**General advice**

What to expect

* Do not worry, in the early stages, if the pupil appears not to be making the same rate of progress as others. Most pupils learning through EAL will have developed L1 to an age appropriate level, but when matched against communication in English it may appear that their language reflects that of a younger person. For monolingual English speakers, this might be an indicator of additional needs. In the case of a pupil learning an additional language, a snapshot of what s/he can do from [an EAL] **assessment** will show a more accurate picture.
* Do not worry if the pupil is not keeping with the rest of the class. It is more important that s/he learns something than that s/he completes something. Make sure anyone supporting in the classroom understands that the pupil’s tasks can be reduced in order to spend more time **consolidating** new language or explaining content.
* **Vocabulary** development remains a priority for bilingual learners in both early and later stages, even when they are high achievers. Practitioners will need to focus on building vocabulary and revisit often.
* Expect fast progress.
* Many English-speaking pupils benefit from provision made for EAL. An **EAL-friendly** lesson is an **inclusive lesson**. Import EAL strategies into everyday practice rather than worrying about creating a special lesson just for one or two pupils.
* Bilingual pupils will need to be given **intellectually challenging work** (unless they have been identified as having learning difficulties). Have high expectations and watch out for both **fast** **progress** and **sudden** **plateaux**. Both are features of learning through an additional language.
* Watch out for small **cultural misunderstandings** which can cause bigger comprehension gaps or confusion about tasks. Avoid making assumptions and ask questions to **check comprehension**.

Strategies to try

All the ideas below would be found in quality first lesson design by language aware practitioners. The form this provision takes will **vary according to age group, subject content and the developing needs of different learners in the class**, but the elements of the provision will not change.

* Encourage and facilitate use of other languages as learning tools.
* Provide opportunities for the learner to link to **prior knowledge**.
* Provide **contextual support** for meaning.
* As part of the lesson design, provide explicit **models** of language, with opportunities for learners to practise, produce and reflect on their use.
* Provide scaffolding for language production as part of the lesson design.
* Use *‘Tell me about this’* and *‘Show me …’* as prompts or conversation starters.
* Give **thinking time**, learners may be translating in their heads.
* Provide age-appropriate ICT.
* Most practitioners find flexible seating or **grouping** useful. Bilingual learners’ benefit from **good models** of language use and learning behaviour. Peer support adds to **differentiation** options.