PDM 3

Integrated planning for language development and curriculum content

Aims

- To provide a rationale for planning which takes account of language as well as curriculum content
- To explore ways to plan for the development of cognitive and academic language proficiency
- To begin to consider a range of learning and teaching approaches which support language development and curriculum access

Overview of a suggested professional development programme

Learning and teaching: assessment for learning			
PDM 1 Establishing layered 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 principles, 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			
Partnerships beyond the classroom			
PDM 8 Developing learning partnerships with parents, carers, families and communities			

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Key messages

- Knowledge and understanding from PDM 2.
- The further away from a concrete context a speaker is, the greater the demands on their linguistic resources.
- It is important to move learners beyond the 'comfort zone' using notions of BICS and CALP and the Cummins Quadrant as a planning aide-memoire.
- Planning needs to identify the language demands of curriculum content and grammatical structures as well as subject-specific vocabulary.
- Different areas of the curriculum provide distinct language development opportunities.
- Children need opportunities and real purposes for talk.

Suggested activities

Review and reflect on progress since the last meeting.
- **What have you done?**
- **What was the impact?**
- **What have you learned?**
- **Share curriculum targets**

- Discuss how learning activities make specific demands on children's linguistic resources.
- Use texts 1 to 4 (Unit 1, page 23) to demonstrate how abstract contexts make more demands on participants in terms of language than concrete contexts.
- Discuss the Cummins Quadrant. Establish that the model serves to remind practitioners that children learning EAL can be supported to access cognitively challenging curriculum content by embedding activities in a supportive context.
- Think about the ways the context was made progressively more supportive for them during the experiential learning activity in PDM 2, for example through visual support, opportunity for discussion with peers using first language, a culturally familiar context and pre-teaching or preparation in first language.
- Discuss the characteristics of activities planned in each of the four quadrants with reference to the experiential learning during PDM 2 and the four texts from Unit 1.
- Consider how activities planned in quadrant D would have very little learning potential, and discuss examples (*D stands for don't – don't plan activities like this!*).
- Work in pairs or threes to read, discuss and place on the quadrant cards describing more or less scaffolded activities.
  (Sequenced appropriately, the cards should describe a possible teaching sequence to support children to progress from an activity planned in quadrant A to one planned in quadrant C. See Unit 1, page 27.)
- Discuss how scaffolding includes providing models of language.
  (Models can be provided during shared and guided sessions by teachers or other adults. They can be provided by peers when children work collaboratively. They can also be provided by texts and writing frames.)

- Discuss how to ensure that the new language children are exposed to becomes part of their repertoire.
  (Opportunities should be planned for children to use the language. Children will tend to stay within their comfort zone without planned intervention. Although they may be able to produce language which is grammatically correct, if there is a gap in a learner's linguistic repertoire their range of meanings, recognition of abstract ideas and thinking processes will be restricted.)

- Share ideas for identifying the language demands and the language development opportunities in planning and how staff can ensure that appropriate language models are provided for children.
  Work in usual planning teams to begin to identify the language demands of objectives linked to the curriculum targets for the term and opportunities for language development compatible with those objectives.

- Consider the main language function(s) – the purpose children need to use language for during planned activities. Identify subject-specific vocabulary and also the language structures that children will use for a particular purpose, e.g. past tense for recounting events; modal verbs for discussing possibilities.
  Identify how contexts will be made supportive for children learning EAL:
  – opportunities to build on previous experience;
  – scaffolding;
  – opportunities to use new language for real purposes in culturally inclusive contexts.

Next steps

- Trial a whole-school approach to planning for language development.
- Set date for review and agree a process for sharing successful strategies.

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Notes

Specific

- Prepare four texts on strips of card (see Resources).
- Enlarge the Cummins Quadrant and prepare cards for mapping activities on the quadrant.
- Offer the planning grid as a support for identifying language demands and opportunities. Emphasise that this tool is not intended as another layer of planning – existing plans can easily be annotated once the process is understood.

General

- Arrangements should be made to facilitate participation by part-time staff, EMAG-funded staff and teaching assistants.
- Ensure that key messages are secure and that participants leave with a clear understanding of where they need to focus over the coming half-term.
- Staff who are confident in this area should support other colleagues.
- The activities above are intended as examples. Choose from, and adapt, the suggested activities to fit in with the current priorities for the school as identified in the half-termly whole-school curriculum targets.

Resources

- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*, Unit 1: Planning and assessment for learning: for children learning English as an additional language
- Four texts about magnets which show the continuum from situation or context-embedded 'process' talk through to formal 'presentation' talk and written language (Unit 1, page 23)
- Cummins Quadrant (Unit 1, page 26) and CD-ROM
- Mapping activities onto the Cummins Quadrant. See the CD-ROM for activities on cards and Unit 1, page 27, for where each activity should be placed
- An overview of contextual support strategies, Unit 2, pages 6–7
- The distinctive opportunities for language development afforded by different areas of the curriculum (Unit 1, pages 14–20)
- Integrated planning for language and curriculum content (Unit 1, pages 28–29)
- Also available on the CD-ROM:
  – a grid to support teachers to identify language structures and vocabulary in planning;
  – an example of the grid used to identify the language demands and opportunities of a mathematics activity in Year 1;
  – checklist for auditing planning
- *Grammar for Writing* (DfES 0107/2000), pages 154 and 155, for a reminder of the main language structures or grammatical forms associated with different written genres across the curriculum
- Richardson, R. and Wood, A. (1999) *Inclusive Schools, Inclusive Society: race and identity on the agenda*, Trentham Books (especially pages 39–46 for examples of culturally inclusive learning contexts across the curriculum)

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