre-teach key vocabulary from the model.
- Use sentence frames to practise key moves.
- Create a visual map of the model answer.

TRY IT TOMORROW

- Pick one model answer for a class task.
- Run the 4 steps.
- Let students write using the strategies they discovered.

TEACHER LANGUAGE

"Let's pull this answer apart."

"What technique is the writer using here?"

"Why does this choice work?"

"Now use it your way."

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STOP GIVING BIGGER WORD LISTS

Depth before breadth. Quality over quantity.

THE IDEA

Long word lists overwhelm EAL learners and lead to shallow learning.

Fewer words, learned deeply, lead to better understanding, use and retention.

Fewer words.

Deeper learning.

Stronger outcomes.

IN THE CLASSROOM

- Choose a small set of high-impact words.
- Explore multiple meanings, examples and contexts.
- Use the words in speaking, reading and writing.
- Revisit the same words often in different ways.
- Encourage students to use the words accurately and independently.
- Add new words only when they are needed.

THE 4 STEPS

1 CHOOSE LESS

Select a small number of key words.

- Choose 5–10 words that matter most for the topic.
- Focus on essential academic or subject vocabulary.
- Remove low-value or rarely used words.

Example: Instead of 30 words, choose 6: impact, evidence, solution, adapt, reduce, system.

2 TEACH DEEPLY

Teach the words deeply.

- Explore meanings, synonyms and related words.
- Provide examples and non-examples.
- Connect to visuals, real-life contexts and prior knowledge.
- Discuss and use the words in meaningful ways.

Ask: What does this word really mean? How does it connect to other ideas?

3 USE OFTEN

Use the words in many ways.

- Build activities that require the words.
- Use them in reading, writing, speaking and listening.
- Encourage students to use the words independently.
- Provide feedback on accuracy and depth of use.

Try: Sentence stems, debates, explanations, paragraphs, presentations.

4 REVISIT & RETAIN

Revisit the words regularly.

- Recycle the same words across lessons and topics.
- Use retrieval, games and spaced practice.
- Celebrate when students use the words well.
- Add new words only when needed.

Remember: Repetition builds retention and confidence.

WHY IT WORKS

Deep learning leads to better recall and accurate use.
It reduces cognitive overload and confusion.
It builds confidence, fluency and academic success.

EAL UPGRADE

- Teach word families and collocations.
- Use visual maps and semantic webs.
- Help students personalise words with examples.

TRY IT TOMORROW

- Choose 6 key words for your next topic.
- Plan one activity for each mode (read, write, speak, listen).
- Revisit them in the next 3 lessons.

TEACHER LANGUAGE

"Let's focus on fewer words and learn them well."

"How would you use this word in your own sentence?"

"Why does this word matter in this context?"

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ONE DIAGRAM, THREE SENTENCES

Move from visual understanding into academic language.

THE IDEA

Diagrams show understanding.

Sentences show thinking.

This simple bridge helps EAL learners turn what they see into the language they need to succeed.

See it.
Say it.
Write it.
Own it.

IN THE CLASSROOM

- Show a clear, relevant diagram.
- Ask students to describe it in three different sentences.
- Use sentence starters to support structure.
- Model thinking out loud using the diagram.
- Vary the task: explain, predict, compare, evaluate.
- Build up from oral sentences to written responses.

THE 4 STEPS

1 SHOW THE DIAGRAM

Present a clear, purposeful diagram.

- Choose a diagram that matches the learning goal.
- Ensure it is clear, labelled and not overloaded.
- Give students time to observe and think.

Example: Water cycle, food web, cell structure, climate graph.

2 SAY IT OUT LOUD

Build ideas together orally.

- Use sentence starters to guide language.
- Encourage precise vocabulary and connectors.
- Model one example with the class.
- Invite different students to try.

Starters: I can see ... This shows ... This means ... The first thing I notice is ... Another important idea is ...

3 WRITE THREE SENTENCES

Turn the thinking into three sentences.

- Students write three different sentences about the diagram.
- Focus on accuracy, detail and meaning.
- Each sentence should add a new idea.

1. *The water in the ocean evaporates when it is heated by the sun.*
2. *The water vapour cools and condenses to form clouds.*
3. *The water falls back to Earth as precipitation.*

4 REFLECT AND IMPROVE

Check, improve and extend.

- Review sentences for clarity and accuracy.
- Add detail, technical vocabulary and explanations.
- Challenge students to extend or connect ideas.

Extension: Why does this happen? What would happen if ...? How does this compare to ...?

WHY IT WORKS

It connects visuals to language.
It builds vocabulary, grammar and confidence.
It helps learners express complex ideas in simple, powerful ways.

EAL UPGRADE

- Pre-teach key words from the diagram.
- Provide frames and sentence stems.
- Use a word/sentence wall for support.

TRY IT TOMORROW

- Pick a diagram from your lesson.
- Ask students to write three sentences.
- Share, review and celebrate the best examples.

TEACHER LANGUAGE

"What does this part show?"

"How can we describe this more precisely?"

"What is the most important idea here?"

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GIVE THEM SOMETHING TO LISTEN FOR

Make listening purposeful. Attention leads to understanding.

THE IDEA

Unfocused listening is hard for everyone. EAL learners need a clear reason to listen.

When students know what to listen for, they listen differently — and learn more.

Purpose.

Attention.

Understanding.

Retention.

IN THE CLASSROOM

- Set a clear listening intention before audio.
- Use keywords, questions or a simple task.
- Keep it achievable. One or two things.
- Check understanding after listening.
- Use it in pairs, groups or whole class.
- Build up to note-taking and full comprehension.

THE 4 STEPS

1 SET THE INTENTION

Tell students what to listen for.

- Share the topic and context.
- Give a specific question or focus.
- Highlight key words or ideas.

Example: While you listen, find out...
- *What is the main cause of the problem?*
- *What are three solutions mentioned?*

2 LISTEN WITH FOCUS

Students listen with a purpose.

- Listen for the information, not every word.
- Tick, underline or make short notes.
- Encourage students to infer and connect.

Remind them: It's not about hearing everything. It's about finding what matters.

3 CHECK AND SHARE

Check understanding together.

- Students compare answers in pairs or groups.
- Discuss as a class and confirm key points.
- Clarify vocabulary or tricky parts.

Useful stems: "I heard that ..." "I think because ..." "Can you explain that part again?"

4 EXTEND AND APPLY

Go deeper with the listening.

- Ask follow-up questions or new tasks.
- Change the focus for a second listen.
- Move from listening to speaking or writing.

Try: Summarise it. Predict what happens next. Or teach it to someone else.

WHY IT WORKS

It reduces cognitive overload.
It improves comprehension and recall.
It builds confidence and active listening habits.

EAL UPGRADE

- Pre-teach key vocabulary and phrases.
- Use sentence frames for responses.
- Provide transcripts or glossaries.

TRY IT TOMORROW

- Pick a short audio or video.
- Set one clear question to listen for.
- Play it once.
- Check and discuss.

TEACHER LANGUAGE

"Listen for the answer to..."
"What did you hear about...?"
"Let's listen again."
"What's the main idea?"

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THE VOCABULARY RECYCLING RULE

Repeated encounters matter. Use it, revisit it, remember it.

THE IDEA

Learning a new word once is not enough.

EAL learners need many meaningful encounters over time to remember, use and apply vocabulary with confidence.

See it.

Say it.

Use it.

Review it.

Own it.

IN THE CLASSROOM

- Plan for repeated exposure across lessons and weeks.
- Use words in different contexts and tasks.
- Encourage speaking, writing and discussion.
- Make vocabulary visible and accessible.
- Review and recycle regularly.
- Celebrate when students use new words independently.

THE 4 STEPS

1 INTRODUCE WITH PURPOSE

Introduce new words meaningfully.

- Select high-value, topic-relevant words.
- Teach the meaning, pronunciation and form.
- Provide examples, visuals and non-examples.
- Connect to what students already know.

Example: The word "impact" means a strong effect or influence. It can be positive or negative. Not everything that is big is an impact.

2 ENCOUNTER IN DIFFERENT WAYS

Bring the words back in varied contexts.

- Use the words in reading, listening and speaking.
- Highlight them in texts and lessons.
- Include in visuals, examples, discussions and tasks.
- Model the words in your own language.

Example: Read a text. Highlight "impact". Discuss its meaning. Watch a video. Use it in a debate. Write a summary. Draw a cause–effect diagram.

3 PRACTISE AND APPLY

Give students chances to use the words.

- Use the words in speaking and writing tasks.
- Encourage accurate and appropriate use.
- Provide sentence starters and frames.
- Give feedback on use, not just meaning.

Example starters: "The impact of ... was ..." "This had a positive/negative impact because ..." "In my opinion, the biggest impact is ..."

4 REVIEW, RECYCLE AND RETAIN

Revisit regularly to build long-term memory.

- Recycle words across weeks and topics.
- Use retrieval activities and games.
- Add new words to word walls and glossaries.
- Celebrate growth in vocabulary use.

Try: Quick recalls, word games, quizzes, exit tickets, personal dictionaries, "word of the week" challenges.

WHY IT WORKS

Repetition builds memory.
Multiple contexts build depth.
Confidence grows when words become part of a learner's language.

EAL UPGRADE

- Build word families and collocations.
- Use semantic maps to connect ideas.
- Teach prefixes, suffixes and word parts.

TRY IT TOMORROW

- Pick 5 key words from your lesson.
- Plan how students will see, use and review them all week.
- Check in and celebrate their use.

TEACHER LANGUAGE

"Let's use this word in a new sentence."

"Where have you seen this word before?"

"Can you use that word to explain your idea?"

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DON'T SIMPLIFY THE SCIENCE

Scaffold the language. Preserve the thinking.

THE IDEA

Simplifying content often lowers the thinking.

EAL learners can handle complex science ideas when we scaffold the language, not the cognition.

Keep the science rich.

Build the language that unlocks it.

Challenge thinking.

Build confidence.

IN THE CLASSROOM

- Use the real technical vocabulary.
- Break the language down, not the concept.
- Pre-teach key words and sentence stems.
- Use visuals, models and worked examples.
- Give time to talk, write and think.
- Check understanding with probing questions.
- Gradually release independence.

THE 4 PRINCIPLES IN ACTION

1 SCAFFOLD THE LANGUAGE

Make the language accessible.

- Pre-teach key vocabulary in context.
- Use visuals, gestures and word banks.
- Provide sentence starters and frames.
- Clarify grammar that carries meaning.

Example: Instead of "evaporation occurs", try "The water changes from a liquid to a gas when it gains enough energy."

2 PRESERVE THE THINKING

Keep the ideas complex and connected.

- Teach the full concept, not a watered-down version.
- Highlight cause, effect, sequence and systems.
- Use real data, models and inquiry.
- Ask questions that require explanation and reasoning.

Example: "Why does the rate of evaporation increase when temperature rises?"

3 BUILD ACADEMIC LANGUAGE

Develop the language over time.

- Teach word families and connecting words.
- Practice speaking, writing and discussing.
- Use language in multiple subjects and contexts.
- Celebrate progress and encourage risk-taking.

Example stems: This shows that ... One reason is ... This is similar to ... because ...

4 GRADUALLY RELEASE

From support to independence.

- Model with full scaffolding.
- Guide with partial support.
- Independent use with feedback.
- Extend and challenge.

Example: Move from sentence frames → short answers → full explanations → extended arguments.

WHY IT WORKS

Students engage with real science ideas.
Language grows with understanding.
Thinking deepens. Confidence builds.

EAL UPGRADE

- Create word banks and glossaries.
- Use dual coding and graphic organisers.
- Teach prefixes, suffixes and root words.
- Revisit and recycle key vocabulary.

TRY IT TOMORROW

- Pre-teach 5 key words.
- Use a sentence frame.
- Ask a higher-order question.
- Give students think time.
- Check understanding with a follow-up.

TEACHER LANGUAGE

"The science is the same. We're building the language."

"You're not just learning words, you're learning ideas."

"Use the language scientists use."

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BEFORE YOU SHOW THE TEXT

Prepare the ground. Unlock understanding. Build confidence.

THE IDEA

Don't put the text in front of students cold. A few minutes of preparation brings the topic to life, activates prior knowledge and reduces the language load.

By front-loading key ideas, vocabulary and context, EAL learners can engage with the text more confidently and focus on meaning rather than just decoding words.

IN THE CLASSROOM

Use an image, object or short video.

Ask 2–3 open questions to spark discussion.

Elicit and pre-teach key vocabulary.

Make links to what students already know.

Then show the text and read with a purpose.

Keep it short – 3 to 5 minutes.

THE 3 STEPS

1 PICTURE

Build curiosity.

Show a relevant image, object or short video.
Ask questions and invite predictions.
Tap into students' background knowledge.

What do you notice?
What do you think is happening?
What do you already know about this?

2 WORD

Prepare the key language.

Select and pre-teach 3–6 high-value words from the text.
Clarify meaning, pronunciation and usage.
Use visuals, examples or quick gestures.

ecosystem (noun)
habitat (noun)
to adapt (verb)

3 SENTENCE

Set a purpose for reading.

Tell students why they are reading.
Give a simple, focused task.
Then show the text.

Now read the text to find out how animals adapt to their habitat.

WHY IT WORKS

Activates prior knowledge and builds context.
Reduces cognitive and language load.
Helps EAL learners access meaning and engage with the text.

EAL UPGRADE

Pre-teach tier 2 and tier 3 vocabulary.
Use images, realia and first language where helpful.
Provide a word bank or visual glossary to support reading.

TRY IT TOMORROW

Choose a text from your next lesson.
Plan 3 quick pre-reading activities (image, questions, key words).
Try it and notice the difference in engagement and understanding.

TEACHER LANGUAGE

"Take a look at this image. What do you think?"
"Let's learn a few key words before we read."
"Now read the text to find out …"

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WHO IS DOING THE TALKING?

More student talk. Deeper thinking. Stronger language.

THE IDEA

In many classrooms, a small number of students do most of the talking. EAL learners often say less, not because they have nothing to say, but because they need more time, support and structured opportunities.

By making talk more equitable and intentional, we give all students a chance to think, process and use language to build understanding.

IN THE CLASSROOM

Use structures like Think–Pair–Share.
Give everyone a role (e.g. speaker, listener, summariser).
Use sentence frames to support contributions.
Track who is speaking and set a goal for broader participation.
Value and build on all contributions.
Create a safe, respectful talk environment.

THE 3 STEPS

1 NOTICE

Notice the pattern.

Pause and observe who is talking.
Consider who is not talking and why.
Look for patterns over a lesson or a week.

Who is doing most of the talking?
Who is not contributing?
What might be the barriers?

2 SUPPORT

Provide structure and support.

Use pair or small group talk before whole-class discussion.
Give clear roles and sentence frames.
Allow thinking time.
Model and rehearse the kind of talk you want.

I think ... because ...
I would like to add ...
Can you say more about ...?

3 AMPLIFY

Build on and value all contributions.

Invite a range of voices.
Recast and extend student ideas.
Connect contributions to develop thinking.

That's an interesting idea. Can you say more?
I like what you've said because ...
Let's hear from someone who hasn't spoken yet.

WHY IT WORKS

More opportunities to talk build confidence, vocabulary and thinking.
Structured talk supports deeper understanding.
It helps EAL learners participate without lowering academic challenge.

EAL UPGRADE

Provide sentence frames or key phrases for discussion.
Pre-teach topic vocabulary to enable fuller contributions.
Use visual supports (e.g. discussion mats or role cards).

TRY IT TOMORROW

Choose one upcoming lesson.
Plan a structured talk activity (e.g. Think–Pair–Share) with clear roles.
Set a target to hear from at least three different students who don't usually speak.
Reflect on what changes in the quality of talk and ideas.

TEACHER LANGUAGE

"Take a moment to think before you speak."
"Use the sentence frame to help you."
"I'd like to hear from someone who hasn't spoken yet."

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PICTURES AREN'T JUST FOR BEGINNERS

Visuals deepen understanding at every level.

THE IDEA

Images aren't just a support for early language learners. They help all students make sense of new vocabulary, complex ideas and abstract concepts.

A well-chosen image provides context, reduces cognitive load and creates a shared reference point for discussion, reading and writing.

IN THE CLASSROOM

Use real photos, diagrams, infographics or simple drawings.
Ask students what they notice, what they think is happening and what it might be about.
Link the image to key vocabulary.
Use images to support talk, reading and writing.
Keep them purposeful – not just decorative.
Use images across all subjects, at all levels.

THE 3 STEPS

1 CHOOSE

Choose a purposeful image.
Select an image that links to your learning goal.
Make sure it is clear and relevant.
It could be a real photo, diagram, graph, cartoon or simple drawing.

What can you see?
What do you think is happening?
What might this be about?

2 EXPLORE

Explore and talk about it.
Give students time to look closely.
Ask open questions.
Elicit and teach key vocabulary.
Encourage students to justify their ideas.

I can see ...
I think ... because ...
It might be ...
This could mean ...

3 USE

Use the image to go further.
Link to reading, writing or a practical task.
Ask students to explain, predict or solve a problem.
Refer back to the image as a shared reference point.
Add new vocabulary to a visual word bank.

How does this help us understand ...?
What new words could we use?
Can you explain this in a sentence?

WHY IT WORKS

Visuals make abstract ideas more concrete.
They support vocabulary learning and reduce cognitive load.
They help EAL learners and all students access, retain and apply new knowledge.

EAL UPGRADE

Pre-teach key vocabulary using the image.
Use annotated images or labelled diagrams.
Encourage students to describe the image using full sentences.

TRY IT TOMORROW

Find or create one image for your next lesson.
Plan 3–5 questions (notice, think, wonder).
Use the image to introduce key vocabulary and get a short discussion going.

TEACHER LANGUAGE

"What do you notice?"
"What do you think is happening?"
"How does this help us understand the topic?"

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THE 60-SECOND RETRIEVAL ROUTINE

A quick routine. A stronger memory. A bigger vocabulary.

THE IDEA

Short, regular retrieval activities help all learners remember more, including EAL students.

By quickly recalling key ideas and vocabulary, students strengthen memory, build confidence and make connections between lessons.

It takes just one minute, requires minimal preparation and works in every subject.

IN THE CLASSROOM

Use 1-minute retrieval tasks at the start or end of a lesson.

Show an image, a key question or a few words.
Students write, say or think their answers.
Use strategies like:

- quick write
- mini whiteboards
- think–pair–share
- call and response

Focus on key vocabulary, concepts or processes from recent or last week's lessons.

THE 3 STEPS

1 RECALL



Show a prompt.

Use an image, a key question or a vocabulary word.
Give students 30–60 seconds to recall what they know.
No notes. Just think.

What can you remember?
What are the key ideas?
What words can you recall?

2 SHARE



Say, write or discuss.

Students write their ideas, say them to a partner or share with the class.
Encourage full sentences and subject vocabulary.
Allow all contributions.

The process is called …
I remember …
One key word is …

3 BUILD



Make the connection.

Quickly check answers and clarify.
Link to today's lesson.
Revisit and build on key vocabulary.

This links to …
It helps us understand …
We can also say …

WHY IT WORKS

- Strengthens long-term memory.
- Builds fluency and confidence.
- Helps EAL learners retain and use key vocabulary.
- Connects prior learning to new content.

EAL UPGRADE

- Use visuals, keywords or bilingual support if needed.
- Allow thinking time.
- Encourage students to say and write in full sentences.
- Revisit key words regularly.

TRY IT TOMORROW

- Plan a 1-minute retrieval task for your next lesson.
- Choose 3–5 key words, concepts or a diagram.
- Use mini whiteboards, a quick write or think–pair–share.
- Make it a daily or weekly routine.

TEACHER LANGUAGE

"Take 60 seconds to write what you remember."
"Turn and tell your partner."
"Can you recall the key word?"
"How does this link to what we are learning today?"

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THE INSTRUCTION CHECK

Make task language clear before students start.

THE IDEA

Instructions are one of the biggest language barriers for EAL learners.

Checking and unpacking instructions before a task helps students understand what to do, reduces confusion and builds independence.

A quick check now saves time, stress and off-task behaviour later.

IN THE CLASSROOM

- Read or display instructions clearly.
- Check key words and phrases students may not know.
- Ask students to explain what they need to do.
- Break complex instructions into smaller steps.
- Use visuals, examples or gestures to support meaning.
- Confirm understanding before students begin.

HOW TO USE IT

1 READ THE INSTRUCTIONS

- Read the instructions aloud or display them.
- Students follow along.
- Notice any key vocabulary or complex phrases.

2 CHECK UNDERSTANDING

- Ask: "What do you need to do?"
- Invite students to explain in their own words.
- Clarify any unclear parts.

3 UNPACK AND SEQUENCE

- Break instructions into clear steps.
- Number or sequence them.
- Check each step for understanding.

4 SUPPORT WITH VISUALS AND EXAMPLES

- Show an example or model the task.
- Use visuals, diagrams or gestures.
- Highlight or bold key words if possible.

5 CONFIRM BEFORE YOU START

- Ask a student to repeat the steps.
- Check again: "What's the first thing you do?"
- Give students time to ask questions.

WHY IT WORKS

Clear instructions reduce language overload, build confidence and ensure students can focus on the learning—not the confusion.

EAL UPGRADE

- Pre-teach key vocabulary from the instructions.
- Provide sentence starters: "I need to...", "First, I will...", "Then, I will..."
- Use visuals or a step-by-step graphic organiser.

TRY IT TOMORROW

- Choose a task you are teaching.
- Unpack the instructions using the 5 steps above.
- Notice the difference in student understanding and engagement.

TEACHER LANGUAGE

"What do we need to do?"
"Can you say that in your own words?"
"What's the first step?"
"Does anyone need anything clarified?"

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HIGHLIGHT THE LANGUAGE LOAD

Find the hidden language in your lessons.

THE IDEA

Every subject has a language load.
It's not just about new vocabulary, but also the grammar, sentence structures, text types and ways of thinking that are needed to succeed.

If we identify and make this language load visible, we can plan better support, reduce cognitive overload and help all students access the content.

IN THE CLASSROOM

Look at your lesson through a language lens.
Identify the key vocabulary, phrases and grammar structures.
Consider the text type (e.g. explanation, argument, procedural).
Think about the thinking language (e.g. compare, justify, predict).
Share the language load with students.
Use visuals, sentence frames or word banks to make it explicit.

THE 3 STEPS

1 IDENTIFY

Look for the language load.

Analyse the task, text or activity.
Identify key vocabulary, phrases, grammar structures and thinking language.
Notice what might be challenging for EAL learners.

What are the key words?
What language structures are needed?
Where might students struggle?

2 MAKE IT VISIBLE

Present the language clearly.

Highlight key words and phrases.
Use visuals, glossaries, timelines, diagrams or sentence frames.
Explain how the language is used and model examples.

This means ...
We can say ...
Here is an example ...

3 USE AND REINFORCE

Give students time and opportunities to use the language.

Use it in discussion, writing, problem-solving and practical work.
Revisit and recycle the language.
Provide feedback on both content and language.

Let's try it ...
Can you use this word in a sentence?
How else could we say this?

WHY IT WORKS

Makes the invisible language demands visible.
Reduces cognitive overload.
Builds vocabulary, confidence and subject understanding.
Helps all learners access, participate and achieve.

EAL UPGRADE

Create a language load chart for a lesson or unit.
Include key vocabulary, phrases, grammar and text type.
Share it with students in advance.
Use it to plan targeted support.

TRY IT TOMORROW

Choose one lesson.
Identify 5 key pieces of language in the task or text.
Make them visible on the board or a handout.
Use one example sentence for each.
Ask students to use at least two during the lesson.

TEACHER LANGUAGE

"Let's look at the language here."
"What does this word mean in this subject?"
"Here is a useful phrase ..."
"Can you use this in your answer?"
"Let's try saying it another way."

