

Assessment



- Find information about the student's levels in English and first language (L1)
- Standardised tests can yield unreliable results. Use an EAL-specific tool such as the Bell Foundation EAL Framework
- New arrivals often make rapid progress. Aspirational targets need to reflect more accelerated progress in order for these students to catch up with their peers
- Check the [EMTAS guidance](#) to see what access arrangements might be available for GCSEs and other examinations

Social integration



- Ensure names are pronounced correctly and naming conventions understood
- Provide opportunities for students to share information on their country and culture with peers and staff, as appropriate, and ensure multi-culturalism is represented and celebrated within the school setting
- Ensure that students are given the same opportunities as their peers, e.g. representation on the school council, extra-curricular activities etc.
- If a GCSE is available, enter for the [Heritage Language GCSE](#)
- Set up the Young Interpreter Scheme®

Home-school links



- Talk to parents/carers about their child's previous educational experience
- Source interpreters where needed and make use of the EMTAS phonelines
- Share key information about the education system, including attendance, free school meals, options for KS4, post-16 pathways etc.
- Identify ways in which parents/carers can support their child's learning and stress the importance of maintaining first language. Signpost parents/carers to sources of support

Grouping



- Place in the correct chronological year group in mid to high ability groups
- New arrivals need access to strong role models in terms of language, learning and behaviour
- New arrivals are best supported in the mainstream classroom where they can access the same teaching and learning opportunities as their peers
- 1-2-1 support in withdrawal is generally unhelpful and is best avoided
- As experienced language learners, learners of EAL often thrive in MFL subjects

Planning



- Students with secure, well-developed skills in their L1 should be encouraged to use these to support their learning
- Identify language demands of lessons and decide what vocabulary & concepts could be pre-rehearsed in L1
- Provide lists of vocabulary and key texts in advance for students to translate/annotate/rehearse at home prior to the lesson. Promote mind-mapping, note-taking and drafting in first language as tools for learning

Speaking Listening



- Provide opportunities for students to rehearse ideas or draft in their L1 for activities where English language demands are high
- Don't insist on a verbal response if the student is not ready
- Allow students to demonstrate their thinking in alternative ways e.g. Plickers
- Use closed questions and accept non-verbal responses
- Help to build students' confidence with responding in English through using audio recording tools to practise and facilitate work in pairs and then groups

Reading



- Source translated texts and provide a dual language dictionary or e-device
- Encourage pre-reading of curriculum-based materials in L1
- Highlight important vocabulary in texts in English. Students can translate into their stronger language ahead of the lesson where the text will be explored
- Train students to make best use of translation tools and help them to learn how to use L1 to support their learning. Consider using the EMTAS Study Skills Programme to do this

Writing



- Offer opportunities to discuss, plan, draft and write in first language to students who are literate in L1
- Find alternatives to writing for students who are not literate in their L1 and who are at the beginning of learning English e.g. talk in L1, create a talking book
- Provide differentiated activities where students can still explore the same topics as their peers e.g. research in L1, clozed activities, use of apps to demonstrate learning, such as [ComicLife](#) or [Book Creator](#)

Resources IT



- Dual language books and dictionaries, graphic novels and Ebook library
- Capture oral work using talking products (photo albums, apps & pens)
- There are a range of translation tools available, including apps such as Google Lens and Microsoft Translator, and C-Pens (versions of which are suitable for use in exams). Immersive Reader has a Read Aloud function which gives learners the option to listen to translations and translated subtitles can be added to videos on YouTube.

Links



- [EMTAS Study Skills Programme](#)
- [Bell Foundation EAL Assessment Framework](#)
- [Young Interpreter Scheme®](#)
- [EMTAS language phonelines](#)
- [Using first language as a tool for learning – an aide-mémoire](#)
- [New arrivals videoscribe](#)
- [EMTAS blog](#)
- [Mantra Lingua](#)
- [Talking Products](#)
- [Book Creator](#)
- [Plickers](#)