

***Developing mathematical language  
for children with  
English as an additional language***

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Saltwells EDC

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# Key essentials unit 1.13

- What do you know about the children's backgrounds? (language, culture, previous schooling)
- EAL learners will be affected by the attitudes they encounter around them . They need to feel secure, valued and understood
- They need to know their first language is valued
- Anxiety levels need to be kept low and expectations high

# Safe, settled, valued & secure....

## Teachers and practitioners...

- recognise central role of relationships in learning & teaching
- understand & empathise with multiplicity of factors that impact on children's lives
- m& promote values, attitudes & behaviour supportive of equality
- value diversity & bilingualism
- encourage active, collaborative learning
- Incorporate & build on children's interests & experiences

# 'EAL Toolkit'

- Excellence & enjoyment: learning & teaching for bilingual children in the primary years
- DfES Ref 0013 - 2006

# Planning opportunities for speaking & listening to reinforce mathematical language

- Language across the curriculum : Mathematics 1.15
- Guided talk about number 2.80
- Exploratory talk for mathematics 2.90
- A sequence for teaching new vocabulary 2.70
- Teaching sequence for group interaction: problem solving 4.46
- Barrier games 2.94
- Talk frames with a number focus 2.84
- Multiple meanings 2.71

# Inclusion – key principles

## **Learning objectives**

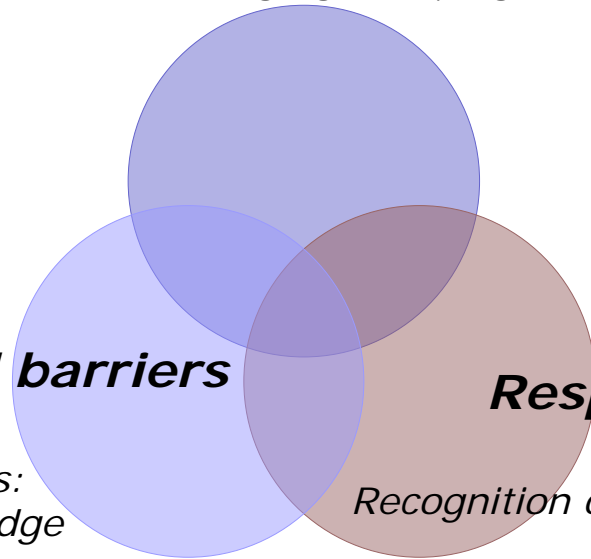
*High cognitive challenge; including all children in session;  
Holistic assessment through observation & language sampling, recognition of individual strengths*

## **Overcoming potential barriers to learning**

*Supportive contexts:  
Activate prior knowledge  
Scaffolding  
Modelling  
Frames & visual aids  
Print environment*

## **Responding to pupils' Diverse needs**

*Recognition of language background, culture, sense of identity  
Finding out about children's languages  
Building on previous experience  
Building collaborative class room ethos*



# DVD : Group activity

## *“Finding all possibilities”*

Unit 4 page 46 -50

Listen for language features:

- Logical connectives (because, so)
- Use of modal verbs (could, would, should)
- Language to explain, give reasons (It will be...because)
- Questioning (What do you think? Could it be...?)
- Language of probability (likely to...,might be..)
- Specific vocabulary (total, difference)
- Discussion (I agree /disagree because...)
- Predictions ( I think ... because)