

20 *top tips for schools with EAL pupils*

Induction and welcome for new arrivals

1

Build a profile. Find out about the language, educational and cultural background of the pupil before they start at the school. Meet the parents. Use an EALS Bilingual Support Officer to interpret.

2

Initial Assessment and grouping. Find out the pupil's levels in English, first language, Maths and other curriculum areas. Use EALS to do Initial Assessments and Mother Tongue Assessments. Group with peers of same ability, not necessarily in low ability groups

3

Buddy up! Buddy with pupils who speak the same first language. Alternatively, pair with pupils who performs particularly strongly in speaking and listening tasks. Use more than one buddy.

4

Getting involved. Support them at break and lunch times and encourage joining in with clubs and activities. Making friends is the most important thing at first.

5

Get support organised. Put in place in-class support and other interventions. EALS teachers and Bilingual Support Officers can deliver interventions and give advice.

Moving on

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Training. Ensure all relevant staff are trained in language awareness and EAL-friendly strategies. EALS can deliver bespoke training to all staff groups

7

Ongoing assessment. Monitor English Language levels as well as curriculum progress. All pupils also have to be allocated a proficiency level A-E once a year for the DfE census

8

Make the most of first language skills. Encourage pupils to use their first language in class and celebrate their abilities. Provide dual-language dictionaries for pupils literate in their first language. GCSEs are available in many languages. Ask EALS for advice.

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Build a bank of resources. Find and use EAL-friendly resources, including those with dual-language with the pupils. Most of them are great for all the class.

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Support parents too. Establish and keep contact with parents. They may need help understanding how school works and what the expectations are.

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EAL-friendly strategies

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Collaborative speaking. Structured pair and group work is good for EAL pupils, where they have an allocated role, have time to rehearse and where they have exposure to good models of speaking and listening.

12

Build vocabulary. Ask students to translate key words to make a glossary then match to meanings. Use strategies such as matching images or definitions to key words and use flash cards. Give lists of words for pupils to tick when they come up in the lesson.

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Keep it comprehensible. Moderate speed of your speech and keep instructions clear and to the point – in steps and with visuals. Accompany explanations with written notes, visuals or demonstrations. Write clearly on the board, in full sentences and in lower case.

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Activities to support reading. Use techniques such as highlighting, ranking, sorting, sequencing, cloze, matching headings, etc.

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Scaffold for writing. Use techniques and tools such as sentence starters, substitution tables, graphic organisers. Give good models of writing for pupils to refer to and work from.

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Visuals. Use photos, pictures, real objects, graphs, diagrams, charts and graphic organisers (flow diagrams, Venn diagrams, etc.) as much as possible.

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Model it! If you want them to speak or write using certain vocabulary or sentence types, model it first, whatever the curriculum area.

18

Make the most of first language skills. Consider when to encourage pupils to discuss, take notes, research topics, write or look up words in first language. Give them some freedom to choose too.

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Make the most of diversity. Celebrate the different languages and cultures represented in your class and in the school. Reflect this in your classroom and school displays and activities.

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EAL-friendly resources. Try EAL Nexus, The Collaborative Learning Project, Learn English Kids and Learn English Teens websites which are all free. Twinkl and Mantra Lingua also have good resources.

