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| **THUMBNAIL**  **NAME Student A TUTOR GROUP** | | | | |
| **Key worker / School Team Link** | **Exam/Access Arrangements** | **Reading Age** | **SEN**  **EHCP** | **PP** |
| **PHOTO** | **Area of Need: EAL** | | | |
| **English as an additional language: Yes** | | | |
| **Language(s): Hungarian**  **Nationality: Hungarian**  **CEFR level (proficiency in English): A (New to English)**  **Date of arrival in U.K. (if applicable): September 2019** | | | |
| * Prior to her arrival in the UK, she received 3 years of formal schooling in Hungary (children start school at the age of 7) * Parents have been informed of the English educational system and the college expectations in terms of attendance, homework and general school rules.   **Current ability:**   * Student A is new to English, has a very basic repertoire of words and simple phrases related to personal details e.g. responds to name and simple greetings * Can understand and say words and phrases associated with the classroom and with immediate needs, when supported by gestures and communication symbols, e.g. book, pen, drink. etc. * Can follow task-related instructions with clear steps and modelling of the task, i.e match pictures with the words. Needs time to absorb new information and to process questions in English. * Student A can answer very simple questions on a familiar topic, i.e. about herself, family * In writing, student A can “blind “copy words and phrases from the board/book but very limited understanding of what she’s written | | | |
| **Strategies for Teachers** | | | |
| * Student A will need a significant amount of support to access the curriculum.   **Strategies:**   * Give tasks which are achievable independently to build up her confidence- task to be broken down into small steps and in a way that she can understand * Praise small success e.g. remembering key words from the previous lesson * Sit student A next to good English language role models * Visual praise stamps in books * Keep sentence structures as simple as possible when talking to her. * Ask accessible questions. Questions which provide alternative e.g. Is it black or red? Be prepared to rephrase, provide visual clues, gestures to ensure she understands * Provide as much visual support as possible   pictures and props  underlining and highlighting in text  diagrams  writing frames  key words  **Short term target:** to settle into new school routine and start interaction with peers and teachers | | | |
| **What I struggle with ……** | | **What I want other people to know about me..** | | |
| Understanding classroom instructions | | I get embarrassed when I do not understand simple words | | |
| **Non-Negotiables** | | | | |
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