

EAL &amp; NEW ARRIVALS · GRADES 1–6

# EAL Sentence Stems

Cross-curricular pack

## Why sentence stems matter

An EAL learner often KNOWS what they want to say but doesn't know HOW to start the sentence. Sentence stems give them a launchpad. They fill in the rest. Over time, they internalise the patterns and don't need the stems anymore.

## Asking for help

<b>I don't understand...</b> I don't understand what to do. I don't understand the question. I don't understand the word _____.	<b>Can you...</b> Can you help me, please? Can you say that again? Can you show me?
<b>I'm stuck on...</b> I'm stuck on question 3. I'm stuck because I don't know what ____ means.	<b>How do I...</b> How do I spell ____? How do I do this? How do you say ____ in English?

## Answering questions

<b>I think...</b> I think the answer is _____. I think it's because _____. I think this character feels _____.	<b>The answer is...</b> The answer is _____. The answer is ____ because _____.
<b>I agree / disagree</b> I agree with _____. I disagree because _____. I agree but _____.	<b>I'm not sure</b> I'm not sure, but maybe _____. I think it might be _____.

## Explaining your work



<b>I did it like this...</b> First I _____. Then I _____. Finally I _____.	<b>Because...</b> I added _____ because _____. I chose _____ because _____.
<b>For example...</b> For example, _____. Like when _____.	<b>What I learned...</b> I learned that _____. Now I know _____. The most important part is _____.

## In writing

<b>Story openers</b> Once upon a time, _____. One sunny morning, _____. It was the strangest thing. I'll never forget the day _____.	<b>Sequencing</b> First, _____. Next, _____. Then, _____. Finally, _____.
<b>Adding detail</b> It was _____ and _____. The _____ looked like _____. The air smelled of _____.	<b>Endings</b> In the end, _____. From that day on, _____. After everything that happened, _____ knew that _____.

## Working with a partner

<b>Starting</b> What do you think? Shall we start with _____? Do you want to go first?	<b>Agreeing</b> Yes, I think so too. That's a good idea. That makes sense.
<b>Disagreeing nicely</b> I'm not sure about that. I was thinking maybe _____. What about if we _____?	<b>Finishing up</b> I think we're done. Let me check. Shall we go together?

## How to roll this out

WEEK 1: Just give the child the pack. Don't expect them to use it yet — they're absorbing.

WEEK 2-3: Model the stems yourself in your teacher talk. 'I think...' 'I'm not sure but...' 'For example...'

Children learn what they hear. WEEK 4 ONWARDS: Refer them to it. 'Use one of the stems on your card to answer that.' Within a half term, they'll be using stems unconsciously.

