# Strategies to Support EAL pupils

# Created for Portfields Primary School.

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| **Strategies** | **Examples of Activities** | **Resources** | **Websites** |
| **Create a supportive environment** | **Get to know the pupil – their backgrounds, experiences, interests, skills and learning styles**  **Ensure that correct name and pronunciation is used**  **Encourage to use home language**  **Celebrate and recognise religious and cultural festivals**  **Make opportunities for the pupils to become practically involved in class – give jobs e.g. distribute books, etc.…**  **Provide access and ensure planned use of supportive aids such as bilingual dictionaries, visual dictionaries, whiteboard for drafting, keywords bank, visual prompts, theasaurus, online translation tool** | **MKC Equality and Diversity Document**  **Oxford Primary resources**  **Milet first dictionaries** | **Add link Faith calendar**  [**http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement/equality-and-diversity**](http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement/equality-and-diversity) |
| **Create an inclusive environment:**  **Ensure that the pupils can relate to the classroom environment**  **Access multicultural resources from EMA Network** | **Display labels and signs in home languages in the classroom**  **Celebrate the status of languages - learn greetings and phrases of home languages**  **Reflect the school diversity in visual displays**  **Relate the pupils’ cultural and linguistic backgrounds and life experiences within the curriculum to enable the pupils to draw on prior experience**  **Select text, content and illustrations which reflect the diverse backgrounds of the pupil** | **Language of the Month - online resources celebrating home languages -words, phrases, songs and rhymes in may different languages**  **Ask parents/pupils to translate captions and labels for displays**  **Fiction and Non Fiction Books/resources from around the world**  **EMA Network Resource Library has a wealth of multicultural and RE book and resources to borrow** | <http://www.newburyparkschool.net/langofmonth//>  [**https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement**](https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement)  Letterbox  Mantra  Tamarind  worldstories |
| **Pairing and Mentoring** | **Set up a buddy system for New Arrived Pupils as soon they arrive –nominate peer and adult buddies.**  **Pair with same language speaker where possible**  **Nominate more than one buddy to avoid over reliance on one buddy.**  **Ensure that the pupils are paired with good language role models and avoid placing with them with pupils with SEN** | **Refer to Induction Policy**  **Buddy Leaflet**  **Newly Arrived Excellence Programme Guidance –Ref: 00650-2007BKT – EN**  **Addressing the well being of Newly Arrived EAL pupils – EMA Network** | ***Add Link to a buddy leaflet ( CD to create and add link)***  [**https://www.lincolnshire.gov.uk/upload/public/attachments/841/information\_on\_choosing\_buddies\_for\_eal\_pupils3.pdf**](https://www.lincolnshire.gov.uk/upload/public/attachments/841/information_on_choosing_buddies_for_eal_pupils3.pdf)  [**https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/naep.pdf**](https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/naep.pdf)  [**https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement**](https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement) |
| **Use of Visuals /objects –**  **Plan for scaffolding** | **Plan for use of visuals to introduce new concepts and provide the real life context.**  **Use text with visuals**  **Record learning through video/photograph and use for overlearning and create prompts** | **Pictures**  **Diagrams,**  **Videos,**  **Photographs**  **Flash cards,**  **Visual dictionaries, Computer programmes such as Clicker,**  **Real artefacts and objects**  **Visual maps** |  |
| **Plan for key visuals /graphic organisers**  **Graphic Organisers are also known as key visuals. They allow EAL pupils to organise their thoughts, access the curriculum and support academic language development.** | **Can be used:**  **Activate prior knowledge**  **As an aide to present information**  **Summarise ideas**  **Support the conceptual development**  **Develop comprehension**  **Facilitate recall of language and concepts**  **Enhance note taking**  **Help to develop pupils’ oral language through discussion and negotiation**  **Organise pupils’ thinking around a:**   * **New topic** * **Text** * **Picture** * **Listening activity** * **Practical activity** * **Video** * **Visit** | **Tables**  **Timelines**  **Flow charts**  **Venn diagrams**  **Matric charts**  **Pyramid diagrams**  **Mind maps**  **KWL grids** | Add link to EMA  Add link to different key visual templates |
| **Preteaching:**  **Plan and make opportunities for learning new vocabulary, language and concepts** | **Plan in preteaching units before new topic and unit**  **Plan for the introduction, model and rehearsal of the new vocabulary and language**  **Plan for pre visit to new texts and genres of text.**  **Illustrate key words with pictures**  **Create a working dictionary**  **(dual language) on a unit to record new words and key language and use in classroom learning**  **Display key vocabulary – with definitions and synonyms** | **Teaching Asssitant, parent helper or as part of home learning**  **Bilingual Dictionaries**  **Visual dictionaries**  **Online dual language stories**  **Dual language books**  **Talking Pens**  **Talking Dictionaries** | [www.**worldstories**.org.uk/](http://www.worldstories.org.uk/)  [**http://thepreschoolsource.com/images/WorldFablesFolkTales.pdf**](http://thepreschoolsource.com/images/WorldFablesFolkTales.pdf)  **Mantra lingua**  **Milet** |
| **Plan for opportunities for talk and language development** | **Plan for language and learning objects**  **Assess and target set for language development (NASSEA)**  **Allow a ‘ silent period’ for Newly Arrived pupil**  **Give plenty of ‘thinking time’ to develop oral confidence**  **Scaffold talk through:**   * **Teacher model** * **Peer model** * **Talk frames** * **Triangle talk** * **Text reduction** * **Exploratory talk** * **Practical activities**   **Develop speaking and listening**   * **Talking Partners Programme** * **Barrier Games** * **Language Games** * **Songs and Rhymes** * **Dual language books** | **Pauline Gibbons**  **Talking Partners resources**  **Barrier Games**  **EMA Network**  **Guided writing units**  **SMART resources**  **LDA resources**  **HSL** |  |
| **Use of First /home language** | **Show that the pupils’ home language is valued**  **Encourage regular transference between first language and English**  **Encourage Newly Arrived beginner bilingual pupils to write in first language**  **Plan for pupils to work in same language groups or pairs**  **Encourage competent bilingual pupils to use bilingual dictionaries**  **Plan for access to Dual language books and resources**  **Plan for access to audio dual language books**  **Invite a parent to teach or to read a story in their home language**  **Encourage parents to talk to their children in their home language** | **Parents**  **Milet**  **Mantra**  **EMA Network**  **Google** |  |
| **Collaborative Activities**  **Collaborative activities encourage involvement; provide exposure of different types of language use.** | **Plan for regular collaboration in mixed ability between peers ( pairs and groups)**  **Sentence building - Silly sentences**  **DARTS Reading detectives**  **Plan in Collaborative Learning activities for developing cross-curricular talk.**  **Use Barrier Games to develop talk across the curriculum. They are particularly useful for building mathematical** | **Collaborative learning resources**  **Talk it Solve it books**  **EAL at KS1 and Ks2 Framework booklet ( HSL - Links to dual language and core texts and includes activities to develop language** | [www.**collaborativelearning**.org](http://www.collaborativelearning.org)  **Talk it Solve it books -** [**https://global.oup.com/education/product/9781903142783/?region=uk**](https://global.oup.com/education/product/9781903142783/?region=uk)  **HSL – Hounslow Language Services –** [**www.ealhls.org.uk**](http://www.ealhls.org.uk) |
| Writing support -  Extending language | **Provide scaffolded writing frames**  **Use generic sentence level activities to address grammar**  **Provide sentence starters for independent writing**  **Explicitly model verbal and written language**  **Create a class vocabulary wall**  **Include a variety of reading genre and text type materials** |  |  |