Creating an inclusive learning culture
Unit 3 explores how the school ethos and curriculum can support children's diverse cultural identities to ensure that they feel safe and valued and experience the sense of belonging required for effective learning.

Planning and assessment for language and learning
Unit 1 addresses key principles underpinning effective planning and assessment for EAL learners.

Assessment for learning
- Conditions for assessment
- Collecting evidence
- Using evidence

Different schools will choose different pathways through the materials. For example, a school where mathematics is the current priority would find the sections of the materials highlighted in **BLUE** particularly useful. In a school with only one or two bilingual learners, teachers of those children would find the sections highlighted in **RED** particularly useful as a starting point.

Creating the learning culture: making it work in the classroom
Unit 2 provides support for class teachers.

Access to the curriculum: making contexts supportive for children learning EAL
- Building on previous experience
- Scaffolding language and learning
- Creating shared experiences
- Bilingual strategies
- Frames and prompts
- The print environment
- Guided talk for literacy
- Experiential learning
- Barrier games

Reading
Writing
Planned opportunities for speaking and listening

Professional development modules (PDMs)

Learning and teaching assessment for learning
PDM 1 Establishing shared curriculum targets as a context for language development
PDM 6 Day-to-day assessment

Learning and teaching language development and curriculum access
PDM 2 EAL principle, pedagogy and practice: first language as a tool for learning
PDM 3 Integrated planning for language development and curriculum content
PDM 4 Supportive contexts: scaffolding language and learning
PDM 5 Speaking and listening: guided sessions for language development

Conditions for learning
PDM 7 Culture and identity: ethos, environment and curriculum
PDM 8 Developing learning partnerships with parents, carers, families and communities

English as an additional language (EAL) programme
Information for school governors

ICT for EAL
Using ICT appropriately and imaginatively to meet the diverse needs of EAL learners

First language for learning
Using bilingual strategies

The contents of the accompanying DVD
Section 1 Year 2 (Listening)
Section 2 Year 4 (Listening and drama)
Section 3 Year 5 (Group interaction and discussion)
Section 4 Year 3 Guided talk used as a Year 3 intervention (Developing descriptive language)
Section 5 Creating the learning culture (making contexts supportive by reflecting children’s cultural identities)
Section 6 Experiential learning in the Foundation Stage

Further supporting material is available on the accompanying CD-ROM
Excellence and Enjoyment: learning and teaching for bilingual children in the primary years
Excellence and Enjoyment: learning and teaching for bilingual children in the primary years
Introductory guide: supporting school improvement
This provides a context for the materials within the cycle of school improvement.

- Characteristics of effective schools
- Personalised learning: inclusive pedagogy
- The role of the leadership team
- Realising priorities through CPD
- Coordinating EAL

Planning and assessment for language and learning
Unit 1 addresses key principles underpinning effective planning and assessment for EAL learners.

Designing opportunities for learning
Including:
- EAL pedagogy
- Rationale for the use of the bilingual child’s first language as a tool for learning
- Language across the curriculum
- Talk as process and talk as presentation
- Integrated planning for language and curriculum content

Assessment for learning
- Conditions for assessment
- Collecting evidence
- Using evidence

Creating an inclusive learning culture
Unit 3 explores how the school ethos and curriculum can support children’s diverse cultural identities to ensure that they feel safe and valued and experience the sense of belonging required for effective learning.

Speaking, listening, learning: working with children learning English as an additional language
Unit 4 explores the unique opportunities and some of the challenges of oral language for children learning EAL. It builds on Speaking, Listening, Learning: working with children in Key Stages 1 and 2 (DfES 0623-2003 G).

Introduction
Sharing the value of speaking and listening with bilingual parents and carers
The benefits and challenges of oral language for children learning EAL
Additional guidance on planning and assessment for learning

Speaking
Listening
Group discussion and interaction
Drama
Key issues, opportunities and potential challenges in each of the four strands of the National Curriculum programmes of study for speaking and listening

Exemplar teaching sequences
Creating the learning culture: making it work in the classroom

Unit 2 provides support for class teachers.

Professional development modules (PDMs)

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Learning and teaching: language development and curriculum access

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Conditions for learning

| PDM 7 Culture and identity: ethos, environment and curriculum |

Partnerships beyond the classroom

| PDM 8 Developing learning partnerships with parents, carers, families and communities |

The contents of the accompanying DVD

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