**** Strategies Supporting New EAL Students in the Classroom

* **Don’t panic!**
* Provide an **inclusive** environment so the pupil feels happy and safe.
* Put pupils in groups/sets appropriate to their ability in home language, ***not*** their current English language skills.
* **Pair up** with a buddy or a group of buddies – good language role models.
* Allow **group work** to help pupils learn both English and context.
* Use **non-verbal support** aids such as flash cards to indicate pupil’s needs – toilet, feeling unwell etc.
* Try to make **instructions** for activities **precise** – pictures and diagrams help.
* **Encourage** any attempts by EAL pupils to communicate.
* Allow **extra time** for EAL pupils to understand and respond to spoken English.
* **Pre-teach** curriculum vocabulary (given before the lesson) for new class topics, which the pupil can view at home.
* **Vocabulary lists/copies of texts** for pre/post lesson study
* Use **modelling, diagrams, pictures/words/sequencing** to link concepts and new vocabulary.
* Use **sentence starters** and **writing frames** for written work - it is ok if they want to write in their home language at first.
* If possible, order a **bilingual dictionary** for use in the classroom.
* Don’t worry if there is a **‘silent’ period** – this is normal.
* Make time for **weekly catch ups** with class teacher to promote their learning and provide more support.
* **Additional Literacy Support -** Language programmes e.g. Talking Partners, Ealip and other booster programmes.
* Let them settle into school for a few weeks before contacting the EAL service with a referral.

Have Fun ☺

EAL TEAM: Lorraine Brown, Becci Morris, Quynh Chu Thu - 0151 443 5136