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DON'T ASK THEM TO WRITE COLD

Think it. Talk it. Plan it. Then write it.

THE IDEA

Asking EAL learners to write extended answers without preparation puts them at a disadvantage.

They may have the ideas, but they need time to process, organise language and rehearse before writing.

A short period of thinking, talking and planning builds confidence, improves quality and helps students express what they know.

IN THE CLASSROOM

Build in a preparation stage before writing.
Use visuals, questions or a planning frame.
Give time to talk or jot ideas.
Encourage key vocabulary and sentence frames.
Let students organise their ideas (e.g. mind map, notes, sequence).
Only then ask for the written response.
Use this routine for essays, lab reports, explanations and any extended writing.

THE 3 STEPS

1 THINK



Give time to think.

Use a question, image or key words.
Allow quiet thinking time.
Encourage students to recall knowledge and consider their ideas.

What do I want to say?
What do I already know?
Which ideas are most important?

2 TALK



Let them talk or rehearse.

Students share ideas with a partner or small group.
They can say their ideas, use key vocabulary and try out sentence structures.
This helps them organise their thinking.

"First, I think ..."
"Another reason is ..."
"I want to say ..."

3 PLAN



Help them organise, then write.

Use a simple planning frame, mind map or notes.
Check key vocabulary and sentence starters.
Once they are ready, students write their full response.

"My first point is ..."
"In addition ..."
"To conclude ..."

WHY IT WORKS

- Reduces anxiety and cognitive overload.
- Helps students organise ideas and language.
- Leads to higher quality, more coherent writing.
- Builds confidence and independence.
- Supports all learners, not just EAL students.

EAL UPGRADE

- Provide key vocabulary and useful phrases.
- Use visual prompts or model texts.
- Offer a planning scaffold or template.
- Allow talking in the first language where helpful.
- Build routine so students know what to do.

TRY IT TOMORROW

- Choose one writing task.
- Add a 2–5 minute think time.
- Get students to discuss ideas with a partner.
- Use a simple planning frame.
- Then ask for the written response.
- Compare the quality – you'll see the difference.

TEACHER LANGUAGE

"Take a few minutes to think."
"Tell your partner your ideas."
"Use these words to help you."
"Make a quick plan first."
"Now write your answer."
"You can do this – you've already done the hard thinking."

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GIVE THEM PROCESSING TIME

A pause now leads to better learning later.

THE IDEA

EAL learners often need more time to process language, make meaning and formulate their ideas.

A short pause gives students time to think, recall, organise and find the right words, leading to more confident and higher quality responses.

Processing time is not silence – it's thinking time. It helps all learners, not just EAL students.

IN THE CLASSROOM

Build in purposeful wait time after asking a question. Resist the urge to repeat or rephrase too quickly. Use strategies like:

- count to 5 or 10
- think–pair–share
- silent thinking time
- give thinking prompts
- use a visual to focus ideas

Be comfortable with silence – it's a sign of a thoughtful classroom.

THE 3 STEPS

1 PAUSE

Ask and wait.

Pose the question.
Then be quiet.
Give at least 5–10 seconds of thinking time.
Avoid calling on the first hand.

"Take a moment to think …"
"You don't need to speak yet …"
"Write your thoughts or just think …"

2 PROCESS

Let them process.

Students think, make connections and organise their ideas.
They might jot notes, look at a visual or use a partner to rehearse.
This helps them find the language they need.

"Think about … "
"You could start by …"
"Talk it through with your partner …"

3 RESPOND

Stronger answers.

After processing time, students share their ideas in speaking or writing.
Responses are fuller, more accurate and more confident.
A pause leads to deeper thinking and better learning.

"I think … because …"
"Building on that …"
"My answer is …"

WHY IT WORKS

- Reduces anxiety and pressure.
- Supports deeper processing and understanding.
- Leads to longer, more accurate and more confident responses.
- Builds inclusion and participation for all learners.

EAL UPGRADE

- Be explicit about thinking time.
- Use visual prompts or key words on the board.
- Allow students to think, talk or jot before responding.
- Encourage the use of home language in the thinking stage.
- Model how to take thinking time and plan an answer.

TRY IT TOMORROW

- Choose one question in your next lesson.
- Ask the question and give 10 seconds of silence.
- Invite students to jot or discuss with a partner.
- Then take responses.
- Compare the quality and confidence of answers.

TEACHER LANGUAGE

"Take your time."
"It's okay to think."
"You can jot your ideas first."
"Talk to a partner."
"I'll come back to you in a moment."
"Good ideas take time."
"A short pause can lead to a great answer."

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THE SCAFFOLD TEST

Remove the supports to reveal real understanding.

THE IDEA

Scaffolds help EAL learners access learning, but the real goal is independence.

The scaffold test means gradually removing support to check what students can do on their own.

It helps you find the right balance – enough support to build confidence, but not so much that you hide what students really know.

It's a practical way to plan, teach and assess more fairly for all learners.

IN THE CLASSROOM

Start with high support (e.g. word bank, sentence frames, model).

Gradually remove support step by step.

Check at each stage how confidently students can complete the task.

Use the process for classwork, homework and assessments.

Adjust the level of support based on individual needs.

THE 3 STEPS

1 SCAFFOLD

Provide supported practice.

Use useful scaffolds (e.g. word bank, sentence frames, prompts, model answers, visuals).
Make the task clear and accessible.
Check students understand what to do.

"I can start with …"
"These words can help me …"
"Here is an example …"

2 REMOVE

Reduce the support.

Remove one scaffold at a time.
Encourage students to rely more on their own knowledge and language.
Give time to think, talk and try.

"Now I can try without …"
"What else can I use?"
"I'm becoming more independent …"

3 CHECK

Assess real understanding.

Ask students to complete the task with minimal or no scaffolds.
Look at what they can do independently.
Use the results to plan next steps.

"I can do this on my own."
"I know what to do."
"I can use the language I've learnt."

WHY IT WORKS

- Builds confidence and independence.
- Shows what students really know.
- Helps you plan the right level of support.
- Encourages progress over time.
- Works for all learners, not just EAL students.

EAL UPGRADE

- Use a scaffold ladder for key tasks.
- Provide models and worked examples.
- Gradually remove support over time.
- Encourage self-assessment at each stage.
- Use scaffold testing for essays, reports, problem-solving and exams.

TRY IT TOMORROW

- Choose a task you already use.
- Create three versions: high, medium and low support.
- Ask students to complete each version.
- Compare the results.
- Use what you learn to adjust support next time.

TEACHER LANGUAGE

"Let's try this with some support first."
"Now let's see what you can do without the word bank."
"Which parts were easy? Which were harder?"
"You're getting more independent."
"What do you still need help with?"

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EVERY SUBJECT HAS A LANGUAGE

Disciplinary language matters.

THE IDEA

Every subject has its own language.

It's not just general English, but the specific vocabulary, phrases, text types and ways of thinking used in that discipline.

EAL learners need explicit support to understand and use this subject language so they can access the content, take part in discussions and show what they know.

When we make the language of our subject visible, we open the door for all learners.

IN THE CLASSROOM

Identify the key vocabulary and phrases in your subject.
Make subject language visible (displays, glossaries, examples).
Model how to use it in context.
Give opportunities for students to hear, say, read and write it.
Link language to thinking tasks (e.g. explain, compare, justify, evaluate).
Revisit and recycle throughout the unit.

THE 3 STEPS

1 IDENTIFY

Find the subject language.

Look at your unit, lesson or task.
Identify key vocabulary, phrases, grammar structures, text types and thinking skills.
Consider what might be challenging for EAL learners.

What are the key words?
What language do students need to understand and use?
What are the common text types in this subject?

2 MAKE IT VISIBLE

Teach and model the language.

Introduce key words and phrases in context.
Use visual supports (glossaries, word banks, examples, diagrams).
Model how to use the language through speaking, reading and writing.

"In Science, we say ..."
"In History, we use ..."
"In Maths, this means ..."
"Here is an example ..."

3 USE AND REINFORCE

Give opportunities to use it.

Build the language into class activities, discussions, practical work and assessments.
Provide sentence frames and structured practice.
Revist and recycle the language regularly.

Can you use this word in a sentence?"
How else could we say this?
Try using this phrase in your answer."
Where have you seen this language before?

WHY IT WORKS

- Helps EAL learners access and participate in all subjects.
- Builds subject knowledge and confidence.
- Supports academic language development.
- Leads to higher quality work and deeper understanding.
- Benefits all learners, not just EAL students.

EAL UPGRADE

- Create a subject language bank.
- Use visuals and real examples.
- Teach key phrases and text types.
- Revisit regularly across the unit.
- Encourage students to use the language in speaking and writing.

TRY IT TOMORROW

- Choose one subject.
- Identify five key words or phrases from your next lesson.
- Make a simple display or slide.
- Use at least one in a class activity.
- Ask students to use the language in a short spoken or written response.

TEACHER LANGUAGE

"This is important language in our subject."
"Let's say it together."
"Can you use that word in a sentence?"
"How does this help us explain ... ?"
"Try using this phrase in your answer."
"You'll need this language for the next task."

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WHAT LANGUAGE DOES THIS TASK NEED?

Identify the language before you teach the task.

THE IDEA

Every task demands language – not just content knowledge.

EAL learners can't complete a task successfully if they don't have the language to do it.

Analysing the language load before you teach helps you plan better support, choose the right scaffolds and avoid unnecessary frustration.

It's a simple habit that makes your teaching more inclusive and effective for everyone.

IN THE CLASSROOM

Look at the task through a language lens.

Identify key vocabulary, phrases, grammar structures and text type.

Consider the cognitive demands (e.g. compare, justify, evaluate).

Plan how to make the language visible (glossaries, models, sentence frames).

Check that students have had a chance to learn and practise this language before attempting the task.

THE 3 STEPS

1 ANALYSE

Identify the language demands.

Read the task carefully.
Highlight key vocabulary, phrases and grammar.
Identify the text type and expected response.
Consider the thinking skills required (e.g. describe, explain, compare, evaluate).

"What words will students need?"
"What language structures are required?"
"What makes this task linguistically challenging?"

2 PLAN

Make the language visible.

Pre-teach key vocabulary and phrases.
Use visuals, glossaries, models and examples.
Provide sentence frames or structured support.
Build in time to practise the language in context.

"Here are the key words ..."
"You can use this sentence frame ..."
"Let's practise saying/writing this together ..."

3 CHECK

Review and adjust.

Check that students have the language they need before starting the task.
Ask students to try a short version or discuss it first.
Adjust support if needed.
Reflect and refine for next time.

"Do students have the language to do this?"
"What support might they still need?"
"How can I make this clearer next time?"

WHY IT WORKS

- Reduces language-related barriers.
- Helps EAL learners access and demonstrate their knowledge.
- Leads to higher quality work and more confident participation.
- Supports clearer teaching and better learning for all students.

EAL UPGRADE

- Make language analysis part of your lesson planning.
- Use a simple checklist for each task.
- Build a bank of subject-specific language supports.
- Involve students in identifying useful language.
- Review and refine over time.

TRY IT TOMORROW

- Choose a task you are teaching this week.
- List the key vocabulary, phrases and language structures.
- Plan and prepare the language support (starters, glossaries, sentence frames).
- Use the task and see the difference.

TEACHER LANGUAGE

"Let's look at the language in this task."
"These are the key words you'll need."
"What kind of language is this?"
"Let's practise using these phrases."
"Does everyone have the language to start?"

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THE HIDDEN LANGUAGE OF SCIENCE

More than facts – a language to explore, explain and evaluate.

THE IDEA

Science isn't just about knowledge – it has a specific language.

EAL learners often understand the ideas but struggle with the words, structures and ways of expressing scientific thinking.

Making the language of science visible helps students access the curriculum, take part in practical work and communicate their understanding with confidence.

IN THE CLASSROOM

Pre-teach key vocabulary and phrases.
Use visuals, diagrams and real examples.
Model how to use scientific language in context.
Give sentence frames for practical work, explanations and evaluations.
Encourage students to talk science before they write it.
Revisit and recycle key language regularly.

THE 3 STEPS

1 SPOT THE LANGUAGE



Identify the key language.

Look at the topic, lesson or task.
Find the essential vocabulary, terms and phrases.
Highlight the grammatical structures (e.g. cause and effect, comparison, explanation).
Consider the language needed for practical work, analysis and evaluation.

"What are the key words?"
"What language will students need to explain this?"
"Which structures are most important?"

2 MAKE IT VISIBLE



Teach and model the language.

Pre-teach key vocabulary in context (with visuals).
Use examples, diagrams and real data.
Model how to use the language when describing, explaining and interpreting.
Provide sentence frames and scaffolds.

"The graph shows ..."
"This happens because ..."
"A similar example is ..."

3 USE AND DEVELOP



Give opportunities to use it.

Build the language into class discussion, practical work and written tasks.
Encourage students to talk, sketch, annotate and explain.
Provide feedback on both content and language.
Revisit and extend the language with new topics.

"I predict that ... because ..."
"The results suggest ..."
"One limitation of this method is ..."

WHY IT WORKS

- Helps EAL learners access challenging content.
- Builds confidence in speaking and writing about science.
- Improves accuracy and depth of understanding.
- Supports success in practical work, reports and exams.
- Develops scientific thinking as well as language.

EAL UPGRADE

- Build a science word bank.
- Use diagrams with key labels.
- Provide model answers and worked examples.
- Offer scaffolds for lab reports and SAQs.
- Encourage oral rehearsal before writing.
- Link vocabulary to key concepts (e.g. system, change, evidence).

TRY IT TOMORROW

- Choose one upcoming lesson. Identify 5–10 key words and phrases.
- Create a simple visual glossary.
- Use a sentence frame for a class activity.
- Ask students to explain an idea to a partner.
- Collect and review examples of their written or spoken responses.

TEACHER LANGUAGE

"Let's look at the key words."
"Can you say that in your own words?"
"Use this sentence frame to help you."
"What evidence supports your idea?"
"Try explaining it to a partner first."
"Good use of scientific language."

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THE HIDDEN LANGUAGE OF MATHS

It's not just numbers – it's a language too.

THE IDEA

Maths has a distinct language – with its own vocabulary, symbols, structures and ways of explaining thinking.

EAL learners may understand the procedures but struggle to access the language, which can make problem solving and reasoning difficult.

Making the language of maths visible helps students understand what to do, explain their thinking and build confidence.

When we teach the language of maths, we open up the subject to all learners.

IN THE CLASSROOM

Pre-teach key vocabulary and symbols.
Use visual representations and worked examples.
Teach and model useful sentence frames.
Give students time to talk about their thinking before writing.
Encourage multiple ways to explain (e.g. words, diagrams, number sentences).
Revisit and recycle the language regularly.

THE 3 STEPS

1 IDENTIFY THE LANGUAGE

Find the key language.

Look at the topic, task or exam question.
Identify essential vocabulary, symbols and phrases (e.g. calculate, equivalent, factor, solve).
Highlight grammatical structures (e.g. if … then …, therefore, because).
Consider the discourse skills needed (e.g. explain, justify, prove).

"What are the key words here?"
"What does this symbol mean?"
"What kind of answer do I need to give?"

2 MAKE IT VISIBLE

Teach and model the language.

Pre-teach key vocabulary with clear definitions and visuals.
Use examples, diagrams and real contexts.
Model how to use the language when working through problems.
Provide sentence frames and structured support.

"The area is … because …"
"To find the value, we …"
"This is equivalent to …"

3 USE AND DEVELOP

Give opportunities to use it.

Build the language into class discussion, problem solving and written explanations.
Encourage students to talk through their thinking (in pairs or groups).
Provide feedback on both mathematical understanding and language use.
Revisit, extend and apply the language in new topics and contexts.

"My method is …"
"I know this because …"
"Another way to solve this is …"

WHY IT WORKS

- Helps EAL learners access mathematical ideas.
- Builds confidence in explaining and justifying.
- Supports deeper understanding and problem solving.
- Develops academic language for exams and real-life contexts.
- Benefits all learners, not just EAL students.

EAL UPGRADE

- Create a maths word bank.
- Use visuals and colour coding.
- Provide sentence frames for explanation.
- Encourage talk before writing.
- Include language objectives in your lesson planning.
- Use real-life contexts and manipulatives.

TRY IT TOMORROW

- Choose one key maths topic. Identify 5 essential words or phrases.
- Create a simple visual glossary.
- Model a worked example, thinking aloud.
- Ask students to explain a question in pairs using a sentence frame.

TEACHER LANGUAGE

"Let's look at the key words here."
"Can you explain your method using this sentence frame?"
"What does this tell us?"
"Try saying it in a different way."
"Use the language of maths to justify your answer."

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THE HIDDEN LANGUAGE OF HUMANITIES

More than stories – a language to understand people, places and ideas.

THE IDEA

Humanities subjects (History, Geography, Global Perspectives and related areas) have a distinctive language.

Students need vocabulary, concepts and text structures to understand sources, interpret information, make connections and build arguments.

EAL learners often understand the content but find the language of analysis, comparison and evaluation challenging.

Making this language visible helps all learners engage more deeply with people, places and ideas.

IN THE CLASSROOM

Pre-teach key terms and concepts.
Use timelines, maps, images and sources.
Provide sentence frames for analysis and comparison.
Model how to use the language when discussing, writing or presenting.
Give opportunities for structured talk, debate and extended writing.
Revisit and recycle the language regularly.

THE 3 STEPS

1 IDENTIFY THE LANGUAGE



Find the key language.

Look at the topic, source or task.
Identify important vocabulary (e.g. cause, consequence, primary source, reliable, perspective, migration).
Highlight useful phrases and structures (e.g. "this suggests …", "on the other hand …").
Consider the thinking skills required (e.g. describe, compare, analyse, evaluate).

"What are the key words here?"
"What does this phrase mean?"
"What kind of answer is expected?"

2 MAKE IT VISIBLE



Teach and model the language.

Pre-teach key terms in context.
Use visuals (timelines, maps, images, source examples).
Model how to use the language when interpreting sources or building an argument.
Provide sentence frames and scaffolds.

"This source suggests …"
"On the other hand …"
"A key consequence of this was …"

3 USE AND DEVELOP



Give opportunities to use it.

Build the language into discussions, group work and writing tasks.
Encourage students to explain, compare and justify.
Provide feedback on both content and language.
Revisit and extend the language with new topics and more complex tasks.

"I think this because …"
"This is similar to … but different because …"
"Overall, this suggests …"

WHY IT WORKS

- Helps EAL learners access complex ideas and sources.
- Builds confidence in discussing and writing about people, places and events.
- Develops critical thinking as well as language skills.
- Supports success in essays, presentations and exams.
- Benefits all learners, not just EAL students.

EAL UPGRADE

- Create a humanities word bank.
- Use source-based examples.
- Provide sentence frames for analysis.
- Include visual supports (timelines, maps).
- Build in structured talk before writing.
- Revisit key language regularly.

TRY IT TOMORROW

- Choose one upcoming lesson.
- Identify 5 key terms or phrases.
- Create a simple visual glossary.
- Use a source and model the language with the class.
- Ask students to discuss or write using a sentence frame.

TEACHER LANGUAGE

"Let's look at what this term means."
"How can we use this in a sentence?"
"What does this source suggest?"
"Can you explain your idea using this phrase?"
"Let's compare these two perspectives."

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THE HIDDEN LANGUAGE OF PRACTICAL WORK

Doing, discussing, describing – practical work has a language too.

THE IDEA

Practical work isn't just about doing – it's also about understanding, communicating and evaluating.

In subjects like Science, Design & Technology, Art, Drama, PE and ICT, students need specific language to follow instructions, use equipment safely, describe processes and explain results.

EAL learners often manage the practical skills but struggle with the language that goes with them.

Making this language visible helps all learners take part more fully, work safely and show their understanding.

IN THE CLASSROOM

Pre-teach key vocabulary and commands.
Use visuals, labelled diagrams and demonstrations.
Model how to describe processes and results.
Provide sentence frames for observations, methods and evaluations.
Give opportunities for students to talk through what they are doing.
Revisit and recycle the language regularly.

THE 3 STEPS

1 IDENTIFY THE LANGUAGE



Find the key language.

Look at the practical task or unit.
Identify essential vocabulary (e.g. equipment, actions, materials, safety, measurement).
Highlight useful phrases and structures (e.g. first, next, then, because, as a result).
Consider the language needed for discussion and evaluation.

"What are the key words here?"
"What instructions do students need to understand?"
"What language will they need to describe and explain?"

2 MAKE IT VISIBLE



Teach and model the language.

Pre-teach key words and phrases in context.
Use visuals, demonstrations and real equipment.
Model how to use the language when giving instructions, describing processes or explaining results.
Provide sentence frames and scaffolds.

"Measure 50 milllitres of ..."
"Heat the solution until ..."
"I observed that ..."
"This happens because ..."

3 USE AND DEVELOP



Give opportunities to use it.

Build the language into practical activities.
Encourage students to talk while they work (in pairs or groups).
Provide opportunities to write up results, explain methods and evaluate.
Give feedback on both the practical skills and language use.
Revisit and extend the language with new tasks.

"We carried out this method by ..."
"The results show that ..."
"One improvement would be ..."

WHY IT WORKS

- Helps EAL learners participate safely and confidently.
- Builds understanding of both the process and the concepts.
- Develops spoken and written academic language.
- Supports higher quality practical work, reports and evaluations.
- Benefits all learners, not just EAL students.

EAL UPGRADE

- Create a practical work word bank.
- Use visuals and labelled diagrams.
- Provide sentence frames for methods, observations and evaluations.
- Include language in safety briefings.
- Encourage students to explain their thinking while they work.
- Revisit key language regularly.

TRY IT TOMORROW

- Choose one practical lesson.
- Identify 5 key words or phrases.
- Create a simple visual support (e.g. equipment labels or a process diagram).
- Model the language and ask students to use it during the activity.
- Ask for a short written or spoken reflection at the end.

TEACHER LANGUAGE

"Let's look at the key words for this task."
"Can you say what you are doing?"
"Use this sentence frame to describe what you observed."
"Why do you think that happened?"
"What would you do differently next time?"

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STOP SAYING "USE ACADEMIC LANGUAGE"

Be specific, show what you mean.

THE IDEA

"Use academic language" is too vague.

Students need to know exactly which words and structures to use.

Be specific, model it and give them a chance to try.

IN THE CLASSROOM

- Identify 5–10 key words and phrases.
- Show examples in context.
- Provide sentence frames.
- Give time to practise.
- Revisit and recycle.

1 BE SPECIFIC

Choose the key language.

Instead of:
"Use academic language."

Try:
- 5–10 key words
- Useful phrases
- Important structures

2 MODEL IT

Show how to use it.

Example: Explain a result

The results suggest …

This could be because …

A possible explanation is …

3 PRACTISE AND APPLY

Let students try it.

Talk in pairs

Write a short explanation

Share and give feedback

WHY IT WORKS

- Clearer expectations.
- Builds confidence.
- Improves the quality of spoken and written work.
- Works in every subject.

EAL UPGRADE

Build a subject word bank with key phrases and sentence frames.

TRY IT TOMORROW

Pick one task. Identify 5 key words. Give a simple sentence frame. Let students try it.

TEACHER LANGUAGE

"For this task, use these words."
"You can start with this sentence."
"Try using one of these phrases in your answer."

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COMMAND WORDS AREN'T OBVIOUS

Teach the meaning, not just the word.

THE IDEA

Command words in instructions, questions and assessments have specific meanings.

EAL learners may know the word but not what they need to do.

Make the meaning explicit, give examples and let them practise.

IN THE CLASSROOM

- Pre-teach key command words.
- Use student-friendly meanings.
- Show good and bad examples.
- Give a quick practice task.
- Revisit across subjects.

1 EXPLAIN THE MEANING

Teach what it means.

Give a simple, student-friendly definition.
Use a few key examples.

Describe
Give the key features.

Explain
Give a reason or cause.

