

1. Visualise it!



- Pictures, photos
- Media clips
- Modelling
- Demonstrations
- Role play

2. Create structured, supported speaking & listening opportunities



- Pair or group them
- Set cognitively challenging tasks
- Provide thinking and rehearsal time
- Targeted language talk frames

Support EAL Pupils

Seeing, Hearing, Doing!

4. Scaffold the learning



- Model the activity
- Provide talk & writing frames
- Use diagrams & recording grids linked to reading & writing activities
- Provide activities to practice the language you want them to use

3. Make the language explicit



- Model the language you want to hear
- Speak at a clear, even pace
- Get pupils to record vocab to link L1 & L2 using dictionaries
- Make no assumptions about the language used. "What does it mean when it says..."

1. Buddy up



- Always pair with supportive peer
- Same language speakers
- Good role models for English
- Involve them in the lesson, not in separate work

2. Encourage use of 1st language



- For early speaking, discussing & writing
- Making links with new words in English
- To show what they already know

6. Build their vocabulary

- Provide them with key words for lesson in English.
- Expect them to translate them
- Prepare a subject word pack for them to translate and learn over time
- Share material and words for coming lessons so they can prepare



New pupils
with EAL
in my lesson

5. Seat them where they can see & hear



- You
- The board
- At the front

3. Introduce yourself



- Smile
- Tell them your name
- Find out theirs

4. Mind your teacher talk!



- Speak clearly at an even pace
- Link words with gestures
- And images if you can
- Say it more than once

Engage EAL Pupils: Planning Checklist

New pupils with EAL

- ⇒ I have buddied them up with someone who speaks the same language
- ⇒ I have introduced myself to them, said my name and asked theirs
- ⇒ I have sat them near the front so they can see and hear everything
- ⇒ I have provided them with the same books and folders as all pupils
- ⇒ I have spoken clearly at a clear pace. I have used gestures and signpost pictures or actions. I have asked the pupils if I am doing this
- ⇒ I have encouraged them to use their first language to answer questions and to write so they are engaged in the lesson
- ⇒ I have asked them to write keywords for the lesson in their books and translate them into their own language
- ⇒ I have provided them with a subject wordlist to translate for homework
- ⇒ I have given them work from the next lesson so they can prepare
- ⇒ I have checked their pen portraits on the shared drive to get a sense of their ability levels and what they can do
- ⇒ I have tried to speak to them every lesson
- ⇒ I have made sure they know I have high expectations of them

All EAL pupils in my classroom

- ⇒ I have included visuals, media clips, demonstrations in my lesson to help catch the learning
- ⇒ I have created tasks that encourage them to talk to each other with a clear focus
- ⇒ I have trained them in working together effectively
- ⇒ I have provided them with wait time, thinking time and rehearsal time in activities
- ⇒ I have provided those who need it with talk frames to achieve the activity
- ⇒ I model the activities I want them to do
- ⇒ I model the language I expect them to use
- ⇒ I draw their attention to the language. I make no assumptions about what they understand. I ask “what does it mean when it says...” or similar
- ⇒ I have included a literacy activity to explore the language of the lesson
- ⇒ I give pupils grids to record their ideas, extract information from texts etc so they break down the learning into steps
- ⇒ I have used a reading or writing strategy to help them complete those tasks. to each other