

# Developing Competency (EAL) Support Strategies

## Secondary (Key Stage 3 & 4)



### Speaking & Listening

- Create a **positive environment** where the **student feels confident in asking, and responding to questions.**
- Ensure that the student **understands** the **lesson objectives.**
- **Simplify language** when teaching new concepts.
- **Encourage the student to listen actively**, process and rehearse language by asking them to repeat instructions for a partner to follow. This can also be facilitated in the student's home language.

### Writing

- Provide **tables/writing frames/flow charts/timelines** so that the student can record information in an organised form and refer to this when **planning written work.**
- Provide **opportunities for students to outline orally** how they will approach a task.
- Provide **exemplar texts**, as well as phrase and word banks.

### Reading

- Make **explicit** the **context of texts** and explain any cultural references that the pupil may not understand.
- In English, encourage EAL students to use **audio** of any **studied texts** and suggest that, when possible, the **text (or a summary of it) is read in the first language prior** to studying it.
- Set **active reading activities** to support comprehension: sequencing, sorting, text marking activities.

### Vocabulary

- Reinforce with **quizzes, word searches** and **crosswords.**
- Consider creating a **glossary** for **certain subjects** that use **specific vocabulary.**
- Provide **annotated diagrams** with **cloze activities** – students complete the cloze activity by referring to the diagram.
- Support **understanding of instruction words:**
  - Provide a **paper copy of instructions** for tasks so that the pupil can **highlight key verbs** and **translate** them
  - Provide a **simplified version of task instructions.**