2 SHOW EXAMPLES

Show good and bad examples.

Use short examples from your subject.

✓ *"Identify two reasons for this change."*
(give two clear reasons)

✗ *"Identify two reasons."*
(just names, no detail)

3 PRACTISE AND APPLY

Let students use it.

Give a short task using the command word.
Check and give feedback.

"Explain why this happened."

WHY IT WORKS

- Clearer instructions.
- Builds confidence.
- Improves the quality of answers.
- Helps across all subjects.

EAL UPGRADE

Create a command word glossary with simple definitions and example sentences.

TRY IT TOMORROW

Choose 3 common command words. Teach, show examples and give a quick task.

TEACHER LANGUAGE

"In this question, explain means ..."
"You need to give a reason ..."
"A good answer includes ..."

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COMPARE HAS A LANGUAGE PATTERN

Teach the structure, not just the task.

THE IDEA

Comparing means more than saying what is the same or different.

EAL learners need the language to compare clearly and accurately.

The structure helps them organise their ideas and write or speak with confidence.

IN THE CLASSROOM

- Pre-teach the language of comparison.
- Use a simple sentence frame.
- Provide examples from your subject.
- Give time to practise in pairs or small groups.
- Use it in writing or discussion.

1 IDENTIFY THE LANGUAGE

Teach the key structure.

Pre-teach useful words and phrases.

Both … and …
Similarly, …
In contrast, …
However, …
Whereas …

2 MODEL IT

Show it in context.

Use a clear example from your subject.



Both leaves are green and have veins.



However, the leaf is broad **whereas** the needle is thin and pointed.

3 PRACTISE AND APPLY

Let students use it.

Give a simple comparison task.

Both … and … are …
whereas … is … because …

WHY IT WORKS

- Gives students a clear structure.
- Helps them organise and explain their ideas.
- Improves spoken and written responses.
- Works in every subject.

EAL UPGRADE

Create a comparison word bank with key phrases and sentence frames.

TRY IT TOMORROW

Choose two things to compare from your next lesson. Give students a sentence frame and let them try it.

TEACHER LANGUAGE

"Both … and … are similar because …"
"In contrast, …"
"Can you explain how they are different?"

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EXPLAIN MEANS CAUSE AND EFFECT

Teach the language that shows why.

THE IDEA

Explaining isn't just giving an answer – it's showing why something happened.

EAL learners often know the content but need the language to express cause and effect.

Simple structures help them give clearer, stronger explanations.

IN THE CLASSROOM

- Pre-teach key connectives and phrases.
- Show examples in your subject.
- Use a simple sentence frame.
- Give time to practise in pairs or groups.
- Use it in speaking and writing.

1 IDENTIFY THE LANGUAGE

Teach key cause and effect words.

Choose a few useful connectives.

because	as a result
so	which means
therefore	leads to

2 MODEL IT

Show it in context.

Use a clear example from your subject.



It rained heavily → so the river flooded.

3 PRACTISE AND APPLY

Let students use it.

Give a short task to explain why.

"This happened because ..."
"As a result ..."
"This means ..."

WHY IT WORKS

- Helps students give clearer, more detailed explanations.
- Builds spoken and written academic language.
- Supports understanding in all subjects.
- Makes reasoning more visible.

EAL UPGRADE

Create a cause and effect phrase bank with sentence frames.

TRY IT TOMORROW

Choose one topic. Give students a simple cause and effect prompt and a useful sentence frame.

TEACHER LANGUAGE

"Why did this happen?"
"What was the result?"
"Can you explain using because or so?"

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DESCRIBE NEEDS PRECISION

Be clear, specific and accurate.

THE IDEA

Describing means giving clear and specific information.

EAL learners often use general words like "big", "good" or "nice".

Teach more precise words to help them describe in detail.

IN THE CLASSROOM

- Pre-teach useful adjectives and noun phrases.
- Show examples in context.
- Use sentence frames.
- Give time to practise.
- Encourage more detail.

1 CHOOSE SPECIFIC WORDS

Replace general words.

big	large
small	tiny
good	effective
nice	attractive
bad	damaged

2 MODEL IT

Show a clear example.



A big apple.



A large, round, red apple with a shiny skin.

3 PRACTISE AND APPLY

Let students try it.

Give a simple picture or object to describe.



It is …
It has …
It looks …
It is made of …
It would be good for …

WHY IT WORKS

- Builds more accurate and detailed language.
- Improves written and spoken descriptions.
- Supports higher level thinking.
- Useful in every subject.

EAL UPGRADE

Create a "describing" word bank with useful adjectives and noun phrases.

TRY IT TOMORROW

Give a picture.
Ask students to describe it using three specific adjectives and a sentence frame.

TEACHER LANGUAGE

"Be more specific."
"Can you give more detail?"
"Use a stronger adjective."
"Tell me exactly what it looks like."

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EVIDENCE NEEDS LANGUAGE

Teach how to show evidence, not just say it.

THE IDEA

Giving evidence means using language to show proof.

EAL learners often know the idea but not the language to do it.

Teach useful phrases and model how to use them.

IN THE CLASSROOM

- Teach useful phrases.
- Show examples from your subject.
- Use sentence frames.
- Give time to practise.
- Use it in speaking and writing.

1 TEACH THE PHRASES

Give useful evidence phrases.

- According to …
- The data shows …
- For example, …
- A key quote is …
- This proves …

2 MODEL IT

Show it in a real example.

Claim: Plants need light.

Evidence: The results show the plant without light did not grow.

3 PRACTISE AND APPLY

Let students use it.

Give a short task to add evidence.

"The results show …"
"For example, …"
"This proves …"

WHY IT WORKS

- Helps students give stronger, more convincing answers.
- Builds academic language.
- Useful in every subject.

EAL UPGRADE

Create an evidence phrase bank with simple examples from your subject.

TRY IT TOMORROW

Choose one question. Teach 2–3 evidence phrases. Model an example and let students try it.

TEACHER LANGUAGE

"What is your evidence?"
"Can you show this in the text or data?"
"Use one of these phrases in your answer."

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PREDICTION HAS A LANGUAGE PATTERN

Teach the language for making a prediction.

THE IDEA

Making a prediction means saying what might happen.

EAL learners need the language to show this clearly.

Simple patterns help them express ideas with confidence.

IN THE CLASSROOM

- Pre-teach prediction phrases.
- Show examples from your subject.
- Use a simple sentence frame.
- Give time to practise.
- Use it in speaking and writing.

1 TEACH THE PATTERN

Give a simple sentence frame.

I think ...
I predict ...
It will ...
It might ...
It could ...

2 SHOW EXAMPLES

Use a clear example.

I **think** it will rain tomorrow.



3 PRACTISE AND APPLY

Let students use it.

Give a simple prediction task.

I think ...
I predict ...
It might ...



WHY IT WORKS

- Helps students express future ideas.
- Builds academic language.
- Improves spoken and written answers.
- Useful in every subject.

EAL UPGRADE

Create a prediction phrase bank with simple sentence frames.

TRY IT TOMORROW

Give a picture or data. Ask students to make a prediction using one of the sentence frames.

TEACHER LANGUAGE

"What do you think will happen?"
"Can you make a prediction?"
"Use a sentence frame."
"What might happen next?"

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HYPOTHESISE BEFORE YOU EXPERIMENT

Teach the language for a scientific hypothesis.

THE IDEA

A hypothesis is a possible answer before you test.

EAL learners often know the idea but need the language to explain it.

Simple sentence frames help them make clear predictions.

IN THE CLASSROOM

- Pre-teach key phrases.
- Show examples from your subject.
- Use a simple sentence frame.
- Give time to practise.
- Use it in speaking and writing.

1 TEACH THE LANGUAGE

Use a simple frame.

I think ...
I predict ...
My hypothesis is ...
I expect ...
If ... then ...

2 SHOW EXAMPLES

Use it in context.

Hypothesis:
If plants get more light, then they will grow taller.



3 PRACTISE AND APPLY

Let students try it.

Give a simple investigation question.

My hypothesis is ...
I predict ...
If ... then ...



WHY IT WORKS

- Helps students express scientific ideas.
- Builds academic language.
- Supports clear, logical thinking.
- Useful in every subject.

EAL UPGRADE

Create a hypothesis phrase bank with simple sentence frames.

TRY IT TOMORROW

Give a simple question. Ask students to write a hypothesis using one of the sentence frames.

TEACHER LANGUAGE

"What do you think will happen?"
"What is your hypothesis?"
"Can you explain your prediction?"
"If ... then ... what might you see?"

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HOW SCIENTISTS HEDGE

Teach words to show uncertainty.

THE IDEA

Scientists often don't say something is 100% true.

They use hedging words to show uncertainty.

These words make their claims more accurate.

IN THE CLASSROOM

- Teach common hedging words.
- Show examples from science texts.
- Use a simple sentence frame.
- Give time to practise.
- Use it in speaking and writing.

1 TEACH THE WORDS

Give useful hedging words.

might	probably
could	it seems
possibly	may

2 SHOW EXAMPLES

Use it in a science example.

The results **suggest** it **might** be due to the temperature.



3 PRACTISE AND APPLY

Let students use it.

Give a simple question to answer.

It might be ...
It could be ...
The results suggest ...
It seems ...



WHY IT WORKS

- Helps students make careful, accurate claims.
- Builds academic language.
- Useful in science and other subjects.
- Supports critical thinking.

EAL UPGRADE

Create a hedging word bank with simple examples.

TRY IT TOMORROW

Give a science question. Ask students to answer using one hedging word and a sentence frame.

TEACHER LANGUAGE

"Can you say that more carefully?"
"What word shows uncertainty?"
"Could there be another reason?"
"How might we say this?"

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HOW HISTORIANS QUALIFY CLAIMS

Teach words to show how certain a claim is.

THE IDEA

Historians don't always say something is 100% true.

They use words like "may", "possibly" or "likely" to show how certain a claim is.

These words help make their writing balanced and accurate.

IN THE CLASSROOM

- Teach useful qualifying words.
- Show examples from history texts.
- Use a simple sentence frame.
- Give time to practise.
- Use it in speaking and writing.

1 TEACH THE WORDS

Give useful qualifying words.

may	probably
might	likely
possibly	it seems

2 SHOW EXAMPLES

Use it in a history example.

The evidence suggests this event **probably** happened in the 1500s.



3 PRACTISE AND APPLY

Let students use it.

Give a simple statement and add a qualifier.

It may have been ...
It probably ...
It might ...
It seems ...



WHY IT WORKS

- Helps students make careful, balanced claims.
- Builds academic language.
- Useful in history and other subjects.
- Supports critical thinking.

EAL UPGRADE

Create a qualifier word bank with simple examples.

TRY IT TOMORROW

Give a historical claim. Ask students to add a qualifying word and explain their choice.

TEACHER LANGUAGE

"How certain is this claim?"
"Can you say this in a more balanced way?"
"What word shows uncertainty?"

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HOW MATHEMATICIANS EXPLAIN REASONING

Teach the language for mathematical reasoning.

THE IDEA

Mathematicians use specific language to explain why an answer is correct.

EAL learners often know the idea but need the language to describe their reasoning.

Simple phrases help them explain their thinking clearly.

IN THE CLASSROOM

- Teach key reasoning phrases.
- Show examples from maths.
- Use a simple sentence frame.
- Give time to practise.
- Use it in speaking and writing.

1 TEACH THE PHRASES

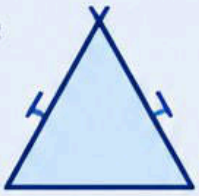
Give useful reasoning phrases.

- because ...
- so ...
- therefore ...
- this shows ...
- we can see that ...
- the answer must be ...

2 SHOW EXAMPLES

Use it in a maths example.

Because both angles are equal, the triangle must be isosceles.

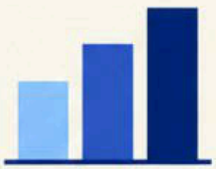


3 PRACTISE AND APPLY

Let students use it.

Give a short problem and ask for a reason.

Because ...
Therefore ...
This shows ...
The answer must be ...



WHY IT WORKS

- Helps students explain their mathematical thinking.
- Builds academic language.
- Makes reasoning clearer and more convincing.
- Useful in every subject.

EAL UPGRADE
Create a reasoning phrase bank with simple examples from your maths topics.

TRY IT TOMORROW
Give a problem and ask students to explain their reasoning using one of the key phrases.

TEACHER LANGUAGE
"Can you explain why?"
"What is your reasoning?"
"Use one of these phrases in your answer."

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CLAIM → EVIDENCE → REASONING

Teach the language for a complete argument.

THE IDEA

A strong explanation usually has three parts: a claim, evidence and reasoning.

EAL learners often know the ideas but need the language to link them together.

Simple language frames help them build complete, clear arguments.

IN THE CLASSROOM

- Teach the three parts and their language.
- Show examples from your subject.
- Use simple sentence frames.
- Give time to practise.
- Use it in speaking and writing.

1 TEACH THE LANGUAGE

Use simple sentence frames.

Claim:	*I think …* *My claim is …*
Evidence:	*The evidence shows …* *For example, …*
Reasoning:	*This means …* *Therefore …*

2 SHOW EXAMPLES

Use a clear example.

Claim:	*I think plants need sunlight to grow.*
Evidence:	*The evidence shows that growth is faster in light.*
Reasoning:	*Therefore, sunlight helps plants make food.*



3 PRACTISE AND APPLY

Let students try it.

Give a simple question and ask for a full explanation.

My claim is …
The evidence shows …
This means …
Therefore …



WHY IT WORKS

- Helps students organise their ideas.
- Builds academic language.
- Improves spoken and written explanations.
- Useful in every subject.

EAL UPGRADE
Create a claim–evidence–reasoning phrase bank with simple examples.

TRY IT TOMORROW
Give a question from your subject and ask students to write a short claim, evidence and reasoning.

TEACHER LANGUAGE
"What is your claim?"
"What evidence supports it?"
"How does the evidence show that?"
"Can you put it all together?"

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One Concept, Three Registers

Teach the same idea in everyday, academic and subject language.

THE IDEA

Key concepts are often said differently in everyday talk, academic English and subject language.

EAL learners need help to recognise and use all three forms.

Making the connections builds vocabulary and deeper understanding.

IN THE CLASSROOM

- Choose a key concept.
- Find everyday, academic and subject forms.
- Show them side by side.
- Use examples from your subject.
- Give time to practise in speaking and writing.

1 SHOW THE THREE REGISTERS

Present the same idea in three ways.

Everyday talk	Academic English	Subject language
It goes up.	*It increases.*	*It rises.*
It gets bigger.	*It becomes larger.*	*It expands.*
It changes.	*It varies.*	*It fluctuates.*

2 USE A SUBJECT EXAMPLE

Show the three registers in context.

Everyday talk: *The temperature goes up.*

Academic English: *The temperature increases.*

Subject language: *The temperature rises.*



3 PRACTISE AND APPLY

Let students try it.

Give a new concept and ask students to write or say it in three registers.

Everyday: …
Academic: …
Subject: …



WHY IT WORKS

- Helps students recognise different language forms.
- Builds vocabulary across contexts.
- Supports comprehension and subject learning.
- Useful in every subject.

EAL UPGRADE
Create a three-register vocabulary bank for key concepts in your subject.

TRY IT TOMORROW
Choose one key concept from your next lesson. Write it in everyday, academic and subject language.

TEACHER LANGUAGE
"How else can we say this?"
"Which word is more formal?"
"What is the subject word?"
"Can you use all three in a sentence?"

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FROM EVERYDAY TALK TO SUBJECT TALK

Support the shift from informal to more academic language.

THE IDEA

EAL learners often start with everyday language.

They need support to move towards more academic and subject-specific language.

This helps them express their ideas more clearly and succeed in their learning.

IN THE CLASSROOM

- Notice everyday language.
- Introduce more formal alternatives.
- Show examples from your subject.
- Use simple sentence frames.
- Give time to practise.
- Use it in speaking and writing.

1 EXPLORE THE DIFFERENCE

Compare everyday and subject language.

Everyday talk	Subject talk
It's about ...	*It relates to ...*
It's like ...	*It is similar to ...*
I think ...	*I suggest ...*
It's good/bad ...	*It has advantages/ disadvantages ...*

2 USE A SUBJECT EXAMPLE

Show how to upgrade the language.

Everyday: *Plants make food from sunlight.*

Subject: *Plants photosynthesise, using light energy to produce glucose.*

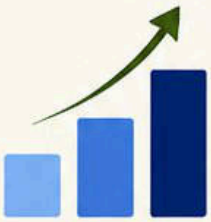


3 PRACTISE AND APPLY

Let students try it.

Give a simple idea and ask students to write or say it in everyday and subject language.

Everyday: ...
Academic: ...
Subject: ...



WHY IT WORKS

- Helps students extend their language.
- Builds confidence to use academic and subject terms.
- Supports clearer explanations and better writing.
- Useful in every subject.

EAL UPGRADE

Create an everyday → subject vocabulary bank with examples from your subject.

TRY IT TOMORROW

Choose one key idea from your next lesson. Write it in everyday language and subject language.

TEACHER LANGUAGE

"How else can we say this?"
"What is a more formal word?"
"Can you change this into subject language?"

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TEACH THE LANGUAGE OF THINKING

Give students the words to think, not just to answer.

THE IDEA

Students need language to show their thinking.

Thinking words help them explain, question and consider other ideas.

Use a small set of high-value words across all subjects.

IN THE CLASSROOM

- Teach a few key words.
- Model how to use them.
- Use examples from your subject.
- Give time to practise.
- Use in speaking and writing.

1 TEACH THE WORDS

Use a small set of thinking words.

because	however	therefore
I think	this suggests	on the other hand
what if	it depends	overall

2 SHOW EXAMPLES

Use them in a subject example.

I think this happens **because** there is more sunlight.



3 PRACTISE AND APPLY

Let students use them.

I think …
However, …
This suggests …
What if …



WHY IT WORKS

- Builds academic language.
- Helps students explain and reason.
- Useful in every subject.

EAL UPGRADE

Create a short thinking word bank for your subject.

TRY IT TOMORROW

Choose one question and ask students to use two thinking words.

TEACHER LANGUAGE

"Can you explain why?"
"What else could be true?"
"Which word helps you show that?"

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VOCABULARY IS NOT A GLOSSARY

Teach fewer words, but teach them well.

THE IDEA

A glossary gives definitions.

Vocabulary teaching helps students use the words.

Focus on a small number of key, useful words.

IN THE CLASSROOM

- Choose a few key words.
- Explain in simple language.
- Use examples from your subject.
- Give time to practise.
- Use in speaking and writing.

1 SHOW THE DIFFERENCE

Glossary	Vocabulary
migration the movement of people	People **migrate** to find a better life.

2 USE AN EXAMPLE

Teach the word in context.

People **migrate** to find a better life.



3 PRACTISE AND APPLY

Let students use it.

People **migrate** ...
They **migrate** because ...
Migration can ...

WHY IT WORKS

- Helps students use new words.
- Builds deeper understanding.
- Useful in every subject.

EAL UPGRADE

Choose 3–5 key words this unit and plan simple examples and practice.

TRY IT TOMORROW

Pick one key word from your next lesson and teach it in context.

TEACHER LANGUAGE

"What does this word mean?"
"How can we use it?"
"Can you give an example?"

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WHICH WORDS ARE WORTH TEACHING?

Focus on high-value words, not every new word.

THE IDEA

Not all words need to be taught.

Focus on words that are useful, repeated and important for understanding.

This helps students build a smaller, stronger vocabulary.

IN THE CLASSROOM

- Choose key words from your topic.
- Look for words that are useful and repeated.
- Teach in context.
- Give time to use the words.
- Use in speaking and writing.

1 SPOT KEY WORDS

Choose high-value words.

- Important for the topic
- Used often
- Useful across lessons

2 USE A SUBJECT EXAMPLE

Pick 2–3 key words.

- absorb
- release
- energy



3 PRACTISE AND APPLY

Use the words in context.

Plants **absorb** sunlight and **release** energy.



WHY IT WORKS

- Builds useful, lasting vocabulary.
- Supports understanding.
- Works in every subject.

EAL UPGRADE
Choose 2–3 high-value words this lesson and plan how to use them.

TRY IT TOMORROW
Pick two key words from your next lesson and teach them in context.

TEACHER LANGUAGE
"Which words are important?"
"Will this word be useful later?"
"Where else might we use it?"

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CONCEPT BEFORE LABEL

Build understanding first, then teach the word.

THE IDEA

Students understand ideas more easily when they see, do or experience the concept first.

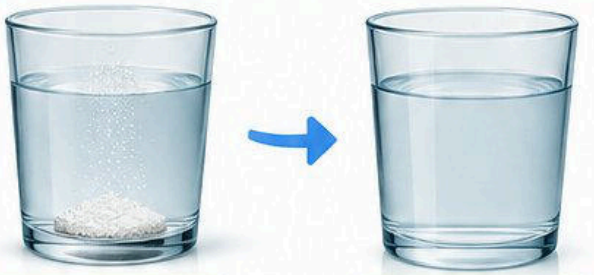
Then the word has meaning.

IN THE CLASSROOM

- Start with a real example or visual.
- Discuss the idea in simple language.
- Add the subject word.
- Use the word in a sentence or activity.

1 EXPLORE THE IDEA

Show the concept.



Sugar in water | It dissolves

2 ADD THE WORD

Introduce the subject word.

dissolve

to mix with a liquid so it cannot be seen

3 USE THE WORD

Let students use it.

The sugar **dissolves** in water.



WHY IT WORKS

- Links words to real understanding.
- Helps long-term memory.
- Useful in every subject.

EAL UPGRADE

Use a real example or visual before teaching the word.

TRY IT TOMORROW

Choose one key word from your next lesson and show the concept first.

TEACHER LANGUAGE

"What do you notice?"
"What is happening?"
"Now we can say ..."

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TECHNICAL WORDS AREN'T ALWAYS THE PROBLEM

Everyday words can also be hard in subject contexts.

THE IDEA

Students often know the word but not the subject meaning.

Common words can be technical depending on the subject.

Teach meaning in context, not just the word itself.

IN THE CLASSROOM

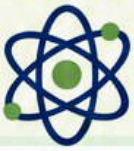
- Spot everyday words used technically.
- Explain the subject meaning.
- Use examples.
- Check understanding.
- Give time to use the word.

1 SPOT THE WORD

Same word, different meaning.

Everyday	Subject
model a small copy	**model** a way to represent reality

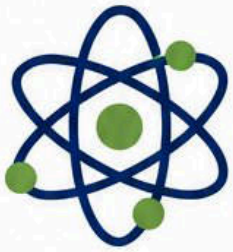




2 EXPLAIN IN CONTEXT

Use a subject example.

This **model** shows how the atom is structured.



3 PRACTISE AND APPLY

Let students use it.

A **model** can help us explain this idea.



WHY IT WORKS

- Builds accurate subject vocabulary.
- Reduces confusion.
- Useful in every subject.

EAL UPGRADE
Make a list of 3 common words used differently in your subject.

TRY IT TOMORROW
Choose one everyday word and teach its subject meaning.

TEACHER LANGUAGE
"What does this word mean in this subject?"
"Can you use it in a sentence?"

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THE VOCABULARY ICEBERG

Teach the hidden, high-value words.

THE IDEA

Every subject has key words that are not always obvious.

