

Early Acquisition (EAL) Support Strategies Secondary (Key Stage 3 & 4)



Speaking & Listening

- Seat the **EAL learner towards the front of the class.**
- Provide **plenty of visual support:** photos, pictures and gestures.
- Buddy the student** with peers who provide strong models of English language or with someone who **shares their home language.**
- Appreciate that the student may **undergo a 'silent' period.**
- Provide **plenty of small group collaborative activities:** allow the new arrival to take on a passive role - they will be learning a great deal simply through **listening.**
- Give the **student the chance to rehearse any verbal responses:** provide the opportunity to talk to a partner before responding; provide 'wait time' before expecting them to answer.
- Provide **exemplar texts.**
- Repeat **explanations / instructions 1: 1**, breaking them down into small manageable steps (you may consider using a **task planner**).
- Ask **closed questions** requiring **minimum response** but engaging pupil in class discussion.
- Consider **pre teaching vocabulary** - Specific words, relating to subjects with demanding vocabulary.

Use of home language

- Ensure the student has, and uses, a **dual language dictionary.**
- Where possible, provide **bilingual materials.**
- Provide **key word lists**, for example, for instructions, and encourage the student to translate these into their home language.
- Set **homework tasks** which involve pupils in using their **home language** to support their understanding e.g. translating key words for a topic; translating key learning points; labelling diagrams in their home language and English; internet research in the home language; discussion of key words in the home language with parents.
- Encourage the student to keep a **vocabulary notebook** for **each subject** with **translations of key words.**
- Encourage the **student to use his/her home language** when recording method, results, planning and drafting writing.

Reading

- **Highlight important information in written texts** to help the student pull out key facts and answer questions more successfully
- Support **students to understand key words** – underline in texts so that the student can translate them.
- Set **pre-reading homework tasks** so that students are familiar with texts before they are read in class.
- Involve **EAL learners in active reading activities**. They can:
 - write true or false about given statements
 - fill in blanks with words and phrases from a given list
 - sequence pictures and/or sentences
 - match pictures with key words and phrases
 - match key words and definitions

Writing

- Use **visuals to accompany written information**
- **Set tasks requiring short pieces of structured written work**, with the emphasis on short, simple, correct sentences.
- Focus on **key vocabulary** and ideas. The pupil can:
 - label pictures, maps or diagrams with words, phrases or short sentences supplied by the teacher
 - complete gap-fill activities
 - sequence sentences provided to form a short continuous piece of writing
- Provide **writing frames**
- Students can **write something relevant to the lesson** in their home language and **attempt to translate it for homework**.
- Provide **graphic organisers** such as tables/flow charts/timelines so that the pupil may record a limited amount of information.
- Use **mind maps to brainstorm** all information for presentations/writing tasks