



EAL across the Curriculum
KEY VISUALS
Activity Sheets to Support
Differentiation & Access

Compiled by Andy Harvey

Modelling and scaffolding support (key visuals)

EAL pupils need help to articulate their ideas and to use particular forms of language.

They benefit from tasks which make explicit the learning that needs to take place.

Key visuals are learning frameworks which *model* target language and provide a structure (*scaffold*) to support understanding and access.

Why use Key Visuals?

- ❖ key visuals can be used as an aid to show how information is related
- ❖ they can be used to summarise ideas
- ❖ they help with pupils' conceptual development in a highly visual way
- ❖ they help to enhance pupil discussion and negotiation
- ❖ they help pupils with comprehension
- ❖ they facilitate the recall of language and concepts as the information is presented visually and key words and phrases are recorded rather than large chunks of text
- ❖ when pupils become familiar with key visuals they can select the appropriate ones for a particular activity
- ❖ they help with pupils' note – taking skills
- ❖ they can help to organise pupils' thinking around
 - a piece of text
 - a picture
 - a listening activity
 - a practical activity (science, cooking etc)
 - a video
 - a visit

When can you use Key Visuals?

Presentations

- ❖ they can be used by the teacher as a presentation to a class or group to demonstrate ideas and concepts on a board

previewing information/ pre-reading

- ❖ they can be used to preview information – by recording elicited prior knowledge or predictions of a text or to generate appropriate key questions

reading and understanding textual organisation

- ❖ they can be used during a reading activity to help reinforce pupils' understanding of different features in a text e.g. sequence, cause and effect, description

research

- ❖ they can help pupils to report back on some research, demonstrate an experiment or summarise a piece of text before writing.

recording information

- ❖ they can be used in a writing activity to record information without the need to write out large chunks which may be difficult for bilingual pupils

collaborative learning

- ❖ they are useful in collaborative learning activities as pairs or groups of pupils can work together to complete them

drafting a written paragraph

- ❖ for pupils who have difficulty in knowing what to write, a key visual with headings and brief notes can be used to help draft a piece of writing

reporting back at plenary sessions

- ❖ they can be used when pupils need to report back or summarise information

Key visuals can be presented to pupils:

(a) **already completed** which require them to interpret information

1. 'Look at the chart on weather for March. What was it like?'
2. 'Look at the table on children's evening meals over a week. What kind of foods are most popular?'
3. 'What does the Venn diagram tell you about jobs in Hounslow and jobs in Kenya?'

OR

(b) **for completion** which help pupils organise their thinking in relation to another source such as a picture or text

Examples of Key Visuals

1. The following pages contain examples of completed key visuals and/or key visuals for completion.

Examples of the following are included:

- sorting table
- branching diagram
- tick chart
- conceptual charts –
 - matrix
 - idea chart
- compare/contrast diagram
- sequencing charts
 - timeline
 - action
 - steps
 - cycle diagram
 - flowchart
- ranking charts
 - ranking chart
 - ladder
 - pyramid
- cause and effect diagram
 - fishbone
- continuum/scale
- information chart
- main idea/details
 - cluster
 - overview

The Knowledge Framework – Key Visuals

Key visuals can be used to develop thinking and language skills both in speaking and listening and reading activities. The following key visuals are listed in the framework below and relate to the different ways of thinking in terms of what pupils say and what they read.

Ways of classifying	Ways of reasoning	Ways of expressing and justifying an opinion
<p>for sorting:</p> <ul style="list-style-type: none"> - webs - tables - trees 	<p>for explaining, predicting and drawing conclusions:</p> <ul style="list-style-type: none"> - diagrams - graphs - cause and effect diagrams 	<p>for ranking and evaluating:</p> <ul style="list-style-type: none"> - ladders - ranking charts - pyramids
<p>for describing, observing, naming, labelling, measuring, comparing and contrasting:</p> <ul style="list-style-type: none"> - diagrams - plans/ maps - matrices - idea charts 	<p>for sequencing, narrating, following a process:</p> <ul style="list-style-type: none"> - action strips - numbered steps - flow charts - cycles - time lines 	<p>for making decisions and solving problems:</p> <ul style="list-style-type: none"> - decision trees - flow charts
Ways of describing	Ways of sequencing	Ways of making decisions



HLS
EAL Training & Consultancy

For further information or booking
please contact Rehana Ahmed:
Lampton School
Lampton Avenue
Hounslow TW3 4EP

Tel 0208 538 1802

Fax: 0208 538 1803

E-mail: rehana.ahmed@ealhls.org.uk

Website: www.ealhls.org.uk

If you would like more information, please contact us.

વધારે માહિતી માટે મહેરબાની કરીને અમોને મળો.

যদি আপনার আরোও কিছু জানার থাকে, তাহলে আমাদের যোগাযোগ করুন।

Se precisar de mais informações, contacte-nos.

若你需要更多資料，請與我們聯絡。

اگر آپ کو مزید معلومات دیکار ہیں تو ہم سے رابطہ قائم کریں

إذا رغبتكم في الحصول على معلومات إضافية الرجاء الإتصال بنا

ਵਧੇਰੇ ਜਾਣਕਾਰੀ ਲਈ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

Nëse dëshironi më shumë informata, ju lutemi kontaktoni qendrën tonë.

Haddi aad faahfaahin u baahantay fadlan nala soo xidhiidh.