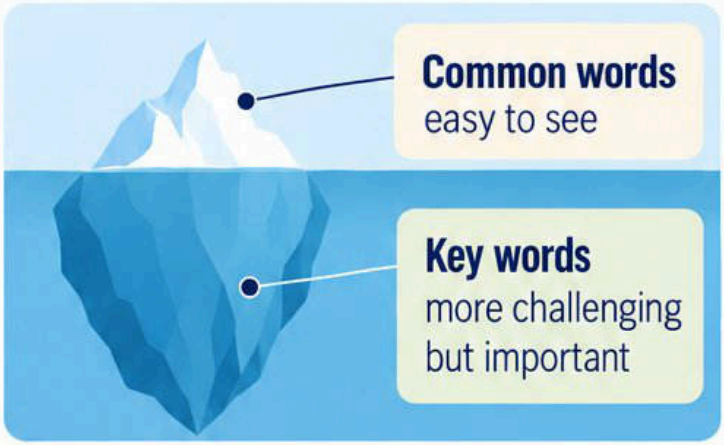
These words are less frequent but very useful.

Move beyond the most common words.

IN THE CLASSROOM

- Identify a few key words.
- Explain in simple language.
- Use subject examples.
- Give time to practise.
- Use in speaking and writing.

1 FIND THE HIDDEN WORDS



2 TEACH IN CONTEXT

Use a subject example.

The **habitat** provides shelter and food.



3 PRACTISE AND APPLY

Let students use it.

The **habitat** changes when the water level rises.



WHY IT WORKS

- Builds deeper understanding.
- Supports reading and writing.
- Useful in every subject.

EAL UPGRADE
Choose 2–3 key words in your next unit and teach them in context.

TRY IT TOMORROW
Pick one key word from your next lesson and plan a simple example.

TEACHER LANGUAGE
"What does this word mean?"
"How can we use it?"
"Can you give an example?"

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WORDS THAT CHANGE MEANING BY SUBJECT

The same word can mean different things in different subjects.

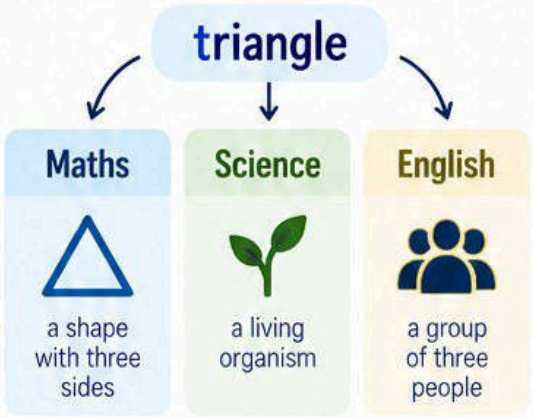
THE IDEA

Many words are used in several subjects, but their meaning changes.

Students need to learn subject-specific meanings, not just one definition.

1 NOTICE

Show the word in different subjects and ask students what it might mean in each one.



2 UNDERSTAND

Explore the meaning in context. Look at how the word works in each subject and what clues help identify the meaning.

Maths: The triangle has three equal sides.

Science: Food chains often form a triangle.

English: The story focuses on a love triangle.

IN THE CLASSROOM

Highlight when a word has different meanings in different subjects.

Compare definitions and examples.

Give students practice using the word in subject-specific sentences and tasks.

3 USE

Give students opportunities to use the word accurately in the correct subject, in speaking and writing.

triangle

- Draw a triangle (Maths).
- Describe a food triangle (Science).
- Write a sentence with triangle in a story (English).

EAL UPGRADE

Use translation or first language to explore multiple meanings and compare examples.

TRY IT TOMORROW

Choose a common word from your subject and create a mini 'meanings map' with examples for each subject.

TEACHER LANGUAGE

"How does this word mean something different in this subject?"
"What clue helps us know the meaning here?",

MORPHOLOGY BEFORE MEMORISATION

Use word parts to unlock meaning.

THE IDEA

Many subject words are built from smaller parts.

Learning word parts (roots, prefixes, suffixes) helps students understand and remember new words.

IN THE CLASSROOM

- Teach common prefixes, roots and suffixes.
- Show how they change meaning.
- Use examples from your subject.
- Let students discover and build words.
- Give time to apply.

1 BREAK THE WORD

unpredictable

un	predict	able
not	say earlier	can be done

2 BUILD MEANING

Use the parts to explain.

Unpredictable means not able to be predicted earlier.



3 APPLY TO NEW WORDS

Try more words.

predict	→	prediction
predict	→	predictable
predict	→	unpredictably

WHY IT WORKS

- Builds word learning skills.
- Helps with long, complex words.
- Useful in every subject.

EAL UPGRADE
Teach 2–3 common word parts this unit and use them in context.

TRY IT TOMORROW
Choose one word from your next lesson, break it into parts, and teach it.

TEACHER LANGUAGE
"What does this part mean?"
"Can you find other words with the same part?"

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THE POWER OF THE ROOT

A small part can unlock many words.

THE IDEA

Many subject words share common roots.

Knowing the root helps students understand new words and remember them.

IN THE CLASSROOM

- Introduce a common root.
- Show related words.
- Explain the shared meaning.
- Use examples from your subject.
- Let students create more words.

1 FIND THE ROOT



port

to carry

2 BUILD WORDS

Explore related words.

transport
export
import
portable



3 USE IN CONTEXT

Try a sentence.

We **transport** goods by ship.



WHY IT WORKS

- Builds word families.
- Helps with longer, technical words.
- Useful in every subject.

EAL UPGRADE

Choose one common root this unit and find 3–5 related words.

TRY IT TOMORROW

Pick a root from your next lesson and create a mini word family.

TEACHER LANGUAGE

"What does this root mean?"
"What other words can we make?"
"Can you use one in a sentence?"

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COLLOCATIONS MATTER

Words go together in natural combinations.

THE IDEA

Words often go together in fixed phrases (collocations).

Learning collocations helps students sound more natural and use words accurately.

IN THE CLASSROOM

- Highlight common collocations.
- Show examples in context.
- Compare natural and unnatural phrases.
- Practise in speaking and writing.
- Give feedback on word combinations.

1 NOTICE THE PATTERN

Words naturally go together.

✓
do research
make a decision
take notes

✗
do a decision
make research
take a note

2 TEACH IN CONTEXT

Use subject examples.

We **conduct** an experiment in science.



3 PRACTISE AND APPLY

Let students use the collocation.

We **made a decision** after the discussion.



WHY IT WORKS

- Builds natural, fluent language.
- Improves accuracy.
- Useful in every subject.

EAL UPGRADE
Make a list of 5 useful collocations in your next unit and use them in class.

TRY IT TOMORROW
Choose one collocation from your next lesson and model it in a sentence.

TEACHER LANGUAGE
"Which words go together?"
"Can you use this collocation in a sentence?"

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EXAMPLES AND NON-EXAMPLES

Use examples and non-examples to build meaning.

THE IDEA

Examples and non-examples help students understand what a word means and doesn't mean.

They make word learning clearer and reduce confusion.

IN THE CLASSROOM

- Give clear examples.
- Give non-examples.
- Discuss why they fit or don't fit.
- Use examples from your subject.
- Let students create their own.

1 INTRODUCE THE WORD

What is a **democracy**?



2 SHOW EXAMPLES

Examples: things that are democracies.

- elections
- people vote
- different opinions

3 SHOW NON-EXAMPLES

Non-examples: things that are not democracies.

- a king rules
- a military dictatorship
- one person makes decisions

4 DISCUSS AND APPLY

Why are these examples and non-examples?



WHY IT WORKS

- Builds a clear and accurate meaning.
- Helps students notice key features.
- Reduces confusion with similar words.
- Useful in every subject.

EAL UPGRADE
Choose one key word from your next unit and give examples and non-examples.

TRY IT TOMORROW
Use examples and non-examples for one new word in your next lesson.

TEACHER LANGUAGE
"Is this an example or a non-example?"
"Why does it fit / not fit?"

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BUILD A VOCABULARY NETWORK

Connect new words to make a web of meaning.

THE IDEA

Words are remembered better when they are connected to other words.

A vocabulary network shows how words relate in meaning, helping students understand and recall them.

IN THE CLASSROOM

- Start with a key word from your subject.
- Add related words (synonyms, antonyms, examples).
- Show connections with a simple word map.
- Let students build their own networks.
- Use different colours or symbols for relationships.

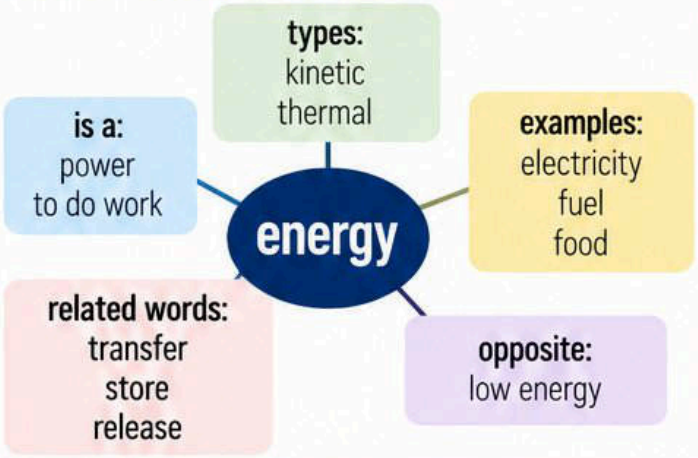
1 CHOOSE A WORD

Start with a key word, for example **energy**.



2 ADD RELATED WORDS

Connect related words.



3 USE AND APPLY

Use the network to help learning.

Energy can be transferred from one object to another.



WHY IT WORKS

- Shows how words are connected.
- Helps students deepen understanding.
- Makes new words easier to remember.

EAL UPGRADE
Choose a key word from your next unit and create a simple word network with your class.

TRY IT TOMORROW
Pick one new word, add 3–5 related words, and ask students to create their own web.

TEACHER LANGUAGE
"What words are related?"
"How are these words connected?"
"Can you add another word?"

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MEET IT AGAIN

Revisit words so they move from short-term to long-term memory.

THE IDEA

Students need to meet new words multiple times in different contexts.

Each time they meet a word, they understand it a little more and remember it for longer.

IN THE CLASSROOM

- Plan regular opportunities to revisit key words.
- Use the word in different activities.
- Space out repetition over time.
- Vary the context (e.g. reading, listening, speaking, writing).
- Encourage students to use the word again.

1 FIRST ENCOUNTER

Introduce the word.

We learned **adapt** in our reading.



2 SECOND ENCOUNTER

Use it in discussion.

How do animals **adapt** to different environments?



3 THIRD ENCOUNTER

Use it in writing.

Write a sentence about how people **adapt** to change.



4 FURTHER ENCOUNTERS

Keep meeting it.

- See it in a different text.
- Hear it in a video.
- Use it in a new topic.
- Add it to a vocabulary review.



WHY IT WORKS

- Builds stronger, longer-lasting memories.
- Deepens understanding.
- Helps students use the word confidently.
- Useful in every subject.

EAL UPGRADE
Plan 3–5 spaced encounters with key words in each unit.

TRY IT TOMORROW
Choose one key word and plan three different activities to revisit it next week.

TEACHER LANGUAGE
"We've seen this word before."
"Where else can we use it?"
"Can you use it in a sentence?"

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RETRIEVAL BEATS RE-READING

Active recall helps words move from short-term to long-term memory.

THE IDEA

Trying to remember a word is more effective than simply reading it again.

Retrieval practice strengthens memory and helps students use new words confidently.

IN THE CLASSROOM

- Use short, low-stakes recall activities.
- Ask students to write, say or explain the word from memory.
- Space retrieval over time.
- Mix old and new words.
- Keep it varied (questions, quizzes, pair work, mini whiteboards).

1 PRESENT THE WORD

Introduce the word.

We learned **biodiversity** yesterday.



2 RETRIEVE FROM MEMORY

Ask students to remember the word.

What was the word?
What does it mean?
Can you use it in a sentence?



3 CHECK AND USE

Check and use the word.

- Compare with the correct answer.
- Use it in a new sentence.
- Discuss with a partner.



4 REVISIT REGULARLY

Come back to it.

Use the word again in a later lesson, a quiz or a different topic.



WHY IT WORKS

- Strengthens long-term memory.
- Helps students use words actively.
- More effective than repeated reading.
- Useful in every subject.

EAL UPGRADE
Use short retrieval activities with key words from each unit.

TRY IT TOMORROW
At the start of your next lesson, ask students to recall 3–5 key words from memory.

TEACHER LANGUAGE
"What was the word?"
"Can you remember the meaning?"
"Use it in a sentence."

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TRANSLATION CAN SAVE TIME

Use translation strategically to support understanding.

THE IDEA

Translation can help students quickly grasp the meaning of a new word, especially abstract or subject-specific terms.

It saves time, reduces frustration and allows them to focus on using the word in context.

IN THE CLASSROOM

- Allow strategic use of students' home languages.
- Use translation tools or bilingual resources.
- Check and discuss the meaning.
- Move from translation to examples and context.
- Encourage students to use the word in their own sentences.

1 FIND THE MEANING

Use translation for a quick understanding.

photosynthesis

English: photosynthesis
Spanish: fotosíntesis
Arabic: البناء الضوئي
Mandarin: 光合作用



2 CHECK AND DISCUSS

Check the meaning together.

What does it mean?
Is it the same in your language?



3 MOVE TO CONTEXT

Use examples to deepen understanding.

Plants use **photosynthesis** to make their own food from sunlight.



4 USE IN YOUR OWN WORDS

Let students use the word.

Can you explain photosynthesis in your own words?



WHY IT WORKS

- Provides quick access to meaning.
- Reduces cognitive load.
- Helps students engage with new vocabulary.
- Frees up time for deeper learning and use in context.

EAL UPGRADE
Use translation to get started, then move to examples, discussion and independent use.

TRY IT TOMORROW
Choose a key word from your next lesson, find the translation, and plan a follow-up activity.

TEACHER LANGUAGE
"What does this word mean in your language?"
"Is there a similar word?"
"Can you use it in a sentence?"

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CAN THEY ACTUALLY USE THE WORD?

Knowing a word is not the same as using it.

THE IDEA

Students may recognise and define a word but still struggle to use it accurately.

Check that students can use new vocabulary in context, not just recall the meaning.

IN THE CLASSROOM

Give students opportunities to use new words in speaking and writing.

Provide sentence frames or models at first.

Give feedback on accuracy and appropriateness.

1 CHECK

Ask students to use the word in a sentence, explanation or discussion related to the subject.

analyse

"I **analysed** the graph to find a trend in the data."

2 SUPPORT

Provide a model or sentence **frame** to help students use the word correctly in context.

Sentence frames

- The data suggests ...
- We can **analyse** this by ...
- This helps us to **analyse** ...
- In conclusion, the **analysis** shows ...

3 PRACTISE

Give students regular opportunities to use the word in different tasks, and in their own words.



EAL UPGRADE

Use first language translation to explore meaning and examples, then help students use the word in English.

TRY IT TOMORROW

Choose one key word from your subject and give students a short task to use it in a sentence or explanation.

TEACHER LANGUAGE

"Can you use this word in a sentence?"
"Is this the right word for this context?"
"How could you say this in your own words?"

DON'T REWRITE EVERY TEXT

Use the real text, with support, not a simplified version.

THE IDEA

Simplifying texts too much removes important subject vocabulary, sentence structure and ideas.

Students can learn to read the real thing with the right support and strategies.

Simplified text



- Fewer key words
- Simpler sentences
- Less depth and detail

Original text



- Real subject vocabulary
- Authentic sentence structure
- Richer ideas and detail

IN THE CLASSROOM

Use the original text whenever possible.

Pre-teach key vocabulary.

Use scaffolds (e.g. glossaries, annotations, models).

Teach and model strategies to help students access meaning.

1 SUPPORT

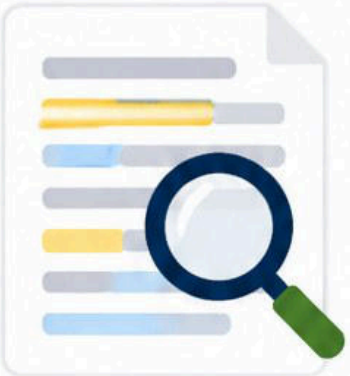
Build understanding before reading. Provide key words, a brief context and a purpose for reading.

Key words

- identify
- consequence
- evidence
- significant

2 READ AND UNPACK

Use the original text and support students to read it. Encourage strategies such as skimming, noting key information and checking meaning in context.



EAL UPGRADE

Use first language or translation to explore key vocabulary and ideas from the original text.

TRY IT TOMORROW

Choose a short section from a real text, pre-teach three key words and read it with students using support.

TEACHER LANGUAGE

"What do you notice?"
"What does this word mean in this context?"
"How can we work out this part together?"

GLOSS, DON'T SIMPLIFY EVERYTHING

Explain key words, but keep the text at the right level.

THE IDEA

Simplifying texts too much can remove important disciplianry vocabulary, sentence structure and ideas.

A short glossary or targeted explanations help students access the original text without losing meaning.

IN THE CLASSROOM

Use the original text whenever possible.

Pre-teach or gloss key vocabulary.

Provide brief, clear explanations in context.

Encourage students to use the glossary to help them read independently.

1 IDENTIFY

Choose a few key words from the text that may be difficult and explain them.

Text extract (original)

The **ecosystem** is affected when the **habitat** is destroyed, which can lead to a decline in **biodiversity.**

2 GLOSS

Provide simple, accurate explanations that link to the subject. Use visuals or examples where helpful.

Key words

ecosystem	a community of living things and their environment
habitat	the natural home of a living thing
biodiversity	the variety of living things in an area







3 READ AND USE

Students read the original text, using the glossary to support understanding. They can then answer questions, discuss the ideas or complete a task using the key words.

Try this task

1. Read the text.
2. Use the glossary to help you understand the key words.
3. Explain how the loss of habitat can affect biodiversity.
4. Write your own sentence using one of the key words.

EAL UPGRADE

Use translation or visual support to explore key vocabulary and check meaning in context.

TRY IT TOMORROW

Choose one subject text and create a short glossary of 3–5 key words. Use it with students as they read the original text.

TEACHER LANGUAGE

"This word means ..."
"Look at the glossary."
"Use the key words to help you answer the question."
"Can you explain this in your own words?"

READ FOR A REASON

Understanding why you are reading helps you read more effectively.

THE IDEA

Experts read differently because they have a purpose.

Knowing why you are reading helps you choose the right strategies, focus on the most important information and understand the text more deeply.

IN THE CLASSROOM

Make the purpose for reading explicit.

Discuss which strategy is most useful and why.

Model how your purpose affects the way you read.

Give students opportunities to set their own purpose and explain their choice of strategy.

1 IDENTIFY THE PURPOSE

Before reading, ask:
Why am I reading this text?
The purpose will guide your reading.

Common purposes

- to find information
- to understand a process
- to learn a concept
- to compare different ideas
- to evaluate an argument
- to solve a problem

2 CHOOSE A STRATEGY

Use a reading strategy that matches your purpose.

Purpose	Useful strategies
Find key information	Skim, scan, look for headings and key words
Understand a process	Read carefully, follow the sequence, use diagrams
Learn a concept	Read in detail, look for definitions and examples
Compare ideas	Look for similarities and differences
Evaluate an argument	Identify the evidence and the writer's view
Solve a problem	Read carefully, highlight relevant information, check your understanding

3 CHECK AND REFLECT

After reading, ask:
Did I achieve my purpose?
What did I learn?
Do I need to read it again in a different way?

- I found the information I needed.
- I understand the main ideas.
- I can explain what I have learned.

EAL UPGRADE

Pre-teach key vocabulary related to the reading purpose (e.g. compare, evaluate, solution).

TRY IT TOMORROW

Give students a short text and three different purposes. Ask them to choose a purpose and explain how it changes their reading.

TEACHER LANGUAGE

"Why are we reading this?"
"What do we need to find out?"
"Which parts are most useful for our purpose?"
"Did this text help you? Why?"

BEFORE → DURING → AFTER

A simple structure to help students read subject texts more effectively.

THE IDEA

Good reading involves more than reading the words.

Students need to prepare, focus while reading, and then check and use what they have learned.

IN THE CLASSROOM

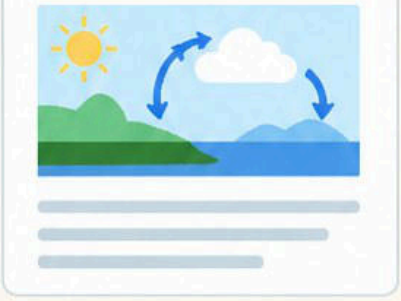
Use the same structure for all subject texts.

Model the process with a short text.

Provide prompts or checklists.

Give students opportunities to practise each stage independently.

1 BEFORE READING — Activate and predict



- Look at the title, headings, diagrams and key words.
- Think about what you already know.
- Predict what the text might be about.
- Set a purpose for reading (e.g. find information, understand a process, compare ideas).

2 DURING READING — Focus and make meaning



- Read actively (e.g. skim, scan, read in detail).
- Use subject knowledge, diagrams and context to help.
- Look for key information, evidence or explanations.
- Pause to check understanding and note any new vocabulary.

3 AFTER READING — Check and use

What did I learn?

- ✓ I can explain the process in my own words.
- ✓ I found the key information I needed.
- ✓ I can use this information in a task or discussion.

- Check if you achieved your purpose.
- Summarise the main ideas in your own words.
- Use the information in a task (e.g. answer questions, create a diagram, write an explanation).
- Think about what you might need to read again.

EAL UPGRADE

Teach and model reading strategies explicitly, using subject texts.

TRY IT TOMORROW

Choose a short subject text. Use the before → during → after structure and provide students with a checklist.

TEACHER LANGUAGE

"What do you think this text will be about?"
"What is the main idea here?"
"How could you use this information?"

FIRST READ: GIST

Start with the big picture before the details.

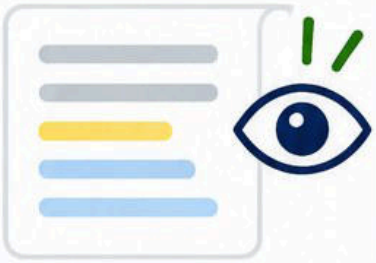
THE IDEA

A first read helps students understand what the text is about before they focus on details.

Finding the gist (building a general understanding) makes the second read more effective and less overwhelming.

1 READ QUICKLY

Read the text once, without stopping for unknown words. Focus on the overall meaning.

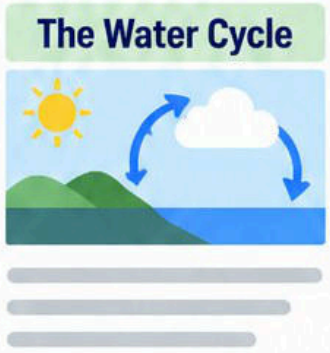


2 FIND THE GIST

Identify what the text is mainly about. You can use:

- **the title** and headings
- **pictures, diagrams** or graphs
- **the first and last** paragraphs
- **repeated words** or key ideas

Example: Article



IN THE CLASSROOM

Model a first read with a short text.

Ask students to summarise the gist in one sentence.

Use visual support to help identify the main idea.

Compare gists in pairs or small groups to check understanding.

3 SUMMARISE

Explain the gist in your own words or choose the best summary from a few options.

"This text explains how water moves around Earth in a cycle."

Useful sentence frames

- This text is mainly about ...
- The main idea is ...
- The text explains ...
- Overall, the text is about ...
- In general, this text ...

4 CHECK YOUR PREDICTION

After the first read, you can predict what the text might include in more detail. This helps you read with a purpose in the second read.



EAL UPGRADE

Teach the word *gist* and related terms (main idea, overall meaning, summary).

TRY IT TOMORROW

Choose a short subject text. Ask students to read it once and write a one-sentence gist, then compare and discuss.

TEACHER LANGUAGE

"What is this text mainly about?"
"What helps you know?"
"Can you summarise the gist in one sentence?"
"What might it explain next?"

SECOND READ: EVIDENCE

Look for the details that support the main ideas.

THE IDEA

A second read helps students move from general understanding to deeper meaning.

By looking for evidence, students find the details that support the main ideas, rather than only focusing on unfamiliar vocabulary.

