

Useful websites with **free teaching and learning ideas** for all key stages (additional content may require a subscription)

Naldic

www.naldic.org.uk/eal-teaching-and-learning/eal-resources/

The Bell Foundation

ealresources.bell-foundation.org.uk/teachers/great-ideas-pages

Twinkl

www.twinkl.co.uk/resources/english-as-an-additional-language-eal

British Council

schoolsonline.britishcouncil.org/find-classroom-resources

The EAL Hub

www.ealhub.co.uk

Access to Education/PSS: for further guidance and support:
accesstoeducation.birmingham.gov.uk/index.php/PSS/eal.html

Supporting Pupils with EAL High Quality Teaching Strategies

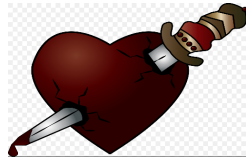
Remember...

1. New language learning needs to be **specifically planned for** and linked to **prior learning experiences** and **real-life situations** as much as possible.
2. Pupils learning EAL should not be treated as a homogenous group. They are diverse with **individual strengths and needs**.
3. It can take on average **5—7 years to develop full academic fluency** (pupils are learning a language and curriculum simultaneously). Pupils develop social communication skills first, which can mask
4. Learning tasks should **challenge the pupil's cognitive ability**—tasks should not be governed by the pupil's level of proficiency in
5. To allow a **'silent' period** for newly arrived pupils. Give them time to absorb the learning within your classroom. They need time to understand the **'input' before** they can generate an **'output'**.

High Quality Teaching strategies for EAL

Visual support linked to content, context and key vocabulary is essential (i.e. concrete objects, maths manipulatives; pictures; photographs of real-life experiences; symbols; visual organisers).

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|----------|----------|
| Montague | Capulets |
| | |



What A GOOD
One LOOKS
Like...

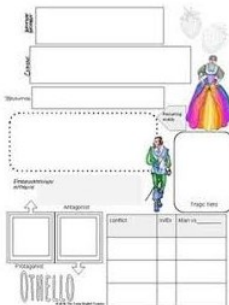
Show and model examples of what a good piece of writing should look like. Provide writing frames, sentence starters with word banks as **scaffolding** for written tasks and discussions.



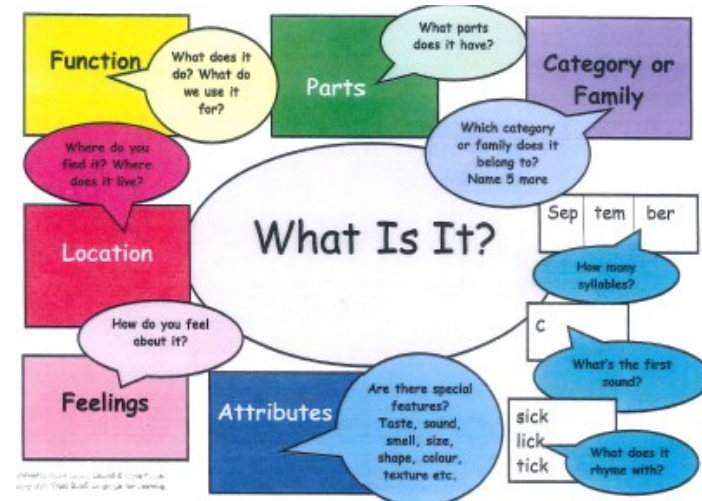
Promote and encourage pupil's **use of first language** (i.e. draft and annotations in first language; discussing new learning in first language with peers; access to bi-lingual dictionaries). Provide translation of keywords.



Facilitate opportunities for **collaborative learning** and practical tasks. Provide as many real-life experience as possible. For ideas: <http://www.collaborativelearning.org/>



Develop reading comprehension skills and analysis of text through **DARTs** (Directed Activities Related to Text). For example: True or False activities; Cloze/Gap filling; graphic organisers (i.e. Venn diagram for comparison); sequencing of cut up sentences/passages of text etc.



Consider **seating arrangements** to facilitate good models of spoken English and peer discussion (grouping pupils with EAL with lower ability students reduces opportunity for this).