

## Top Tips

- For early survival language, a keyring/ communication book with prepared Wigit symbols to communicate basic needs such as drink, toilet etc. can be made.
- Visuals need to be culturally relevant to the pupil and up-to-date.
- A visual timetable would support pupils to identify routines and know what's happening throughout the day.
- Pictorial support can be gained from a variety of sources including clipart, Twinkl, Google images and Pinterest.
- Real objects and real experiences are preferable to images. Pupils need to be able to interact with resources to enable language skills to develop.
- Displays need to be visually rich and incorporate labels in other languages where appropriate.

**Access to Education/PSS:** for further guidance and support:  
[accessstoeducation.birmingham.gov.uk/index.php/PSS/eal.html](https://accessstoeducation.birmingham.gov.uk/index.php/PSS/eal.html)

# Supporting Pupils with EAL

## Use of Visuals

### Remember...

The use of visual support is good universal practise, especially for pupils with EAL. This is due to most visuals being collectively recognised by all.

### Benefits include:

1. Pupils can make sense of new information and language as the visuals provide context for what is being learnt.
2. Pupils can access work without lessening the cognitive demand as they can utilise their first language knowledge.
3. Pupils can respond to their learning and show their understanding through the use of visuals in various forms.
4. Visuals allow pupils to access more complex texts and help support the development of their academic language.

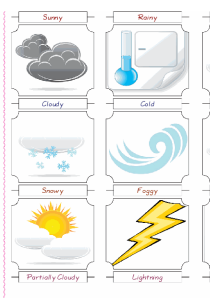
## Use of Visuals

**Video/Film/Drama/Role play** can offer EAL learners a context based learning opportunity. They may need to watch video clips a few times and a discussion around the language used would be advised. The use of drama and role play as a medium of communication can be successful due to the non-threatening environment, where the pupils can practise repeatedly and where errors can be informally corrected.

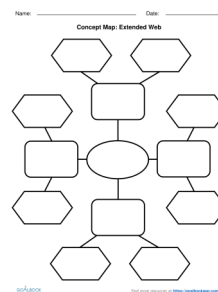


**PowerPoints** can be used as a teaching method to further support EAL learners. A variety of visuals can be added to pre-empt language needs. Also, PowerPoints can be used as a basis for pre-tutoring prior to lessons.

The use of **personalised word books/picture glossaries** can help pupils to catalogue vocabulary which is relevant to them. It can be recorded through pictures, first language translation or written into a sentence. This can support pupils in becoming independent learners.



**Graphic organisers** are an excellent tool for EAL learners as they can be used flexibly in a variety of subjects. They scaffold learning and recording for pupils, still enabling them to demonstrate their cognitive abilities. These could include Venn diagrams, mind maps and cause and effect tables.



**Flash Cards** can be presented in a variety of ways:

Pictures, pictures with words in first language, pictures with words in English on the front of the same card, pictures with English words on the back of the card, picture cards with matching separate word cards. They can be used to introduce new vocabulary, learn by rote, inspire dialogue and review language and reinforce concepts. Learners can use flashcards to match, sort or sequence. These activities can develop a structure for writing.

**Photographs** can support personalised learning, making it familiar and appropriate. Photography can also be used as an aid to communicate learning outcomes. Teachers and pupils should be encouraged wherever possible to create photographic resources to support learning.



**Other Resources** include demonstration/modelling, gesture, story sacks, real objects and graphic novels.