IN THE CLASSROOM

Model how to find evidence in a short text.

Use highlighting or annotation.

Ask students to quote or paraphrase the evidence.

Discuss how the evidence links to the main idea.

1 READ AGAIN

Now read the text more carefully. Look for details that support the main ideas. They may be facts, examples, explanations or data.



2 FIND THE EVIDENCE

Look for words and phrases that give more information about the main idea.

- **facts** or figures
- **examples**
- **reasons** or explanations
- **comparisons**
- **expert opinions**

Text extract (original)

The city has invested in green transport to reduce air pollution. Since 2020, bus use has increased by 40%, and new cycle lanes have been built across the city. These changes have led to a measurable improvement in air quality.

3 LINK EVIDENCE TO IDEAS

Explain how the evidence supports the main idea. You can quote directly or use your own words.

"The increase in bus use and the new cycle lanes show that the city is investing in greener transport."

Useful sentence frames

- This shows that ...
- For example, ...
- According to the text, ...
- The author explains that ...
- This evidence supports the idea that ...

EAL UPGRADE

Pre-teach useful phrases for giving evidence (e.g. *for example, according to, this shows that*).

TRY IT TOMORROW

Choose a short subject text. Ask students to find two pieces of evidence and explain how each one supports a main idea.

TEACHER LANGUAGE

"What details in the text support this idea?"
"Can you find an example?"
"How does this evidence help you understand the main point?"

PREDICT BEFORE YOU READ

Use what you already know to make informed predictions.

THE IDEA

Good readers use what they already know to predict what a text might be about.

Making predictions activates background knowledge, sets a purpose for reading and helps you notice key information more quickly.

IN THE CLASSROOM

Show students a title, image or diagram and ask: "What do you think this text will be about?"

Record and compare predictions in pairs or small groups.

Ask students to give reasons for their predictions.

Return to the predictions after reading to check which were correct and why.

1 LOOK AT THE CLUES

Before reading, look at the features of the text and predict what it might be about.

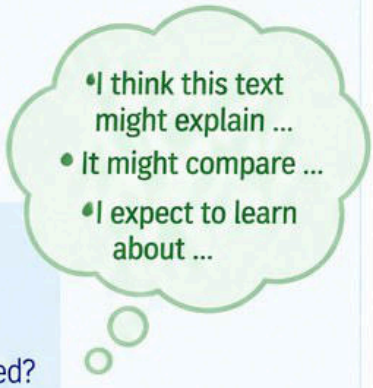
- **title** and headings
- **images**, diagrams or graphs
- **key words** in bold or italics
- **the source** (e.g. article, report, website)
- your own subject knowledge



2 MAKE PREDICTIONS

Use the clues and your own knowledge to predict:

- What is the main idea?
- What information might be included?
- What is the writer's purpose?
- What questions do I expect to be answered?



3 READ AND CHECK

Read the text and compare it with your predictions.

- Which predictions were correct?
- What new information did you learn?
- Why were some predictions different?
- How did your background knowledge help?



EAL UPGRADE
Pre-teach key vocabulary from the title or images and use it to make predictions (e.g. *energy, growth, increase, compare*).

TRY IT TOMORROW
Choose a short subject text. Show only the title and image. Ask students to make three predictions and give reasons. Read the text and check.

TEACHER LANGUAGE
"What do you think this text will be about?"
"What makes you think that?"
"Which parts of the text confirmed or changed your prediction?"

READ THE DIAGRAM TOO

Diagrams, charts and graphics are texts with meaning.

THE IDEA

Diagrams, charts and other visuals give important information, not just decoration.

Students need to learn how to read visuals by looking for key features, understanding what they show and linking them to the written text.

IN THE CLASSROOM

Teach a simple routine for reading diagrams.

Model with examples from your subject.

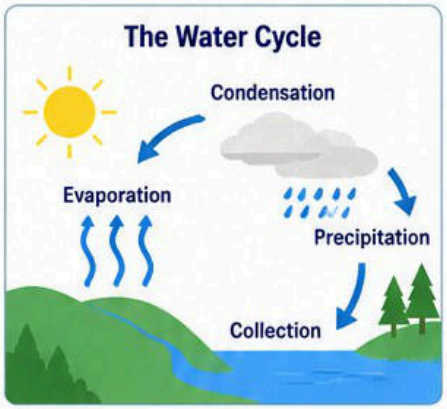
Ask students to explain what the diagram shows in their own words.

Encourage them to use information from the diagram in their answers or writing.

1 IDENTIFY WHAT IT IS

Look at the title, labels and key features.

- What type of diagram is it? (e.g. process diagram, chart, map, labeled diagram)
- What does the title tell you?
- What are the main parts, labels or keys?



2 WORK OUT WHAT IT SHOWS

Describe the information you can see.

- What is happening?
- How are the parts connected?
- What does each part or symbol mean?
- Does it show a process, a comparison, a change over time or a relationship?

This diagram shows ...
The arrows indicate ...
The labels tell us ...
It illustrates ...
We can see that ...

3 LINK TO THE TEXT

Use the diagram and the written text together.

- How does the diagram support the information in the text?
- Does it add extra detail?
- Does it help you understand a difficult idea?
- Use information from the diagram in your answers, explanations or writing.

"The diagram helps us see how water moves through a cycle, which supports the information in the text about evaporation, condensation and precipitation."

EAL UPGRADE

Teach key vocabulary for common diagram features (e.g. *label, key, axis, percentage, increase, decrease, flow, cycle*).

TRY IT TOMORROW

Choose a diagram from your subject (e.g. science process, maths graph, history timeline). Ask students to describe it using a sentence frame, then link it to the text.

TEACHER LANGUAGE

"What does this diagram show?"
"How does it support the text?"
"What can we learn from the labels/arrows/keys?"
"How could you use this information in your answer?"

HOW TO READ A SCIENCE EXPLANATION

Look for the structure and the science ideas.

THE IDEA

Science explanations have a clear structure and follow a pattern.

Students need to learn how to read these texts by looking for key features, understanding how ideas are connected and recognising cause and effect.

IN THE CLASSROOM

Show students the structure of a science explanation.

Use a short text from your subject (e.g. life science, earth science).

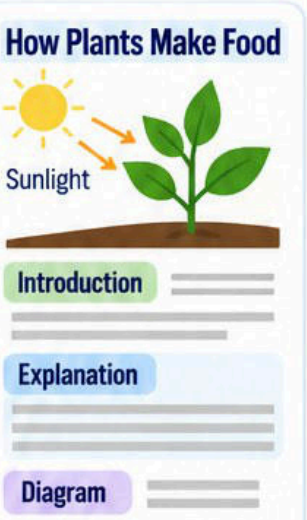
Highlight the key features together (e.g. headings, diagrams, key terms).

Ask students to identify the main idea and how the information is organised.

1 LOOK AT THE STRUCTURE

Identify the different parts of the explanation. Look for:

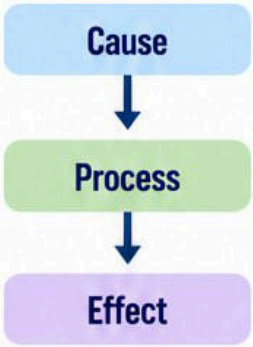
- **title and headings**
- **an introduction** (what is it about?)
- **explanations** (how or why?)
- **diagrams or images**
- **a summary or key idea**



2 UNDERSTAND THE IDEAS

Read the explanation and look for the key science ideas.

- What is the process, event or concept?
- What causes it to happen?
- What are the steps?
- What are the results or effects?
- Are there any key science terms?



3 CONNECT THE TEXT AND DIAGRAM

Use the diagram and the written text together to build a full understanding.

- How does the diagram support the text?
- What extra information does it add?
- Do the labels help you understand key steps or parts?
- Can you explain the whole process in your own words?

"The diagram shows that sunlight is needed for the process. This supports the text, which explains how plants use sunlight to make food."

EAL UPGRADE

Pre-teach key science terms and processes. Use diagrams to build vocabulary (e.g. photosynthesis, evaporation, force, habitat).

TRY IT TOMORROW

Choose a short science explanation. Ask students to identify the structure, the main idea and the key process, then explain it in their own words.

TEACHER LANGUAGE

"What is this text explaining?"
"What is the process?"
"What causes it to happen?"
"How does the diagram help?"
"Can you summarise it?"

HOW TO READ A MATHS PROBLEM

Look for the information, the question and what to do.

THE IDEA

Maths word problems are texts. They contain important information, not just numbers.

Good readers read the problem carefully to understand the situation, decide what is being asked and choose a strategy.

IN THE CLASSROOM

Model how to read a maths problem step by step.

Highlight key information (numbers, units, important words).

Ask students to identify the question and what it is asking them to find.

Discuss which operation(s) might be needed and why.

1 READ THE WHOLE PROBLEM

Read the problem carefully. Get a general idea of what it is about.

- What is the situation?
- Who is involved?
- What information is given?
- What is the question?

Example

A school is organising a trip. There are 6 buses and each bus can take 45 students. If 248 students sign up, how many more buses are needed?

2 IDENTIFY THE KEY INFORMATION

Look for and highlight the important details.

- **Numbers** (e.g. 6 buses, 45 students, 248 students)
- **Units** (e.g. students, buses)
- **Important words** (e.g. each, more, needed)
- **The question** (e.g. how many more buses?)

Highlight the key parts

A school is organising a trip. There are 6 buses and each bus can take 45 students. If 248 students sign up, how many more buses are needed?

3 WORK OUT WHAT TO DO

Think about which operation(s) you might need and how to solve it.

- Do you need to add, subtract, multiply or divide?
- Do you need to work in steps?
- Does the answer make sense in the context?

Possible approach

1. Find how many students can go on 6 buses. $6 \times 45 = 270$
2. Compare with 248. $270 - 248 = 22$
3. So 22 more students can fit, so 0 more buses are needed.

EAL UPGRADE

Pre-teach key maths vocabulary (e.g. total, each, more, less, difference, product, share, divide, remainder).

TRY IT TOMORROW

Choose a real-life maths problem. Ask students to highlight the information, identify the question and explain which operation to use.

TEACHER LANGUAGE

"What is this problem about?"
"What information is important?"
"What is the question asking?"
"What operation might you use? Why?"

HOW TO READ A HISTORICAL SOURCE

Look for the context, purpose and what it tells you.

THE IDEA

Historical sources are texts, images or objects from the past.

They give clues about what happened, how people lived and what people thought.

Good readers look at who created the source, when it was created and why, and consider what it can and cannot tell us.

IN THE CLASSROOM

Show examples of different types of historical sources (e.g. letter, photograph, poster, map, diary).

Model how to ask questions about the source.

Ask students to find evidence in the source and link it to what they already know.

1 IDENTIFY THE SOURCE

Look at the type of source and the key details.

- What type of source is it? (e.g. letter, photograph, poster, map, diary, newspaper article)
- When was it created?
- Who created it?
- Where was it created?

Example: a wartime poster



2 WORK OUT THE PURPOSE

Think about why the source was created and who it was for.

- What was the creator's purpose? (e.g. to inform, persuade, entertain, record)
- Who was the intended audience?
- What message are they trying to give?

- Who might have seen this?
- What do the colours and images suggest?
- How does it make people feel?

3 USE THE SOURCE AS EVIDENCE

Look for clues in the source and think about what it tells you about the past.

- What can you learn from this source?
- What evidence does it provide?
- What does it suggest about people, places or events at the time?
- What might it not tell you?
- How could you link it to other sources or your own knowledge?

What this source suggests:

- People were encouraged to help with the war effort.
- Food was important.
- The government wanted people to be self-sufficient.
- It shows the attitudes and priorities of the time.

EAL UPGRADE

Pre-teach key vocabulary (e.g. source, evidence, purpose, audience, perspective, reliable, biased, primary source, secondary source).

TRY IT TOMORROW

Choose a historical source from your subject. Ask students to identify the type, purpose and two pieces of evidence, and explain what it suggests.

TEACHER LANGUAGE

"What type of source is this?"
"What might be the purpose?"
"Who might have seen it?"
"What evidence do you see?"
"What does this tell us about the past?"

HOW TO READ A GRAPH

Look for what is shown, what the labels mean and what the graph tells you.

THE IDEA

Graphs show information using visuals.

Read graphs by looking at key features, the labels and what the graph shows.

IN THE CLASSROOM

Show different types of graphs (e.g. bar, line, pie).

Model how to read a graph step by step.

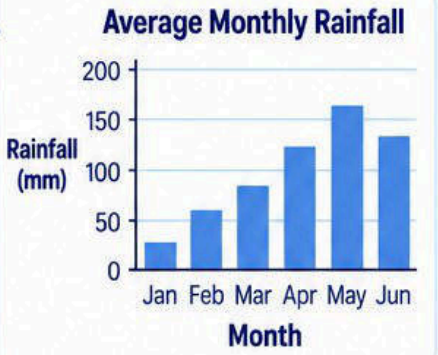
Ask students to describe what the graph shows.

Use the graph information in their answers or writing.

1 IDENTIFY THE KEY FEATURES

Look at the title, labels and scale.

- What is the title?
- What type of graph is it?
- What do the labels show?
- What is the scale?



2 READ THE INFORMATION

Look at what the graph shows.

- What is being compared?
- What are the highest and lowest values?
- What patterns or trends do you see?

This graph shows ...

- The highest value is ...
- The lowest value is ...
- There is an increase or decrease ...
- Overall, it shows ...

3 USE THE GRAPH

Use the information to support your thinking.

- How does the graph support the text?
- What does the graph help you understand that the text does not?
- Can you use numbers from the graph in your answer?

Link to the question or text.

EAL UPGRADE

Learn key vocabulary (e.g. increase, decrease, highest, lowest, trend).

TRY IT TOMORROW

Choose a graph from your subject and ask students to describe what it shows in a few sentences.

TEACHER LANGUAGE

"What is the highest value?"
"What trend do you see?"
"How does the graph support the text?"

READ THE DIAGRAM TOO

Look at the images, labels and text together.

THE IDEA

Diagrams give important information.

Good readers read the text and the diagram together.

IN THE CLASSROOM

Show examples of different types of diagrams (e.g. labelled illustration, process diagram, map, chart).

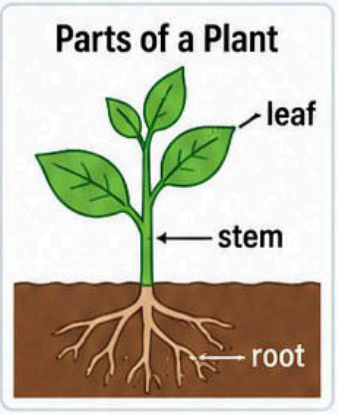
Model how to read a diagram step by step.

Ask students to explain what the diagram shows in their own words.

1 LOOK AT THE WHOLE DIAGRAM

Get a general idea of what it shows.

- What is the diagram about?
- What type of diagram is it? (e.g. labelled picture, process, map, chart)
- What is the main idea?



2 READ THE LABELS

Look at the words and what they point to.

- What do the labels tell you?
- What does each part do?
- Are there any arrows, keys or colour codes?

Look for:

- titles
- labels
- arrows
- keys or symbols
- colours

3 USE THE DIAGRAM

Think about how it helps you understand the text or answer the question.

- What new information does it add?
- How does it help you understand the text?
- Can you use it in your answer?

EAL UPGRADE

Learn key vocabulary (e.g. label, arrow, key, diagram, process, part).

TRY IT TOMORROW

Choose a diagram from your subject and ask students to explain what it shows in a few sentences.

TEACHER LANGUAGE

"What is this diagram about?"
"What do the labels show?"
"How does the diagram help you understand?"

SOMETIMES IT ISN'T VOCABULARY

If a text is hard to understand, it isn't always new words.

THE IDEA

Texts can be challenging for reasons other than vocabulary.

Good readers notice what is making the text difficult and use the right strategy.

IN THE CLASSROOM

Show examples of texts that are challenging for different reasons (e.g. complex ideas, dense structure, point of view).

Model how to identify what is making the text hard and choose a helpful strategy.

1 CHECK WHAT IS HARD

Think about why the text is difficult.

- Is it the ideas or concepts?
- Is the text structure?
- Is it the purpose or point of view?
- Is it a mix of information (e.g. text and diagram)?

It might not be new words. What else could be making it hard?

2 CHOOSE A STRATEGY

Use a strategy that fits the challenge.

- Read the headings and structure.
- Look at diagrams, labels or examples.
- Identify the main idea.
- Connect to what you already know.
- Reread or read a smaller section.

Examples

- A science text might be hard because the ideas are complex.
- A historical source might be hard because of the point of view.

3 UNDERSTAND MORE

Use your strategy and check your understanding.

- Did the strategy help?
- Can you explain the main idea in your own words?
- What is still confusing?
- What could you try next?



EAL UPGRADE

Learn words for text features and structure (e.g. heading, section, main idea, point of view).

TRY IT TOMORROW

Choose a challenging text from your subject. Identify what is making it hard and try a strategy.

TEACHER LANGUAGE

"Why might this text be hard?"
"What is making it challenging?"
"What strategy could help?"
"What is the main idea?"

BACKGROUND KNOWLEDGE CHANGES READING

What you already know helps you understand.

THE IDEA

What you already know about a topic helps you make sense of a text.

The more background knowledge you have, the easier it is to understand.

IN THE CLASSROOM

Build students' background knowledge about topics before reading.

Connect new texts to what they already know.

Talk about how background knowledge helps them understand.

1 ACTIVATE WHAT YOU KNOW

Think about what you already know.

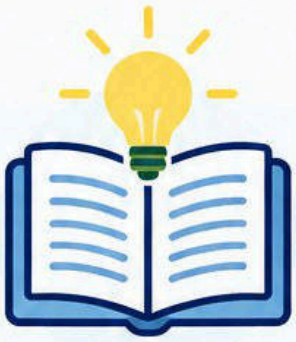
- What do you know about this topic?
- What have you learned before?
- What can you predict from what you know?



2 USE YOUR KNOWLEDGE WHILE READING

Use what you know to make meaning.

- How does what you know help you understand this text?
- Which parts make sense because of your knowledge?
- What is still confusing?



3 GROW YOUR KNOWLEDGE

Reading can also teach you new things.

- What new information did you learn?
- How does this change or add to what you knew?
- What questions do you have now?



EAL UPGRADE

Learn key vocabulary for the topic before reading (e.g. topic words, technical terms).

TRY IT TOMORROW

Choose a new topic, find out what students already know, and read a short text together.

TEACHER LANGUAGE

"What do you already know about this topic?"
"How does that help?"
"What did you learn?"

WRITING STARTS BEFORE WRITING

Scaffold the start. Grow the response.

THE IDEA

Prepare ideas and their relationships before expecting an independent written response.

IN THE CLASSROOM

Prepare brief notes that contain ideas but are not already complete sentences.

ACROSS SUBJECTS

Maths: turn worked notes into a justification. Humanities: turn source notes into an interpretation with attribution.

HOW TO USE IT

1. Prepare ideas and their relationships before expecting an independent written response.
2. Choose the relationship between those ideas.
3. Turn one group into a complete sentence with a clear subject and verb.
4. Check the sentence against the notes and the task before extending it.

WRITING STARTS BEFORE WRITING

Notes: brighter light / greater growth / other conditions same. Sentence: “The plant in brighter light grew more under the conditions tested.” A fuller explanation needs a mechanism and cautious interpretation.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove sentence openings; retain the learner’s own planning method.

TRY IT TOMORROW

Give a different set of notes and check meaning, sentence completeness and unsupported additions.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

TALK BEFORE YOU WRITE

Rehearse the language. Develop the thinking.

THE IDEA

Rehearse the explanation orally, improve an unclear relationship and then write independently.

IN THE CLASSROOM

Prepare one focused prompt and define what a useful explanation includes.

ACROSS SUBJECTS

Maths: rehearse a method justification. Humanities: rehearse a source-based interpretation.

HOW TO USE IT

1. Rehearse the explanation orally, improve an unclear relationship and then write independently.
2. Ask each partner to rehearse an explanation.
3. The listener requests one missing reason or unclear detail.
4. The speaker improves the response before sharing independently.

TALK BEFORE YOU WRITE

First: “It stays still because same.” Improved: “The upward contact force balances the book’s weight, so the resultant force is zero.” The second answer names the relationship.

WHY IT WORKS

Creates space to rehearse and clarify an explanation before sharing it.

EAL UPGRADE

Remove the sentence opening while keeping thinking and rehearsal time.

TRY IT TOMORROW

Use a new object or motion state and check whether the learner explains without the partner.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

SENTENCE BEFORE PARAGRAPH

Scaffold the start. Grow the response.

THE IDEA

Develop one complete subject sentence with a clear relationship before combining sentences into a paragraph.

IN THE CLASSROOM

Prepare brief notes that contain ideas but are not already complete sentences.

ACROSS SUBJECTS

Maths: turn worked notes into a justification. Humanities: turn source notes into an interpretation with attribution.

HOW TO USE IT

1. Develop one complete subject sentence with a clear relationship before combining sentences into a paragraph.
2. Choose the relationship between those ideas.
3. Turn one group into a complete sentence with a clear subject and verb.
4. Check the sentence against the notes and the task before extending it.

SENTENCE BEFORE PARAGRAPH

Notes: brighter light / greater growth / other conditions same. Sentence: “The plant in brighter light grew more under the conditions tested.” A fuller explanation needs a mechanism and cautious interpretation.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove sentence openings; retain the learner’s own planning method.

TRY IT TOMORROW

Give a different set of notes and check meaning, sentence completeness and unsupported additions.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

MODEL → NOTICE → TRY

Scaffold the start. Grow the response.

THE IDEA

Read a model, identify the move that improves its meaning and try that move in a new response.

IN THE CLASSROOM

Prepare two responses to the same question with a meaningful difference in quality.

ACROSS SUBJECTS

Maths: compare result-only and justified solutions. Humanities: compare supported and unsupported interpretations.

HOW TO USE IT

1. Read a model, identify the move that improves its meaning and try that move in a new response.
2. Read both responses for meaning.
3. Annotate the difference that improves evidence, precision or explanation.
4. Close the models and apply that move to a new question.

MODEL → NOTICE → TRY

"The trolley speeds up" describes a change. "The forward force exceeds the opposing force, so it accelerates forwards" explains the relationship. Highlight the mechanism, not merely the longer answer.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove labels and ask learners to evaluate their own response against the question.

TRY IT TOMORROW

Check a fresh response for the identified quality move.

TEACHER LANGUAGE

"Show the relationship and explain the choice you made."

THE WORKED EXAMPLE

Scaffold the start. Grow the response.

THE IDEA

Reveal why a worked response succeeds by connecting each step to the question and its criteria.

IN THE CLASSROOM

Prepare two responses to the same question with a meaningful difference in quality.

ACROSS SUBJECTS

Maths: compare result-only and justified solutions. Humanities: compare supported and unsupported interpretations.

HOW TO USE IT

1. Reveal why a worked response succeeds by connecting each step to the question and its criteria.
2. Read both responses for meaning.
3. Annotate the difference that improves evidence, precision or explanation.
4. Close the models and apply that move to a new question.

THE WORKED EXAMPLE

"The trolley speeds up" describes a change. "The forward force exceeds the opposing force, so it accelerates forwards" explains the relationship. Highlight the mechanism, not merely the longer answer.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove labels and ask learners to evaluate their own response against the question.

TRY IT TOMORROW

Check a fresh response for the identified quality move.

TEACHER LANGUAGE

"Show the relationship and explain the choice you made."

PARAGRAPH FRAMES AREN'T CHEATING

Scaffold the start. Grow the response.

THE IDEA

Use a paragraph frame to organise claim, evidence and explanation while leaving the subject reasoning to the learner.

IN THE CLASSROOM

Select a question and a small set of evidence relevant to it.

ACROSS SUBJECTS

Science: result, evidence and mechanism. Maths: method choice, worked evidence and justification.

