

Speaking and listening

- Seat pupil near front of the class with clear access to teacher and visuals, in a position where they can see and copy other children's actions.
- Speak slowly but make sure that normal intonation and stress patterns do not become distorted.
- Pause often to allow children to process what they hear.
- Provide as much visual support as possible – objects, pictures, gestures, facial expressions.
- Do not worry if the pupil does not participate. The pupil may undergo an initial silent phase. This is an essential part of acquiring another language
- Create a positive environment where the pupil feels confident in asking, and responding to questions.
- Ask closed questions in the earlier stages of learning English.
- Give pupils time before expecting an answer to questions.

General

- Find cultural contexts for learning that are relevant to pupils' background and language.
- Encourage communication rather than accuracy.
- Provide plenty of opportunities for paired and group work with peers who model good use of English.
- Adapt homework tasks: e.g. the pupil may translate key vocabulary or label pictures/ diagrams (perhaps bilingually).

Reading

- Provide simple texts with audio for the pupil to listen to.
- Timetable a regular slot when the pupil can use software such as Oxford Reading Tree Talking Stories.
- Select texts with visual support where possible.
- Reading in English needs to be at a much simpler level while reading in L1 needs to be maintained.
- Ensure pupil pre-reads class text with either parent/sibling or TA so that key vocabulary is understood. Underline key words.
- Encourage pupil to use a translation website or bilingual dictionary in class to help with comprehension.
- Support pupils in class by modifying texts e.g. by summarising texts, presenting texts as pictures/diagrams etc.

Vocabulary

- Display key vocabulary around the classroom.
- Help the pupil compile a picture dictionary of vocabulary related to the topic.
- Provide the pupil with a visual word mat of key vocabulary.
- Pre-teach key vocabulary. Before introducing a new topic provide the pupils with key word lists or worksheets with key words highlighted.
- Send home a topic book or worksheet for preparation. Pupils can familiarise themselves with the vocabulary, look up meanings, note these down in the word-book and discuss it with their family.
- Highlight key vocabulary on worksheets and in texts.
- Reinforce understanding of key words with games, glossaries, word searches and cross words.
- Provide labelled diagrams and ask children to complete sentences relating to the diagram by inserting the correct key word.
- Provide a list of key words (including those to be used in explanations /instructions) and send home for translation prior to activity. Ensure that the key words are entered into an indexed word book.

Teaching strategies to support beginner learners of EAL

Writing

The pupil can:

- Copy key points of lesson in English and translate for homework.
- Write something relevant to the lesson in the first language. They may be able to translate their work, or parts of it, with the help of parents.
- Trace or draw pictures, maps /diagrams. Label these with words, phrases or short sentences supplied by you, and /or label bilingually.
- Use a graphic organiser such as a table/ flow chart/ timeline to record a limited amount of information.
- Copy sentences, choosing sentences from two alternatives.
- Answer simple questions with yes/no answers.
- Sequence pictures and/or text to form a short continuous piece of writing.
- Complete simple gap fill activities.