



# Supporting Children with EAL

## General Good Practice

- Find out about the child's educational history
- Find out if the learner has age-appropriate language development in their home language- speak to parents, observe child's communication with peers/adults who speak the same language
- Learn the correct pronunciation of the child's name and make sure the class can say it correctly (for support on how to pronounce, see: [howtopronounce.com](http://howtopronounce.com))
- Arrange for a TA / older learner / sibling to visit the learner in class
- Find 'Language Buddies' – languages spoken by children identified on class context sheets
- Speak to parents about the importance of developing and maintaining oracy in home language
- Invite parents and carers into school to help run home language activities
- Learn to say a few phrases in the child's home language (e.g. hello, good morning, thank you, see you tomorrow)- ask the child to correct your pronunciation and maybe teach you a few more words
- Use facial expression, tone of voice and gestures to reinforce meaning of words and instructions
- Correct errors gently through remodelling and recasting
- Provide additional thinking time





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## Classroom Environment



- Use visuals on displays
- Seat learners who share the same language together where possible
- Seat the learner towards the front of the class
- Involve the learner in classroom tasks
- Incorporate some home language into routines e.g. answering register
- Visual timetable

## Resources



- Visual word mats for subjects
- Mini whiteboards to create on the spot visuals
- Survival fan with classroom language
- Use Widgeit for visuals
- Writing frames
- Sentence stems
- Manipulatives, subject linked resources

## Speaking

- Talk partners in groups of 3 (ideally with one child who speaks the same language) - strong role models of English
- Recite stem sentences
- Respond positively to attempts at speaking English and recast inaccuracies
- Target learner for simple yes/no questions
- Provide thinking time before expecting a response



## Listening and Understanding

- Speak clearly and slowly
- Chunk instructions into stages
- Work in small, non-threatening groups
- Point to relevant words as you are reading on the board
- Give opportunities for the learner to demonstrate understanding through drawing and gesture
- Sequencing activities
- Explain cultural references



## Reading

- Provide access to multi-lingual texts, including inviting parents/carers in to read
- Consider multilingual word mats
- Multiple opportunities to read aloud to develop fluency
- Animated versions of stories
- Match words with images



## Writing

- Reduce amount of writing expected compared to rest of the class - one sentence at a time
- Adaptations to key vocabulary in TFW and core vocab across the curriculum
- Grapheme mat to be available
- Use writing frames and matching tasks
- Oral rehearsal and drama activities