HOW TO USE IT

1. Use a paragraph frame to organise claim, evidence and explanation while leaving the subject reasoning to the learner.
2. Arrange evidence so it supports that claim.
3. Write sentences that explain the link between evidence and claim.
4. Read as a paragraph and remove detail that does not serve the argument.

PARAGRAPH FRAMES AREN'T CHEATING

A paragraph about flood risk states a claim about building on floodplains, cites a source detail, then explains how the detail supports the claim. A list of weather facts is not the same structure.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Move from paragraph headings to a blank plan, then independent organisation.

TRY IT TOMORROW

Ask learners to identify the claim and explain what each supporting sentence contributes.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

FADE THE SCAFFOLD

Look for learning. Choose the next step.

THE IDEA

Remove one scaffold component and check a fresh response before deciding that support can fade.

IN THE CLASSROOM

Select one learner response and one improvement that matters for its meaning.

ACROSS SUBJECTS

Maths: identify the missing justification. Humanities: identify the unsupported claim or missing source link.

HOW TO USE IT

1. Remove one scaffold component and check a fresh response before deciding that support can fade.
2. Name one gap the learner can act on.
3. Show or discuss how to improve that gap.
4. Require a revised response and a fresh attempt to check transfer.

FADE THE SCAFFOLD

Instead of “add detail”, write “Name the resultant force and connect it to acceleration.” The learner revises “It goes faster” into an explanation of the force relationship.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Move from a full correction to a question, then to a learner-selected self-check.

TRY IT TOMORROW

Check the new example, not only whether the original correction was copied.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

SENTENCE COMBINING

Scaffold the start. Grow the response.

THE IDEA

Combine short statements according to their real relationship without losing a fact or qualification.

IN THE CLASSROOM

Choose two or three short statements with a meaningful relationship.

ACROSS SUBJECTS

Maths: join a result to its justification. Humanities: combine a claim with evidence and a qualification.

HOW TO USE IT

1. Combine short statements according to their real relationship without losing a fact or qualification.
2. Identify whether the relationship is cause, contrast, sequence or qualification.
3. Combine using language that expresses that relationship accurately.
4. Read back and check that no fact or limitation was lost.

SENTENCE COMBINING

Combine “The forward force increased. The opposing force stayed the same” as “The forward force increased while the opposing force stayed the same.” Do not turn a contrast into an unsupported causal claim.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove suggested connectives and ask learners to explain their own choice.

TRY IT TOMORROW

Offer a contrast rather than a cause and check whether the learner changes the connective.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

EVIDENCE NEEDS A SENTENCE

Scaffold the start. Grow the response.

THE IDEA

Turn an evidence item into a sentence that identifies its source or value and links it to the claim.

IN THE CLASSROOM

Choose a question, a plausible claim and several possible evidence items.

ACROSS SUBJECTS

Maths: cite a worked value or counterexample. Humanities: identify a source detail and explain its relevance.

HOW TO USE IT

1. Turn an evidence item into a sentence that identifies its source or value and links it to the claim.
2. Select evidence that answers this question, not merely an interesting detail.
3. Name the source, value or quotation precisely.
4. Explain how the selected evidence supports or challenges the claim.

EVIDENCE NEEDS A SENTENCE

Claim: the liquid warmed. Evidence: the reading increased from 20 °C to 28 °C. Link: the later reading is 8 °C higher. The colour of the beaker does not support this claim.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove the evidence shortlist; learners locate their own relevant item.

TRY IT TOMORROW

Offer a second claim and ask which evidence belongs with it and why.

TEACHER LANGUAGE

“Which detail supports this claim, and how?”

100 CARDS: WHAT ACTUALLY HELPS?

Notice the impact. Refine the support.

THE IDEA

Review which teaching moves improved independent learner responses and identify what still needs adaptation.

IN THE CLASSROOM

Choose one completed teaching sequence and collect before-and-after learner evidence.

ACROSS SUBJECTS

Review one subject routine, then compare its use in another department before generalising.

HOW TO USE IT

1. Review which teaching moves improved independent learner responses and identify what still needs adaptation.
2. Compare responses or participation before and after the routine.
3. Consider other factors and identify what the evidence cannot establish.
4. Retain, adapt or discontinue the support with a clear reason.

100 CARDS: WHAT ACTUALLY HELPS?

A learner now links a claim to a data value without the sentence opening. This supports fading that prompt on a similar task; it does not establish independent performance in every genre.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Keep the smallest support that remains useful and test transfer to a new task.

TRY IT TOMORROW

Can the decision be traced to learner evidence rather than enthusiasm for the activity?

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

WRITING A SCIENTIFIC EXPLANATION

Scaffold the start. Grow the response.

THE IDEA

Write a scientific explanation that connects an observed result to a relevant mechanism.

IN THE CLASSROOM

Choose a phenomenon and the mechanism needed to explain it.

ACROSS SUBJECTS

Maths: explain why an operation preserves equality. Humanities: explain how a cause contributed to an outcome.

HOW TO USE IT

1. Write a scientific explanation that connects an observed result to a relevant mechanism.
2. Identify the mechanism that connects the cause to the result.
3. Build a cause → mechanism → consequence chain.
4. Write the explanation and reject a because ending that merely repeats the result.

WRITING A SCIENTIFIC EXPLANATION

A trolley accelerates forwards because the forward force exceeds the opposing force, producing a forward resultant force. “It accelerates because it goes faster” does not explain the cause.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove the arrow chain and ask for the mechanism in the learner’s own wording.

TRY IT TOMORROW

Change one condition or evidence item and ask whether the proposed mechanism still supports the explanation.

TEACHER LANGUAGE

“What connects the cause to the result?”

WRITING A MATHEMATICAL EXPLANATION

Make meaning visible. Keep the challenge.

THE IDEA

Write a mathematical explanation that justifies a method or relationship, not only its answer.

IN THE CLASSROOM

Select a word problem with relevant and incidental information.

ACROSS SUBJECTS

Science: quantities and units in a practical question. Humanities: extract relevant evidence from a dense prompt.

HOW TO USE IT

1. Write a mathematical explanation that justifies a method or relationship, not only its answer.
2. Read again to mark quantities, units and relationships.
3. Represent the relationship with a sketch, table or equation.
4. Choose a method and check the result against the original question.

WRITING A MATHEMATICAL EXPLANATION

A recipe for four people uses 300 g of rice. For six people, identify the scale factor 6/4 before calculating 450 g. The story context does not change the proportional relationship.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove supplied highlights and let learners choose their own representation.

TRY IT TOMORROW

Give a new problem or flawed step and ask for the relevant relationship and justification before accepting the numerical result.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

WRITING FROM EVIDENCE IN HUMANITIES

Make meaning visible. Keep the challenge.

THE IDEA

Write a humanities interpretation supported by source details and qualified where evidence is limited.

IN THE CLASSROOM

Choose a source with known creator, audience, date and purpose.

ACROSS SUBJECTS

Science: evaluate what a measurement can establish. English: distinguish a narrator's account from an author's intention.

HOW TO USE IT

1. Write a humanities interpretation supported by source details and qualified where evidence is limited.
2. Separate what the source states from what the reader infers.
3. Use a specific detail to support an interpretation.
4. Name a limit and identify what another source could clarify.

WRITING FROM EVIDENCE IN HUMANITIES

A recruiting poster shows a message its creators wanted to promote. It cannot establish that everyone accepted the message. A diary or survey could supply different evidence.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove the context grid once learners can ask the source questions independently.

TRY IT TOMORROW

Ask for one supported claim and one claim requiring additional evidence.

TEACHER LANGUAGE

"What can this source establish, and what needs another source?"

ONE FEEDBACK TARGET

Look for learning. Choose the next step.

THE IDEA

Choose one feedback target that would improve the response's meaning and require a revision.

IN THE CLASSROOM

Select one learner response and one improvement that matters for its meaning.

ACROSS SUBJECTS

Maths: identify the missing justification. Humanities: identify the unsupported claim or missing source link.

HOW TO USE IT

1. Choose one feedback target that would improve the response's meaning and require a revision.
2. Name one gap the learner can act on.
3. Show or discuss how to improve that gap.
4. Require a revised response and a fresh attempt to check transfer.

ONE FEEDBACK TARGET

Instead of “add detail”, write “Name the resultant force and connect it to acceleration.” The learner revises “It goes faster” into an explanation of the force relationship.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Move from a full correction to a question, then to a learner-selected self-check.

TRY IT TOMORROW

Check the new example, not only whether the original correction was copied.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

PLAN IN IDEAS, WRITE IN SENTENCES

Scaffold the start. Grow the response.

THE IDEA

Plan using short idea notes, then transform those notes into connected sentences rather than copying them as a list.

IN THE CLASSROOM

Prepare brief notes that contain ideas but are not already complete sentences.

ACROSS SUBJECTS

Maths: turn worked notes into a justification. Humanities: turn source notes into an interpretation with attribution.

HOW TO USE IT

1. Plan using short idea notes, then transform those notes into connected sentences rather than copying them as a list.
2. Choose the relationship between those ideas.
3. Turn one group into a complete sentence with a clear subject and verb.
4. Check the sentence against the notes and the task before extending it.

PLAN IN IDEAS, WRITE IN SENTENCES

Notes: brighter light / greater growth / other conditions same. Sentence: “The plant in brighter light grew more under the conditions tested.” A fuller explanation needs a mechanism and cautious interpretation.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove sentence openings; retain the learner’s own planning method.

TRY IT TOMORROW

Give a different set of notes and check meaning, sentence completeness and unsupported additions.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

SILENCE ISN'T DISENGAGEMENT

Rehearse the language. Develop the thinking.

THE IDEA

Offer a quiet note or sketch before talk so silence can reveal processing rather than being assumed to mean disengagement.

IN THE CLASSROOM

Prepare one focused prompt and define what a useful explanation includes.

ACROSS SUBJECTS

Maths: rehearse a method justification. Humanities: rehearse a source-based interpretation.

HOW TO USE IT

1. Offer a quiet note or sketch before talk so silence can reveal processing rather than being assumed to mean disengagement.
2. Ask each partner to rehearse an explanation.
3. The listener requests one missing reason or unclear detail.
4. The speaker improves the response before sharing independently.

SILENCE ISN'T DISENGAGEMENT

First: “It stays still because same.” Improved: “The upward contact force balances the book’s weight, so the resultant force is zero.” The second answer names the relationship.

WHY IT WORKS

Creates space to rehearse and clarify an explanation before sharing it.

EAL UPGRADE

Remove the sentence opening while keeping thinking and rehearsal time.

TRY IT TOMORROW

Use a new object or motion state and check whether the learner explains without the partner.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

EVERYBODY REHEARSES

Rehearse the language. Develop the thinking.

THE IDEA

Give every learner a rehearsal turn and check that each can explain after the pair work.

IN THE CLASSROOM

Prepare one focused prompt and define what a useful explanation includes.

ACROSS SUBJECTS

Maths: rehearse a method justification. Humanities: rehearse a source-based interpretation.

HOW TO USE IT

1. Give every learner a rehearsal turn and check that each can explain after the pair work.
2. Ask each partner to rehearse an explanation.
3. The listener requests one missing reason or unclear detail.
4. The speaker improves the response before sharing independently.

EVERYBODY REHEARSES

First: “It stays still because same.” Improved: “The upward contact force balances the book’s weight, so the resultant force is zero.” The second answer names the relationship.

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TRY IT TOMORROW

Use a new object or motion state and check whether the learner explains without the partner.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

STOP ASKING FOR VOLUNTEERS

Look for learning. Choose the next step.

THE IDEA

Collect a response from everyone before selecting contributions, so the check does not depend on volunteers.

IN THE CLASSROOM

Choose one content goal and one language move to check before the lesson ends.

ACROSS SUBJECTS

Maths: one calculation plus its reason. Humanities: one source detail plus the claim it supports.

HOW TO USE IT

1. Collect a response from everyone before selecting contributions, so the check does not depend on volunteers.
2. Collect one response from every learner.
3. Separate a conceptual error from difficulty expressing the idea.
4. Use the pattern to plan the next lesson's retrieval or support.

STOP ASKING FOR VOLUNTEERS

Prompt: state the resultant force in the diagram and explain its effect. "5 N upwards, so upward acceleration" gives evidence of both a calculation and a relationship.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Remove the explanation opening as learners gain control.

TRY IT TOMORROW

Return to the common gap with a new diagram at the next lesson.

TEACHER LANGUAGE

"Show the relationship and explain the choice you made."

THINK, PAIR AND BUILD ON THE EVIDENCE

Scaffold the start. Grow the response.

THE IDEA

Use pair talk to improve a claim with relevant evidence rather than simply agreeing on an answer.

IN THE CLASSROOM

Choose a question, a plausible claim and several possible evidence items.

ACROSS SUBJECTS

Maths: cite a worked value or counterexample. Humanities: identify a source detail and explain its relevance.

HOW TO USE IT

1. Use pair talk to improve a claim with relevant evidence rather than simply agreeing on an answer.
2. Select evidence that answers this question, not merely an interesting detail.
3. Name the source, value or quotation precisely.
4. Explain how the selected evidence supports or challenges the claim.

THINK, PAIR AND BUILD ON THE EVIDENCE

Claim: the liquid warmed. Evidence: the reading increased from 20 °C to 28 °C. Link: the later reading is 8 °C higher. The colour of the beaker does not support this claim.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove the evidence shortlist; learners locate their own relevant item.

TRY IT TOMORROW

Offer a second claim and ask which evidence belongs with it and why.

TEACHER LANGUAGE

“Which detail supports this claim, and how?”

GIVE THEM THE LANGUAGE TO DISAGREE

Rehearse the language. Develop the thinking.

THE IDEA

Give learners language to challenge a claim respectfully and support the disagreement with evidence.

IN THE CLASSROOM

Choose a question with competing interpretations and evidence to discuss.

ACROSS SUBJECTS

Science: challenge an explanation using a result. Maths: challenge a solution with a counterexample.

HOW TO USE IT

1. Give learners language to challenge a claim respectfully and support the disagreement with evidence.
2. State a disagreement using a respectful opening.
3. Offer evidence or a reason that challenges the claim.
4. Invite a response and revise the claim if the evidence warrants it.

GIVE THEM THE LANGUAGE TO DISAGREE

“I read the poster differently because its purpose was persuasion. It shows the promoted message, but not everyone’s opinion.” The disagreement concerns what the source supports.

WHY IT WORKS

Creates space to rehearse and clarify an explanation before sharing it.

EAL UPGRADE

Remove the opening bank once learners can challenge ideas productively.

TRY IT TOMORROW

Listen for a claim, reason and relevant evidence rather than a disagreement phrase alone.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

BUILD ON AN ANSWER

Rehearse the language. Develop the thinking.

THE IDEA

Build on an answer by adding a missing reason, a supporting detail or a justified qualification.

IN THE CLASSROOM

Prepare one focused prompt and define what a useful explanation includes.

ACROSS SUBJECTS

Maths: rehearse a method justification. Humanities: rehearse a source-based interpretation.

HOW TO USE IT

1. Build on an answer by adding a missing reason, a supporting detail or a justified qualification.
2. Ask each partner to rehearse an explanation.
3. The listener requests one missing reason or unclear detail.
4. The speaker improves the response before sharing independently.

BUILD ON AN ANSWER

First: “It stays still because same.” Improved: “The upward contact force balances the book’s weight, so the resultant force is zero.” The second answer names the relationship.

WHY IT WORKS

Creates space to rehearse and clarify an explanation before sharing it.

EAL UPGRADE

Remove the sentence opening while keeping thinking and rehearsal time.

TRY IT TOMORROW

Use a new object or motion state and check whether the learner explains without the partner.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

ASK FOR EVIDENCE

Scaffold the start. Grow the response.

THE IDEA

Ask for evidence that supports this particular claim and require the learner to explain the link.

IN THE CLASSROOM

Choose a question, a plausible claim and several possible evidence items.

ACROSS SUBJECTS

Maths: cite a worked value or counterexample. Humanities: identify a source detail and explain its relevance.

HOW TO USE IT

1. Ask for evidence that supports this particular claim and require the learner to explain the link.
2. Select evidence that answers this question, not merely an interesting detail.
3. Name the source, value or quotation precisely.
4. Explain how the selected evidence supports or challenges the claim.

ASK FOR EVIDENCE

Claim: the liquid warmed. Evidence: the reading increased from 20 °C to 28 °C. Link: the later reading is 8 °C higher. The colour of the beaker does not support this claim.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove the evidence shortlist; learners locate their own relevant item.

TRY IT TOMORROW

Offer a second claim and ask which evidence belongs with it and why.

TEACHER LANGUAGE

“Which detail supports this claim, and how?”

FROM PAIR TALK TO PUBLIC TALK

Rehearse the language. Develop the thinking.

THE IDEA

Move from private rehearsal to pair explanation and then an independent public contribution.

IN THE CLASSROOM

Prepare one focused prompt and define what a useful explanation includes.

ACROSS SUBJECTS

Maths: rehearse a method justification. Humanities: rehearse a source-based interpretation.

HOW TO USE IT

1. Move from private rehearsal to pair explanation and then an independent public contribution.
2. Ask each partner to rehearse an explanation.
3. The listener requests one missing reason or unclear detail.
4. The speaker improves the response before sharing independently.

FROM PAIR TALK TO PUBLIC TALK

First: “It stays still because same.” Improved: “The upward contact force balances the book’s weight, so the resultant force is zero.” The second answer names the relationship.

WHY IT WORKS

Creates space to rehearse and clarify an explanation before sharing it.

EAL UPGRADE

Remove the sentence opening while keeping thinking and rehearsal time.

TRY IT TOMORROW

Use a new object or motion state and check whether the learner explains without the partner.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

WAIT TIME: GIVE THE PAUSE A THINKING JOB

Rehearse the language. Develop the thinking.

THE IDEA

Give the pause a thinking job: identify a clue, sketch a relationship or prepare a reason before discussion.

IN THE CLASSROOM

Prepare one focused prompt and define what a useful explanation includes.

ACROSS SUBJECTS

Maths: rehearse a method justification. Humanities: rehearse a source-based interpretation.

HOW TO USE IT

1. Give the pause a thinking job: identify a clue, sketch a relationship or prepare a reason before discussion.
2. Ask each partner to rehearse an explanation.
3. The listener requests one missing reason or unclear detail.
4. The speaker improves the response before sharing independently.

WAIT TIME: GIVE THE PAUSE A THINKING JOB

Ask for a private sketch or keyword before the explanation of a force diagram. The pause has a job: identify the larger force and prepare a reason for the resultant direction.

WHY IT WORKS

Creates space to rehearse and clarify an explanation before sharing it.

EAL UPGRADE

Remove the sentence opening while keeping thinking and rehearsal time.

TRY IT TOMORROW

Use a new object or motion state and check whether the learner explains without the partner.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

RECAST WITHOUT INTERRUPTING THINKING

Scaffold the start. Grow the response.

THE IDEA

Recast one unclear phrase while preserving the learner's idea, then let the learner complete the explanation.

IN THE CLASSROOM

Prepare everyday and subject-specific versions of the same idea.

ACROSS SUBJECTS

Maths: move from “the line gets steeper” to a precise statement about gradient. Humanities: move from everyday judgement to an evidence-based interpretation.

HOW TO USE IT

1. Recast one unclear phrase while preserving the learner's idea, then let the learner complete the explanation.
2. Identify the word or phrase that makes the subject version more precise.
3. Rewrite one idea for a partner and for a formal subject response.
4. Check that the meaning survives the change in register.

RECAST WITHOUT INTERRUPTING THINKING

Learner: “The force is more so go faster.” Teacher: “The forward force is greater. Carry on: what does that mean for the resultant force?” The recast clarifies language without taking over the reasoning.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove the paired model and ask learners to choose wording for a named audience.

TRY IT TOMORROW

Ask learners to explain what the technical version adds and what stays the same.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

TALK THROUGH THE DIAGRAM

Make meaning visible. Keep the challenge.

THE IDEA

Talk through a diagram by locating evidence and explaining each labelled relationship.

IN THE CLASSROOM

Select a meaningful visual and a small number of labels or relationships.

ACROSS SUBJECTS

Maths: graph or geometric diagram. Humanities: a map or source image with a stated interpretive limit.

HOW TO USE IT

1. Talk through a diagram by locating evidence and explaining each labelled relationship.
2. Locate a feature learners can point to.
3. Connect the feature to precise language.
4. Use that language to explain a changed visual, checking each claim against evidence.

TALK THROUGH THE DIAGRAM

A force diagram labels 15 N upwards and 10 N downwards. Learners explain the 5 N upward resultant; the arrows do not by themselves establish the current direction of motion.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove supplied labels selectively and ask learners to choose their own.

TRY IT TOMORROW

Change one feature or label and check that the interpretation changes with the evidence.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

TALK THROUGH THE CALCULATION

Make meaning visible. Keep the challenge.

THE IDEA

Talk through a calculation by explaining why each operation suits the relationship in the problem.

IN THE CLASSROOM

Select a word problem with relevant and incidental information.

ACROSS SUBJECTS

Science: quantities and units in a practical question. Humanities: extract relevant evidence from a dense prompt.

HOW TO USE IT

1. Talk through a calculation by explaining why each operation suits the relationship in the problem.
2. Read again to mark quantities, units and relationships.
3. Represent the relationship with a sketch, table or equation.
4. Choose a method and check the result against the original question.

TALK THROUGH THE CALCULATION

A recipe for four people uses 300 g of rice. For six people, identify the scale factor 6/4 before calculating 450 g. The story context does not change the proportional relationship.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove supplied highlights and let learners choose their own representation.

TRY IT TOMORROW

Give a new problem or flawed step and ask for the relevant relationship and justification before accepting the numerical result.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

TALK THROUGH THE EVIDENCE

Scaffold the start. Grow the response.

THE IDEA

Talk through an evidence item by naming what it shows and which claim it supports.

IN THE CLASSROOM

Choose a question, a plausible claim and several possible evidence items.

ACROSS SUBJECTS

Maths: cite a worked value or counterexample. Humanities: identify a source detail and explain its relevance.

HOW TO USE IT

1. Talk through an evidence item by naming what it shows and which claim it supports.
2. Select evidence that answers this question, not merely an interesting detail.
3. Name the source, value or quotation precisely.
4. Explain how the selected evidence supports or challenges the claim.

TALK THROUGH THE EVIDENCE

Claim: the liquid warmed. Evidence: the reading increased from 20 °C to 28 °C. Link: the later reading is 8 °C higher. The colour of the beaker does not support this claim.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove the evidence shortlist; learners locate their own relevant item.

TRY IT TOMORROW

Offer a second claim and ask which evidence belongs with it and why.

TEACHER LANGUAGE

“Which detail supports this claim, and how?”

PRACTICAL WORK NEEDS TALK

Make meaning visible. Keep the challenge.

THE IDEA

Build talk into practical work so learners clarify instructions, record observations and explain decisions.

IN THE CLASSROOM

Separate an authentic instruction into actions, conditions and sequence.

ACROSS SUBJECTS

Maths: order plotting and calculation steps. Humanities: separate source reading, evidence selection and interpretation.

HOW TO USE IT

1. Build talk into practical work so learners clarify instructions, record observations and explain decisions.
2. Identify each action and preserve quantities or safety conditions.
3. Order the actions and demonstrate the first move.
4. Ask a learner to restate or perform the next action before proceeding.

PRACTICAL WORK NEEDS TALK

Measure 20 mL; record the starting temperature; add the solid; stir; record the highest temperature. Recording the start after adding the solid changes the method.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove step cards when learners can reconstruct the sequence accurately.

TRY IT TOMORROW

Ask learners to show the next required action and explain a condition or ordering decision before proceeding.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

TALK IS THINKING

Rehearse the language. Develop the thinking.

