# Strategies to Support EAL pupils

# Created for Portfields Primary School.

|  |  |  |  |
| --- | --- | --- | --- |
| **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)LetterboxMantraTamarindworldstories |
| **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**  |  |  |