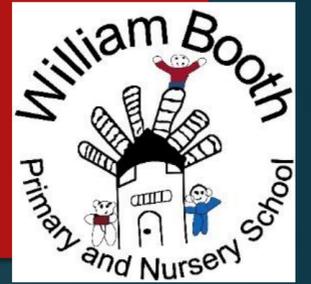


# DOES BROADENING VOCABULARY IMPROVE INFERENCE SKILLS IN CHILDREN WITH EAL?

## CASE STUDY OF AN APPEAL'S PROJECT BY JULIE ZACHARSKI – EAL TEACHING ASSISTANT



### Why this Case Study?

“Vocabulary is a critical factor in the development of reading skills”.

Lane & Allen 2010

This type of development work was chosen as there has been a consistent trend at William Booth that shows inferencing style questions prove to be a challenge for children with English as a second language. The data (DAISI Analysis 2017) for end of KS2 SATS results, highlights this fact when looking at the breakdown of questions from the reading paper. William Booth data – 2018 KS2 SATS: 48% of the class were classed as EAL. Of these 13 children, 5 passed the Reading test – 1 of which achieved greater depth. The current Year 6 children took the 2017 test in November 2018. 22 out of 30 children (73%) are classed as EAL. Only 6 children (27%) passed the test – based on expected pass mark in 2017. Given these findings, I decided to focus on reading as a specific curriculum area to work on. I identified a small group of current Year 6 EAL children who started school with little or no English language acquisition during Year 5. The majority of which are expected to sit end of KS2 SATS.



### Success Criteria

The success criteria was for the pupils to draw upon the taught strategies, use them effectively within the classroom (non-intervention) and during their end of KS2 exams. Assessment for Learning played a big part in the pupil's progression. By using considered teacher questioning and feedback, the children began to be more confident in self-assessment and peer assessing therefore empowering them to evaluate their own progress. Giving opportunities for group discussions enabled the children to explore language and ideas, helping them to move from concrete to abstract thinking.

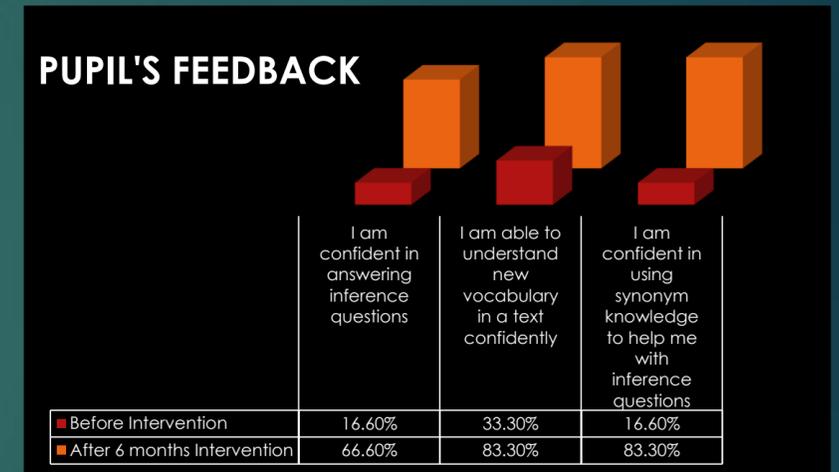
### Intention of Impact

The intention of impact on pupil learning was to encourage the pupils to explore and be immersed in a greater range of vocabulary and different learning strategies to enable a more confident approach when tackling inference questions.

“The impact of the project on this targeted group of EAL learners has been extremely positive. The children have effectively applied many of the taught strategies and approaches independently in class during reading sessions. The clear immersion in vocabulary and rapid development in this area has meant these children are able to access higher-level texts and identify the meaning of specific (often Tier-2) words as well understanding the text in a wider sense. This has, in turn, improved their inference skills enabling them to draw on experiences to find missing details across a range of texts - this has been demonstrated in class and on test papers.” Class 6 Teacher & School Leadership Team

### Pupil Voice

There is growing evidence to suggest that the more that pupils are involved in the learning process the more effective their learning is, for example in assessment for learning, peer and self-assessment. Pupils are very aware of factors which help or hinder their learning in lessons and can play an important role in identifying them through observation. At William Booth, we use this as part of Assessment for Learning (AFL) and for our EAL learners to recognise progress in their own work in order for them to increase confidence and improve self-esteem. Through teaching different strategies and using a variety of resources, the children are gradually beginning to understand how to cope with inference style questions by using the different approaches offered to them.



### CPD, Research and Own Experience Drawn Upon

- Own subject knowledge
- Own ability to deliver tuition for Year 6 SATs preparation
- Drawing upon systemic functional grammar within sessions
- Internal school CPD around vocabulary/reading
- APEALs information and training
- Internet research around reading and inferencing
- Using Assessment for Learning (AFL) to drive progress