THE IDEA

Use talk to test and improve a relationship in an idea, then collect an individual account of the thinking.

IN THE CLASSROOM

Prepare one focused prompt and define what a useful explanation includes.

ACROSS SUBJECTS

Maths: rehearse a method justification. Humanities: rehearse a source-based interpretation.

HOW TO USE IT

1. Use talk to test and improve a relationship in an idea, then collect an individual account of the thinking.
2. Ask each partner to rehearse an explanation.
3. The listener requests one missing reason or unclear detail.
4. The speaker improves the response before sharing independently.

TALK IS THINKING

First: “It stays still because same.” Improved: “The upward contact force balances the book’s weight, so the resultant force is zero.” The second answer names the relationship.

WHY IT WORKS

Creates space to rehearse and clarify an explanation before sharing it.

EAL UPGRADE

Remove the sentence opening while keeping thinking and rehearsal time.

TRY IT TOMORROW

Use a new object or motion state and check whether the learner explains without the partner.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

ARE YOU TESTING SCIENCE OR ENGLISH?

Look for learning. Choose the next step.

THE IDEA

Identify whether a test is intended to reveal science understanding or ability to express that understanding in English.

IN THE CLASSROOM

Choose the subject understanding being assessed and a response mode that does not conceal it.

ACROSS SUBJECTS

Maths: spoken justification beside notation. Humanities: oral source interpretation followed by a short written account.

HOW TO USE IT

1. Identify whether a test is intended to reveal science understanding or ability to express that understanding in English.
2. Offer an oral explanation, diagram or practical demonstration alongside writing where appropriate.
3. Check the same subject criteria across the response modes.
4. Record language needs separately and teach the language required for later written tasks.

ARE YOU TESTING SCIENCE OR ENGLISH?

A learner explains a force relationship accurately using a diagram but struggles to write the explanation. This is evidence for planning language support, not proof of weak science understanding.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Fade response-mode support when the required written language becomes accessible; preserve relevant access arrangements.

TRY IT TOMORROW

Use a new example in the less-supported mode and compare the conceptual reasoning.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

AUDIT THE LANGUAGE BEFORE THE TEST

Make meaning visible. Keep the challenge.

THE IDEA

Audit the wording of a test prompt for avoidable language barriers while preserving the assessed reasoning.

IN THE CLASSROOM

Choose two task verbs attached to the same subject material.

ACROSS SUBJECTS

Maths: distinguish calculate and justify. Humanities: distinguish describe and evaluate.

HOW TO USE IT

1. Audit the wording of a test prompt for avoidable language barriers while preserving the assessed reasoning.
2. Compare two short answers that perform different thinking moves.
3. Match each answer to the appropriate command and explain the match.
4. Answer a fresh question, then check that the response actually performs the requested move.

AUDIT THE LANGUAGE BEFORE THE TEST

Describe a graph: state its visible trend. Explain the graph: connect that trend to a mechanism. A fluent description does not become an explanation merely by adding because.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove the command glossary once learners can identify the thinking independently.

TRY IT TOMORROW

Change describe to explain or compare. Check that the response changes, not just its first word.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

KNOWLEDGE ≠ ENGLISH PROFICIENCY

Look for learning. Choose the next step.

THE IDEA

Gather subject knowledge through more than one response mode and record English-expression needs separately.

IN THE CLASSROOM

Choose the subject understanding being assessed and a response mode that does not conceal it.

ACROSS SUBJECTS

Maths: spoken justification beside notation. Humanities: oral source interpretation followed by a short written account.

HOW TO USE IT

1. Gather subject knowledge through more than one response mode and record English-expression needs separately.
2. Offer an oral explanation, diagram or practical demonstration alongside writing where appropriate.
3. Check the same subject criteria across the response modes.
4. Record language needs separately and teach the language required for later written tasks.

KNOWLEDGE ≠ ENGLISH PROFICIENCY

A learner explains a force relationship accurately using a diagram but struggles to write the explanation. This is evidence for planning language support, not proof of weak science understanding.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Fade response-mode support when the required written language becomes accessible; preserve relevant access arrangements.

TRY IT TOMORROW

Use a new example in the less-supported mode and compare the conceptual reasoning.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

DECODE THE EXAM QUESTION

Make meaning visible. Keep the challenge.

THE IDEA

Decode the exam task verb, evidence source and required answer structure before attempting the response.

IN THE CLASSROOM

Choose two task verbs attached to the same subject material.

ACROSS SUBJECTS

Maths: distinguish calculate and justify. Humanities: distinguish describe and evaluate.

HOW TO USE IT

1. Decode the exam task verb, evidence source and required answer structure before attempting the response.
2. Compare two short answers that perform different thinking moves.
3. Match each answer to the appropriate command and explain the match.
4. Answer a fresh question, then check that the response actually performs the requested move.

DECODE THE EXAM QUESTION

In “Explain the difference between the results”, locate explain, identify which results are being compared and decide what mechanism or relationship the explanation must include. Do not mistake the prompt for a request to calculate only.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove the command glossary once learners can identify the thinking independently.

TRY IT TOMORROW

Change describe to explain or compare. Check that the response changes, not just its first word.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

TEACH THE LANGUAGE OF TESTS

Make meaning visible. Keep the challenge.

THE IDEA

Teach the language of test instructions and response demands using examples from current subject assessment.

IN THE CLASSROOM

Choose two task verbs attached to the same subject material.

ACROSS SUBJECTS

Maths: distinguish calculate and justify. Humanities: distinguish describe and evaluate.

HOW TO USE IT

1. Teach the language of test instructions and response demands using examples from current subject assessment.
2. Compare two short answers that perform different thinking moves.
3. Match each answer to the appropriate command and explain the match.
4. Answer a fresh question, then check that the response actually performs the requested move.

TEACH THE LANGUAGE OF TESTS

Describe a graph: state its visible trend. Explain the graph: connect that trend to a mechanism. A fluent description does not become an explanation merely by adding because.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove the command glossary once learners can identify the thinking independently.

TRY IT TOMORROW

Change describe to explain or compare. Check that the response changes, not just its first word.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

CLEARER QUESTION, SAME CHALLENGE

Make meaning visible. Keep the challenge.

THE IDEA

Clarify a question's wording without supplying its answer or removing the intended intellectual challenge.

IN THE CLASSROOM

Choose two task verbs attached to the same subject material.

ACROSS SUBJECTS

Maths: distinguish calculate and justify. Humanities: distinguish describe and evaluate.

HOW TO USE IT

1. Clarify a question's wording without supplying its answer or removing the intended intellectual challenge.
2. Compare two short answers that perform different thinking moves.
3. Match each answer to the appropriate command and explain the match.
4. Answer a fresh question, then check that the response actually performs the requested move.

CLEARER QUESTION, SAME CHALLENGE

Describe a graph: state its visible trend. Explain the graph: connect that trend to a mechanism. A fluent description does not become an explanation merely by adding because.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove the command glossary once learners can identify the thinking independently.

TRY IT TOMORROW

Change describe to explain or compare. Check that the response changes, not just its first word.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

CAN THEY EXPLAIN IT ORALLY?

Look for learning. Choose the next step.

THE IDEA

Use an oral explanation to check the concept, then identify what support is needed for the written version.

IN THE CLASSROOM

Choose the subject understanding being assessed and a response mode that does not conceal it.

ACROSS SUBJECTS

Maths: spoken justification beside notation. Humanities: oral source interpretation followed by a short written account.

HOW TO USE IT

1. Use an oral explanation to check the concept, then identify what support is needed for the written version.
2. Offer an oral explanation, diagram or practical demonstration alongside writing where appropriate.
3. Check the same subject criteria across the response modes.
4. Record language needs separately and teach the language required for later written tasks.

CAN THEY EXPLAIN IT ORALLY?

A learner explains a force relationship accurately using a diagram but struggles to write the explanation. This is evidence for planning language support, not proof of weak science understanding.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Fade response-mode support when the required written language becomes accessible; preserve relevant access arrangements.

TRY IT TOMORROW

Use a new example in the less-supported mode and compare the conceptual reasoning.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

SHOW ME WHAT GOOD LOOKS LIKE

Scaffold the start. Grow the response.

THE IDEA

Make assessment quality visible through a model and a weaker response judged against the same criteria.

IN THE CLASSROOM

Prepare two responses to the same question with a meaningful difference in quality.

ACROSS SUBJECTS

Maths: compare result-only and justified solutions. Humanities: compare supported and unsupported interpretations.

HOW TO USE IT

1. Make assessment quality visible through a model and a weaker response judged against the same criteria.
2. Read both responses for meaning.
3. Annotate the difference that improves evidence, precision or explanation.
4. Close the models and apply that move to a new question.

SHOW ME WHAT GOOD LOOKS LIKE

Use the same question and criteria for a result-only answer and an answer with evidence plus reasoning. Learners locate the missing link rather than choosing the longer answer automatically.

WHY IT WORKS

Makes the language choices of a response visible before independent writing.

EAL UPGRADE

Remove labels and ask learners to evaluate their own response against the question.

TRY IT TOMORROW

Check a fresh response for the identified quality move.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

FEEDBACK THEY CAN ACTUALLY USE

Look for learning. Choose the next step.

THE IDEA

Give a next-step instruction the learner can act on and check the resulting revision.

IN THE CLASSROOM

Select one learner response and one improvement that matters for its meaning.

ACROSS SUBJECTS

Maths: identify the missing justification. Humanities: identify the unsupported claim or missing source link.

HOW TO USE IT

1. Give a next-step instruction the learner can act on and check the resulting revision.
2. Name one gap the learner can act on.
3. Show or discuss how to improve that gap.
4. Require a revised response and a fresh attempt to check transfer.

FEEDBACK THEY CAN ACTUALLY USE

Instead of “add detail”, write “Name the resultant force and connect it to acceleration.” The learner revises “It goes faster” into an explanation of the force relationship.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Move from a full correction to a question, then to a learner-selected self-check.

TRY IT TOMORROW

Check the new example, not only whether the original correction was copied.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

CORRECT LESS, IMPROVE MORE

Look for learning. Choose the next step.

THE IDEA

Prioritise a meaningful improvement instead of correcting every surface error at once.

IN THE CLASSROOM

Select one learner response and one improvement that matters for its meaning.

ACROSS SUBJECTS

Maths: identify the missing justification. Humanities: identify the unsupported claim or missing source link.

HOW TO USE IT

1. Prioritise a meaningful improvement instead of correcting every surface error at once.
2. Name one gap the learner can act on.
3. Show or discuss how to improve that gap.
4. Require a revised response and a fresh attempt to check transfer.

CORRECT LESS, IMPROVE MORE

Instead of “add detail”, write “Name the resultant force and connect it to acceleration.” The learner revises “It goes faster” into an explanation of the force relationship.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Move from a full correction to a question, then to a learner-selected self-check.

TRY IT TOMORROW

Check the new example, not only whether the original correction was copied.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

UNTIMED BEFORE TIMED

Look for learning. Choose the next step.

THE IDEA

Establish what a learner can do without time pressure before interpreting difficulties in a timed version.

IN THE CLASSROOM

Choose the subject understanding being assessed and a response mode that does not conceal it.

ACROSS SUBJECTS

Maths: spoken justification beside notation. Humanities: oral source interpretation followed by a short written account.

HOW TO USE IT

1. Establish what a learner can do without time pressure before interpreting difficulties in a timed version.
2. Offer an oral explanation, diagram or practical demonstration alongside writing where appropriate.
3. Check the same subject criteria across the response modes.
4. Record language needs separately and teach the language required for later written tasks.

UNTIMED BEFORE TIMED

A learner explains a force relationship accurately using a diagram but struggles to write the explanation. This is evidence for planning language support, not proof of weak science understanding.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Fade response-mode support when the required written language becomes accessible; preserve relevant access arrangements.

TRY IT TOMORROW

Use a new example in the less-supported mode and compare the conceptual reasoning.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

WHAT DOES THE DIAGRAM ALREADY TELL THEM?

Make meaning visible. Keep the challenge.

THE IDEA

Identify which information is already communicated by the assessment diagram and what the learner still has to infer.

IN THE CLASSROOM

Select a meaningful visual and a small number of labels or relationships.

ACROSS SUBJECTS

Maths: graph or geometric diagram. Humanities: a map or source image with a stated interpretive limit.

HOW TO USE IT

1. Identify which information is already communicated by the assessment diagram and what the learner still has to infer.
2. Locate a feature learners can point to.
3. Connect the feature to precise language.
4. Use that language to explain a changed visual, checking each claim against evidence.

WHAT DOES THE DIAGRAM ALREADY TELL THEM?

The assessment diagram labels 15 N upwards and 10 N downwards. The learner need not infer the individual values; they still have to calculate and explain the resultant. Distinguish given information from required reasoning.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove supplied labels selectively and ask learners to choose their own.

TRY IT TOMORROW

Change one feature or label and check that the interpretation changes with the evidence.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

WHEN VOCABULARY HIDES THE MATHS

Make meaning visible. Keep the challenge.

THE IDEA

Check whether contextual vocabulary is obscuring an otherwise accessible mathematical relationship.

IN THE CLASSROOM

Select a word problem with relevant and incidental information.

ACROSS SUBJECTS

Science: quantities and units in a practical question. Humanities: extract relevant evidence from a dense prompt.

HOW TO USE IT

1. Check whether contextual vocabulary is obscuring an otherwise accessible mathematical relationship.
2. Read again to mark quantities, units and relationships.
3. Represent the relationship with a sketch, table or equation.
4. Choose a method and check the result against the original question.

WHEN VOCABULARY HIDES THE MATHS

A recipe for four people uses 300 g of rice. For six people, identify the scale factor 6/4 before calculating 450 g. The story context does not change the proportional relationship.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove supplied highlights and let learners choose their own representation.

TRY IT TOMORROW

Give a new problem or flawed step and ask for the relevant relationship and justification before accepting the numerical result.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

WHEN LANGUAGE HIDES THE SCIENCE

Look for learning. Choose the next step.

THE IDEA

Use a diagram or oral response to distinguish a science misconception from difficulty expressing the concept.

IN THE CLASSROOM

Choose the subject understanding being assessed and a response mode that does not conceal it.

ACROSS SUBJECTS

Maths: spoken justification beside notation. Humanities: oral source interpretation followed by a short written account.

HOW TO USE IT

1. Use a diagram or oral response to distinguish a science misconception from difficulty expressing the concept.
2. Offer an oral explanation, diagram or practical demonstration alongside writing where appropriate.
3. Check the same subject criteria across the response modes.
4. Record language needs separately and teach the language required for later written tasks.

WHEN LANGUAGE HIDES THE SCIENCE

A learner explains a force relationship accurately using a diagram but struggles to write the explanation. This is evidence for planning language support, not proof of weak science understanding.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Fade response-mode support when the required written language becomes accessible; preserve relevant access arrangements.

TRY IT TOMORROW

Use a new example in the less-supported mode and compare the conceptual reasoning.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

ASSESSMENT SHOULD TEACH TOO

Look for learning. Choose the next step.

THE IDEA

Use assessment evidence to teach a missing relationship, then check it with a fresh task.

IN THE CLASSROOM

Select one learner response and one improvement that matters for its meaning.

ACROSS SUBJECTS

Maths: identify the missing justification. Humanities: identify the unsupported claim or missing source link.

HOW TO USE IT

1. Use assessment evidence to teach a missing relationship, then check it with a fresh task.
2. Name one gap the learner can act on.
3. Show or discuss how to improve that gap.
4. Require a revised response and a fresh attempt to check transfer.

ASSESSMENT SHOULD TEACH TOO

Instead of “add detail”, write “Name the resultant force and connect it to acceleration.” The learner revises “It goes faster” into an explanation of the force relationship.

WHY IT WORKS

Connects the next teaching decision to evidence of learning.

EAL UPGRADE

Move from a full correction to a question, then to a learner-selected self-check.

TRY IT TOMORROW

Check the new example, not only whether the original correction was copied.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

ENGLISH ONLY ISN'T A STRATEGY

Use every language as a resource.

THE IDEA

Choose language use according to the learning purpose instead of treating an English-only rule as the teaching strategy.

IN THE CLASSROOM

Choose a clear purpose for home-language use and an explicit return to the shared task.

ACROSS SUBJECTS

Maths: plan a method in a familiar language, then justify with notation and key English terms. Humanities: research in another language, then attribute evidence in the shared response.

HOW TO USE IT

1. Choose language use according to the learning purpose instead of treating an English-only rule as the teaching strategy.
2. Allow purposeful discussion, reading or notes in a useful language.
3. Collect the English terms or sentence needed for the shared output.
4. Check the concept again through the final response, not translation alone.

ENGLISH ONLY ISN'T A STRATEGY

Learners discuss why the plant grew differently in a shared home language, then connect their explanation to light, photosynthesis and growth in an English response. The language choice supports the same scientific reasoning.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce the supplied English bridge as learners can select the terms themselves.

TRY IT TOMORROW

Ask for an independent explanation or diagram after the language bridge.

TEACHER LANGUAGE

“Which language helps you think, and what will you bring into the shared response?”

TRANSLATION IS A TOOL

Use every language as a resource.

THE IDEA

Use translation for a defined meaning check and return to the subject task with the needed English terms.

IN THE CLASSROOM

Choose a short phrase and the concept it must express in context.

ACROSS SUBJECTS

Maths: check everyday and technical meanings. Humanities: retain source context and attribution when translating evidence.

HOW TO USE IT

1. Use translation for a defined meaning check and return to the subject task with the needed English terms.
2. Compare the translation with the context and an example.
3. Translate back or explain in different wording to expose a changed meaning.
4. Keep the accurate term or phrase and use it in the subject task.

TRANSLATION IS A TOOL

The word “table” might refer to data or furniture. A translation is useful only if it preserves the intended meaning in the task. Check against the displayed data table.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Move from teacher-provided checks to learner-selected meaning checks.

TRY IT TOMORROW

Ask learners to use the translated term to interpret a new example.

TEACHER LANGUAGE

“Does this wording preserve the meaning in this context?”

TRANSLANGUAGING NEEDS A PURPOSE

Use every language as a resource.

THE IDEA

Set a purpose and a return point for multilingual discussion so it advances the shared learning task.

IN THE CLASSROOM

Choose a clear purpose for home-language use and an explicit return to the shared task.

ACROSS SUBJECTS

Maths: plan a method in a familiar language, then justify with notation and key English terms. Humanities: research in another language, then attribute evidence in the shared response.

HOW TO USE IT

1. Set a purpose and a return point for multilingual discussion so it advances the shared learning task.
2. Allow purposeful discussion, reading or notes in a useful language.
3. Collect the English terms or sentence needed for the shared output.
4. Check the concept again through the final response, not translation alone.

TRANSLANGUAGING NEEDS A PURPOSE

Learners discuss why the plant grew differently in a shared home language, then connect their explanation to light, photosynthesis and growth in an English response. The language choice supports the same scientific reasoning.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce the supplied English bridge as learners can select the terms themselves.

TRY IT TOMORROW

Ask for an independent explanation or diagram after the language bridge.

TEACHER LANGUAGE

“Which language helps you think, and what will you bring into the shared response?”

WHEN L1 HELPS

Use every language as a resource.

THE IDEA

Use a familiar language when it helps establish a concept, organise reasoning or access relevant knowledge.

IN THE CLASSROOM

Choose a clear purpose for home-language use and an explicit return to the shared task.

ACROSS SUBJECTS

Maths: plan a method in a familiar language, then justify with notation and key English terms. Humanities: research in another language, then attribute evidence in the shared response.

HOW TO USE IT

1. Use a familiar language when it helps establish a concept, organise reasoning or access relevant knowledge.
2. Allow purposeful discussion, reading or notes in a useful language.
3. Collect the English terms or sentence needed for the shared output.
4. Check the concept again through the final response, not translation alone.

WHEN L1 HELPS

Learners discuss why the plant grew differently in a shared home language, then connect their explanation to light, photosynthesis and growth in an English response. The language choice supports the same scientific reasoning.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce the supplied English bridge as learners can select the terms themselves.

TRY IT TOMORROW

Ask for an independent explanation or diagram after the language bridge.

TEACHER LANGUAGE

“Which language helps you think, and what will you bring into the shared response?”

WHEN L1 GETS IN THE WAY

Use every language as a resource.

THE IDEA

Check when a translated word or phrase changes the intended meaning and repair it with contextual evidence.

IN THE CLASSROOM

Choose a short phrase and the concept it must express in context.

ACROSS SUBJECTS

Maths: check everyday and technical meanings. Humanities: retain source context and attribution when translating evidence.

HOW TO USE IT

1. Check when a translated word or phrase changes the intended meaning and repair it with contextual evidence.
2. Compare the translation with the context and an example.
3. Translate back or explain in different wording to expose a changed meaning.
4. Keep the accurate term or phrase and use it in the subject task.

WHEN L1 GETS IN THE WAY

The word “table” might refer to data or furniture. A translation is useful only if it preserves the intended meaning in the task. Check against the displayed data table.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Move from teacher-provided checks to learner-selected meaning checks.

TRY IT TOMORROW

Ask learners to use the translated term to interpret a new example.

TEACHER LANGUAGE

“Does this wording preserve the meaning in this context?”

PREVIEW → LEARN → REVIEW

Use every language as a resource.

THE IDEA

Preview the concept in a useful language, learn through the lesson and review it with the shared output terms.

IN THE CLASSROOM

Choose a clear purpose for home-language use and an explicit return to the shared task.

ACROSS SUBJECTS

Maths: plan a method in a familiar language, then justify with notation and key English terms. Humanities: research in another language, then attribute evidence in the shared response.

HOW TO USE IT

1. Preview the concept in a useful language, learn through the lesson and review it with the shared output terms.
2. Allow purposeful discussion, reading or notes in a useful language.
3. Collect the English terms or sentence needed for the shared output.
4. Check the concept again through the final response, not translation alone.

PREVIEW → LEARN → REVIEW

Learners discuss why the plant grew differently in a shared home language, then connect their explanation to light, photosynthesis and growth in an English response. The language choice supports the same scientific reasoning.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce the supplied English bridge as learners can select the terms themselves.

TRY IT TOMORROW

Ask for an independent explanation or diagram after the language bridge.

TEACHER LANGUAGE

“Which language helps you think, and what will you bring into the shared response?”

CONCEPTS CROSS LANGUAGES

Make the words work for the learning.

THE IDEA

Connect a concept understood in another language to examples and labels needed in the current subject task.

IN THE CLASSROOM

Choose a concept, a clear example and a near miss.

ACROSS SUBJECTS

Science: distinguish evaporation from boiling. Humanities: distinguish evidence from an opinion about the evidence.

HOW TO USE IT

1. Connect a concept understood in another language to examples and labels needed in the current subject task.
2. Name the features that make the example belong.
3. Contrast a near miss and explain the decisive difference.
4. Introduce the label and apply it to a fresh case.

CONCEPTS CROSS LANGUAGES

A rectangle has four right angles. A slanted parallelogram shares some properties but does not meet this defining feature. Seeing the distinction matters more than repeating the label.

WHY IT WORKS

Connects words to meaning, sentence choices and subject relationships.

EAL UPGRADE

Remove the feature list but retain a new example and non-example.

TRY IT TOMORROW

Present a new example or near miss and require a decision justified by the defining feature.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

MULTILINGUAL ≠ LOW ABILITY

Plan together. Make access possible.

THE IDEA

Gather evidence of reasoning and prior knowledge without equating developing English with low intellectual ability.

IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

Science: oral versus written explanations. Humanities: source reading versus discussion. Maths: word-problem reading versus calculation.

HOW TO USE IT

1. Gather evidence of reasoning and prior knowledge without equating developing English with low intellectual ability.
2. Compare evidence across subjects and response modes.
3. Identify a small number of teaching priorities instead of relying on one overall score.
4. Review fresh evidence after planned support and update the profile.

MULTILINGUAL ≠ LOW ABILITY

A learner may explain science orally yet struggle with an extended written evaluation. Plan a writing scaffold and collect a new response rather than treating the overall proficiency label as a full account.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce support when independent evidence is sustained across relevant tasks; review access needs separately.

TRY IT TOMORROW

Does the next response show progress in the identified skill and task?

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

THINK IN YOUR STRONGEST LANGUAGE FIRST

Use every language as a resource.

THE IDEA

Plan a complex explanation in a strong language, then construct the bridge into the required English response.

IN THE CLASSROOM

Choose a clear purpose for home-language use and an explicit return to the shared task.

ACROSS SUBJECTS

Maths: plan a method in a familiar language, then justify with notation and key English terms. Humanities: research in another language, then attribute evidence in the shared response.

HOW TO USE IT

1. Plan a complex explanation in a strong language, then construct the bridge into the required English response.
2. Allow purposeful discussion, reading or notes in a useful language.
3. Collect the English terms or sentence needed for the shared output.
4. Check the concept again through the final response, not translation alone.

THINK IN YOUR STRONGEST LANGUAGE FIRST

Learners discuss why the plant grew differently in a shared home language, then connect their explanation to light, photosynthesis and growth in an English response. The language choice supports the same scientific reasoning.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce the supplied English bridge as learners can select the terms themselves.

TRY IT TOMORROW

Ask for an independent explanation or diagram after the language bridge.

TEACHER LANGUAGE

“Which language helps you think, and what will you bring into the shared response?”

THE BILINGUAL BRAINSTORM

Use every language as a resource.

THE IDEA

Brainstorm relevant ideas in available languages, organise them and select the terms needed for the shared task.

IN THE CLASSROOM

Choose a clear purpose for home-language use and an explicit return to the shared task.

ACROSS SUBJECTS

Maths: plan a method in a familiar language, then justify with notation and key English terms. Humanities: research in another language, then attribute evidence in the shared response.

HOW TO USE IT

1. Brainstorm relevant ideas in available languages, organise them and select the terms needed for the shared task.
2. Allow purposeful discussion, reading or notes in a useful language.
3. Collect the English terms or sentence needed for the shared output.
4. Check the concept again through the final response, not translation alone.

THE BILINGUAL BRAINSTORM

Learners discuss why the plant grew differently in a shared home language, then connect their explanation to light, photosynthesis and growth in an English response. The language choice supports the same scientific reasoning.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce the supplied English bridge as learners can select the terms themselves.

TRY IT TOMORROW

Ask for an independent explanation or diagram after the language bridge.

TEACHER LANGUAGE

“Which language helps you think, and what will you bring into the shared response?”

TRANSLATE BACK

Use every language as a resource.

THE IDEA

Translate a short response back and check whether the central relationship or qualification has changed.

IN THE CLASSROOM

Choose a short phrase and the concept it must express in context.

ACROSS SUBJECTS

Maths: check everyday and technical meanings. Humanities: retain source context and attribution when translating evidence.

HOW TO USE IT

1. Translate a short response back and check whether the central relationship or qualification has changed.
2. Compare the translation with the context and an example.
3. Translate back or explain in different wording to expose a changed meaning.
4. Keep the accurate term or phrase and use it in the subject task.

TRANSLATE BACK

The word “table” might refer to data or furniture. A translation is useful only if it preserves the intended meaning in the task. Check against the displayed data table.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Move from teacher-provided checks to learner-selected meaning checks.

TRY IT TOMORROW

Ask learners to use the translated term to interpret a new example.

TEACHER LANGUAGE

“Does this wording preserve the meaning in this context?”

COMPARE THE TWO LANGUAGES

Make the words work for the learning.

THE IDEA

Compare useful word forms or sentence choices across languages without assuming that every feature maps directly.

IN THE CLASSROOM

Select a useful root and related forms in real sentences.

ACROSS SUBJECTS

Science: react, reaction, reactive. Humanities: migrate, migration, migrant; discuss meaning as well as form.

HOW TO USE IT

1. Compare useful word forms or sentence choices across languages without assuming that every feature maps directly.
2. Connect each part to a change in meaning or word function.
3. Test related forms in subject sentences.
4. Use the appropriate form in a new sentence and explain the choice.

COMPARE THE TWO LANGUAGES

Compare a familiar word or sentence in two languages with help from learners or a reliable reference. Identify one useful connection and one difference; do not assume word order or word endings transfer directly.

WHY IT WORKS

Connects words to meaning, sentence choices and subject relationships.

EAL UPGRADE

Remove the word-family chart and retain only the root as a reminder.

TRY IT TOMORROW

Ask learners to repair “We prediction a rise” and explain why the form changes.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

HOME LANGUAGE RESEARCH

Make meaning visible. Keep the challenge.

THE IDEA

Use home-language research to access knowledge, then check source quality and attribute evidence in the final response.

IN THE CLASSROOM

Choose a source with known creator, audience, date and purpose.

ACROSS SUBJECTS

Science: evaluate what a measurement can establish.
English: distinguish a narrator's account from an author's intention.

HOW TO USE IT

1. Use home-language research to access knowledge, then check source quality and attribute evidence in the final response.
2. Separate what the source states from what the reader infers.
3. Use a specific detail to support an interpretation.
4. Name a limit and identify what another source could clarify.

HOME LANGUAGE RESEARCH

A recruiting poster shows a message its creators wanted to promote. It cannot establish that everyone accepted the message. A diary or survey could supply different evidence.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove the context grid once learners can ask the source questions independently.

TRY IT TOMORROW

Ask for one supported claim and one claim requiring additional evidence.

TEACHER LANGUAGE

"What can this source establish, and what needs another source?"

GOOGLE TRANSLATE ISN'T A PEDAGOGY

Use every language as a resource.

THE IDEA

Treat a machine translation as a draft meaning aid and test it against context, examples and the required concept.

IN THE CLASSROOM

Choose a short phrase and the concept it must express in context.

ACROSS SUBJECTS

Maths: check everyday and technical meanings. Humanities: retain source context and attribution when translating evidence.

HOW TO USE IT

1. Treat a machine translation as a draft meaning aid and test it against context, examples and the required concept.
2. Compare the translation with the context and an example.
3. Translate back or explain in different wording to expose a changed meaning.
4. Keep the accurate term or phrase and use it in the subject task.

GOOGLE TRANSLATE ISN'T A PEDAGOGY

The word “table” might refer to data or furniture. A translation is useful only if it preserves the intended meaning in the task. Check against the displayed data table.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Move from teacher-provided checks to learner-selected meaning checks.

TRY IT TOMORROW

Ask learners to use the translated term to interpret a new example.

TEACHER LANGUAGE

“Does this wording preserve the meaning in this context?”

MULTILINGUAL IS NORMAL

Plan together. Make access possible.

THE IDEA

Plan routine access for multilingual learners across subjects rather than treating multilingualism as an unusual exception.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Plan routine access for multilingual learners across subjects rather than treating multilingualism as an unusual exception.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

MULTILINGUAL IS NORMAL

“All teachers support language” becomes a practical expectation: identify the task’s language demand, provide one appropriate model and collect an individual response. A slogan alone does not establish practice.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.

TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”

EAL IS NOT AN INTERVENTION

Plan together. Make access possible.

THE IDEA

Embed language-aware teaching in mainstream provision instead of treating all EAL support as a separate remedial programme.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Embed language-aware teaching in mainstream provision instead of treating all EAL support as a separate remedial programme.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

EAL IS NOT AN INTERVENTION

“All teachers support language” becomes a practical expectation: identify the task’s language demand, provide one appropriate model and collect an individual response. A slogan alone does not establish practice.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.

TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”

WHO OWNS EAL?

Build shared routines. Review the evidence.

THE IDEA

Name the responsibilities of subject teachers, EAL specialists and leaders for one shared learner outcome.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Name the responsibilities of subject teachers, EAL specialists and leaders for one shared learner outcome.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

WHO OWNS EAL?

For an explanation task, the subject teacher identifies accurate scientific reasoning, the EAL specialist identifies language access, and both review an independent response. Leadership provides time and a clear review expectation.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

EVERY TEACHER TEACHES THEIR SUBJECT'S LANGUAGE

Build shared routines. Review the evidence.

THE IDEA

Identify the language through which learners explain, justify or interpret in a particular subject task.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Identify the language through which learners explain, justify or interpret in a particular subject task.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

EVERY TEACHER TEACHES THEIR SUBJECT'S LANGUAGE

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

THE FIVE-MINUTE LANGUAGE AUDIT

Build shared routines. Review the evidence.

THE IDEA

Audit one imminent task for its content goal, language demand, likely barrier and smallest useful support.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Audit one imminent task for its content goal, language demand, likely barrier and smallest useful support.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

THE FIVE-MINUTE LANGUAGE AUDIT

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

WHAT WOULD AN EAL-FRIENDLY SCIENCE LESSON LOOK LIKE?

Build shared routines. Review the evidence.

THE IDEA

Plan a science lesson that keeps the concept demanding while connecting diagrams, vocabulary and explanation language.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Plan a science lesson that keeps the concept demanding while connecting diagrams, vocabulary and explanation language.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

WHAT WOULD AN EAL-FRIENDLY SCIENCE LESSON LOOK LIKE?

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

WHAT WOULD AN EAL-FRIENDLY MATHS LESSON LOOK LIKE?

Build shared routines. Review the evidence.

THE IDEA

Plan a maths lesson that separates the mathematical relationship from avoidable contextual language barriers.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Plan a maths lesson that separates the mathematical relationship from avoidable contextual language barriers.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

WHAT WOULD AN EAL-FRIENDLY MATHS LESSON LOOK LIKE?

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

WHAT WOULD AN EAL-FRIENDLY HUMANITIES LESSON LOOK LIKE?

Build shared routines. Review the evidence.

THE IDEA

Plan a humanities lesson that supports source access, interpretation, evidence and qualification.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Plan a humanities lesson that supports source access, interpretation, evidence and qualification.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

WHAT WOULD AN EAL-FRIENDLY HUMANITIES LESSON LOOK LIKE?

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

WHAT WOULD AN EAL-FRIENDLY PRACTICAL LOOK LIKE?

Make meaning visible. Keep the challenge.

THE IDEA

Plan practical access through equipment language, safe instructions, observations and evaluation.

IN THE CLASSROOM

Separate an authentic instruction into actions, conditions and sequence.

ACROSS SUBJECTS

Maths: order plotting and calculation steps. Humanities: separate source reading, evidence selection and interpretation.

HOW TO USE IT

1. Plan practical access through equipment language, safe instructions, observations and evaluation.
2. Identify each action and preserve quantities or safety conditions.
3. Order the actions and demonstrate the first move.
4. Ask a learner to restate or perform the next action before proceeding.

WHAT WOULD AN EAL-FRIENDLY PRACTICAL LOOK LIKE?

Measure 20 mL; record the starting temperature; add the solid; stir; record the highest temperature. Recording the start after adding the solid changes the method.

WHY IT WORKS

Directs attention to meaning, evidence and the connections in the text.

EAL UPGRADE

Remove step cards when learners can reconstruct the sequence accurately.

TRY IT TOMORROW

Ask learners to show the next required action and explain a condition or ordering decision before proceeding.

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

PLAN CONTENT AND LANGUAGE TOGETHER

Build shared routines. Review the evidence.

THE IDEA

Specify the content goal and the language learners need to show it in the same lesson plan.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Specify the content goal and the language learners need to show it in the same lesson plan.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

PLAN CONTENT AND LANGUAGE TOGETHER

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

CO-TEACHING NEEDS A PURPOSE

Build shared routines. Review the evidence.

THE IDEA

Agree a purpose for co-teaching, allocate complementary roles and review evidence from the shared task.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Agree a purpose for co-teaching, allocate complementary roles and review evidence from the shared task.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

CO-TEACHING NEEDS A PURPOSE

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

SUPPORT WITHOUT DEPENDENCY

Notice the impact. Refine the support.

THE IDEA

Identify which support enables progress and test whether the learner can now perform with less of it.

IN THE CLASSROOM

Choose one completed teaching sequence and collect before-and-after learner evidence.

ACROSS SUBJECTS

Review one subject routine, then compare its use in another department before generalising.

HOW TO USE IT

1. Identify which support enables progress and test whether the learner can now perform with less of it.
2. Compare responses or participation before and after the routine.
3. Consider other factors and identify what the evidence cannot establish.
4. Retain, adapt or discontinue the support with a clear reason.

SUPPORT WITHOUT DEPENDENCY

A learner now links a claim to a data value without the sentence opening. This supports fading that prompt on a similar task; it does not establish independent performance in every genre.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Keep the smallest support that remains useful and test transfer to a new task.

TRY IT TOMORROW

Can the decision be traced to learner evidence rather than enthusiasm for the activity?

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

PLAN TOGETHER, NOT BESIDE EACH OTHER

Build shared routines. Review the evidence.

THE IDEA

Plan one task together with shared criteria and complementary roles rather than preparing two parallel lessons.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Plan one task together with shared criteria and complementary roles rather than preparing two parallel lessons.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

PLAN TOGETHER, NOT BESIDE EACH OTHER

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

WHAT SHOULD THE EAL SPECIALIST ACTUALLY DO?

Build shared routines. Review the evidence.

THE IDEA

Connect the EAL specialist's expertise to the task's language demand, modelling and evidence review.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Connect the EAL specialist's expertise to the task's language demand, modelling and evidence review.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

WHAT SHOULD THE EAL SPECIALIST ACTUALLY DO?

For a source evaluation, the EAL specialist helps identify the language of qualification and designs a short rehearsal. The subject teacher checks the historical interpretation. Both judge whether learners can transfer the move.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

WITHDRAWAL ISN'T THE DEFAULT

Plan together. Make access possible.

THE IDEA

Choose classroom or withdrawal support from the identified learning need and review its transfer to subject access.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Choose classroom or withdrawal support from the identified learning need and review its transfer to subject access.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

WITHDRAWAL ISN'T THE DEFAULT

A short specialist session may address a specific language need, while a supported subject task tests transfer. Compare the benefit and access cost before continuing the arrangement; neither withdrawal nor classroom support is automatically right.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.

TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”

MAKE YOURSELF LESS NECESSARY

Build shared routines. Review the evidence.

THE IDEA

Build subject-teacher capacity to use and review effective language routines without constant specialist prompting.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Build subject-teacher capacity to use and review effective language routines without constant specialist prompting.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

MAKE YOURSELF LESS NECESSARY

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

THE MULTILINGUAL CLASSROOM AUDIT

Plan together. Make access possible.

THE IDEA

Audit participation, task access and response opportunities in one multilingual classroom before deciding the next improvement.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Audit participation, task access and response opportunities in one multilingual classroom before deciding the next improvement.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

THE MULTILINGUAL CLASSROOM AUDIT

“All teachers support language” becomes a practical expectation: identify the task’s language demand, provide one appropriate model and collect an individual response. A slogan alone does not establish practice.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.

TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”

WHAT DOES GOOD EAL PROVISION LOOK LIKE?

Plan together. Make access possible.

THE IDEA

Judge EAL provision through learner access, progress, appropriate support and shared responsibility.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Judge EAL provision through learner access, progress, appropriate support and shared responsibility.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

WHAT DOES GOOD EAL PROVISION LOOK LIKE?

“All teachers support language” becomes a practical expectation: identify the task’s language demand, provide one appropriate model and collect an individual response. A slogan alone does not establish practice.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.

TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”

EAL DATA SHOULD CHANGE TEACHING

Plan together. Make access possible.

THE IDEA

Translate EAL evidence into a concrete teaching decision, then check whether the decision improved the next response.

IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

Science: oral versus written explanations. Humanities: source reading versus discussion. Maths: word-problem reading versus calculation.

HOW TO USE IT

1. Translate EAL evidence into a concrete teaching decision, then check whether the decision improved the next response.
2. Compare evidence across subjects and response modes.
3. Identify a small number of teaching priorities instead of relying on one overall score.
4. Review fresh evidence after planned support and update the profile.

EAL DATA SHOULD CHANGE TEACHING

A learner may explain science orally yet struggle with an extended written evaluation. Plan a writing scaffold and collect a new response rather than treating the overall proficiency label as a full account.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce support when independent evidence is sustained across relevant tasks; review access needs separately.

TRY IT TOMORROW

Does the next response show progress in the identified skill and task?

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

ONE LANGUAGE SCORE ISN'T A PROFILE

Plan together. Make access possible.

THE IDEA

Describe strengths and needs across skills and tasks instead of reducing the learner to one proficiency score.

IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

Science: oral versus written explanations. Humanities: source reading versus discussion. Maths: word-problem reading versus calculation.

HOW TO USE IT

1. Describe strengths and needs across skills and tasks instead of reducing the learner to one proficiency score.
2. Compare evidence across subjects and response modes.
3. Identify a small number of teaching priorities instead of relying on one overall score.
4. Review fresh evidence after planned support and update the profile.

ONE LANGUAGE SCORE ISN'T A PROFILE

A learner may explain science orally yet struggle with an extended written evaluation. Plan a writing scaffold and collect a new response rather than treating the overall proficiency label as a full account.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce support when independent evidence is sustained across relevant tasks; review access needs separately.

TRY IT TOMORROW

Does the next response show progress in the identified skill and task?

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

TRACK PROGRESS, NOT JUST PROFICIENCY

Plan together. Make access possible.

THE IDEA

Compare responses over time using the same learning goal and note changes in independence as well as proficiency.

IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

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TEACHER LANGUAGE

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WHO ACTUALLY NEEDS EAL SUPPORT?

Plan together. Make access possible.

THE IDEA

Identify support needs from task access and learning evidence rather than a language label alone.

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TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

WHEN SHOULD SUPPORT END?

Plan together. Make access possible.

THE IDEA

Review ending or reducing support using sustained independent performance across relevant tasks and settings.

IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

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Does the next response show progress in the identified skill and task?

TEACHER LANGUAGE

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EAL IS NOT SEN

Plan together. Make access possible.

THE IDEA

Distinguish language-development needs from other persistent learning concerns through history, access and response to teaching.

IN THE CLASSROOM

Gather learning history, languages, access to teaching and evidence across settings.

ACROSS SUBJECTS

Compare evidence from subject classes, EAL teaching and family learning history; avoid making one test decisive.

HOW TO USE IT

1. Distinguish language-development needs from other persistent learning concerns through history, access and response to teaching.
2. Check whether instruction, language access or unfamiliar schooling helps explain the pattern.
3. Provide appropriate support and gather responses across time and settings.
4. Where concerns persist, use the school's specialist referral process with the evidence gathered.

EAL IS NOT SEN

Slow English writing alongside strong oral reasoning calls for language support and observation. Persistent difficulties across languages and settings may warrant specialist review; neither pattern by itself diagnoses or excludes SEN.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Adjust language scaffolds from evidence while maintaining any independently identified learning support.

TRY IT TOMORROW

Does the support improve access, and what concerns remain despite it?

TEACHER LANGUAGE

"Show the relationship and explain the choice you made."

EAL AND SEN CAN COEXIST

Plan together. Make access possible.

THE IDEA

Plan language access and identified learning support together when EAL and SEN needs coexist.

IN THE CLASSROOM

Gather learning history, languages, access to teaching and evidence across settings.

ACROSS SUBJECTS

Compare evidence from subject classes, EAL teaching and family learning history; avoid making one test decisive.

HOW TO USE IT

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THE MULTILINGUAL LEARNER JOURNEY

Plan together. Make access possible.

THE IDEA

Track a learner's changing access, language strengths and independence across a sequence of learning.

IN THE CLASSROOM

Gather recent reading, writing, listening and speaking evidence alongside learning history.

ACROSS SUBJECTS

Science: oral versus written explanations. Humanities: source reading versus discussion. Maths: word-problem reading versus calculation.

HOW TO USE IT

1. Track a learner's changing access, language strengths and independence across a sequence of learning.
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Reduce support when independent evidence is sustained across relevant tasks; review access needs separately.

TRY IT TOMORROW

Does the next response show progress in the identified skill and task?

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”

PARENTS ARE LANGUAGE PARTNERS

Plan together. Make access possible.

THE IDEA

Invite families' knowledge of languages and learning history and communicate a practical shared support goal.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Invite families' knowledge of languages and learning history and communicate a practical shared support goal.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
4. Revise the procedure from the evidence and communicate the agreed practice.

PARENTS ARE LANGUAGE PARTNERS

Ask a family what the learner can explain, read or discuss in familiar languages and invite an example where feasible. Use that information to plan access; do not make families responsible for replacing classroom teaching.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.

TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.

TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”

PUT LANGUAGE IN THE CURRICULUM PLAN

Build shared routines. Review the evidence.

THE IDEA

Include the language demands and planned support in the curriculum sequence alongside subject content.

IN THE CLASSROOM

Bring one upcoming task and a learner response to a short planning conversation.

ACROSS SUBJECTS

Maths: plan justification language. Humanities: plan source qualification. Agree roles around one shared task rather than separate parallel work.

HOW TO USE IT

1. Include the language demands and planned support in the curriculum sequence alongside subject content.
2. Identify the language needed to demonstrate it.
3. Allocate complementary teaching roles and choose one precise support.
4. Review individual responses and agree what to adjust next time.

PUT LANGUAGE IN THE CURRICULUM PLAN

For a science conclusion, the subject teacher checks the mechanism while the EAL specialist plans language linking result, evidence and explanation. Both inspect whether learners use the link independently.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Reduce scaffolds and specialist prompting as classroom routines become shared and effective.

TRY IT TOMORROW

Can the team point to a change in learner responses attributable to the planned support?

TEACHER LANGUAGE

“Who will do what in this task, and what learner evidence will we review?”

WHAT SHOULD AN EAL POLICY ACTUALLY DO?

Plan together. Make access possible.

THE IDEA

Turn an EAL policy into actions, responsibilities, resources and a review process teachers can use.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Turn an EAL policy into actions, responsibilities, resources and a review process teachers can use.
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WHAT SHOULD AN EAL POLICY ACTUALLY DO?

"All teachers support language" becomes a practical expectation: identify the task's language demand, provide one appropriate model and collect an individual response. A slogan alone does not establish practice.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

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TRY IT TOMORROW

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TEACHER LANGUAGE

"What action will happen, who owns it, and how will we check it?"

FROM EAL DEPARTMENT TO MULTILINGUAL SCHOOL

Plan together. Make access possible.

THE IDEA

Build shared language-aware routines across departments while retaining specialist expertise and evidence review.

IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1. Build shared language-aware routines across departments while retaining specialist expertise and evidence review.
2. Name responsibility, resources and a realistic review point.
3. Trial the action in one setting and collect access or participation evidence.
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TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”

EAL IN PRACTICE: WHAT 180 CARDS TAUGHT US

Notice the impact. Refine the support.

THE IDEA

Review the collection by asking which routines produced better access, reasoning and independence for learners.

IN THE CLASSROOM

Choose one completed teaching sequence and collect before-and-after learner evidence.

ACROSS SUBJECTS

Review one subject routine, then compare its use in another department before generalising.

HOW TO USE IT

1. Review the collection by asking which routines produced better access, reasoning and independence for learners.
2. Compare responses or participation before and after the routine.
3. Consider other factors and identify what the evidence cannot establish.
4. Retain, adapt or discontinue the support with a clear reason.

EAL IN PRACTICE: WHAT 180 CARDS TAUGHT US

A learner now links a claim to a data value without the sentence opening. This supports fading that prompt on a similar task; it does not establish independent performance in every genre.

WHY IT WORKS

Makes the support explicit, shared and open to review.

EAL UPGRADE

Keep the smallest support that remains useful and test transfer to a new task.

TRY IT TOMORROW

Can the decision be traced to learner evidence rather than enthusiasm for the activity?

TEACHER LANGUAGE

“Show the relationship and explain the choice you made.”