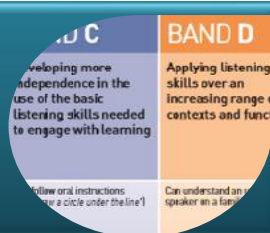
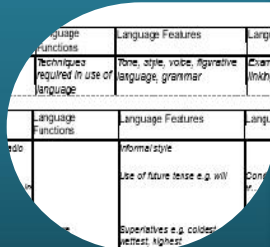


Assessment



- Use an EAL- specific tool such as the Bell Foundation EAL Assessment Framework to track pupil progress
- Undertake rigorous work sampling to identify specific language targets for more advanced EAL learners
- Establish first language proficiency as a potential tool for learning

Planning



- Plan to meet the language demands of the curriculum e.g. curriculum objectives, key activities, academic vocabulary, language functions, features & structures
- Detail the strategies and resources that meet the individual language targets of your advanced EAL learners
- Make sure that the support from additional adults meets best practice principles
- Ensure interventions beyond mainstream practice and provision have a clear rationale e.g. pre-teaching vocabulary, short burst focussed work on an aspect of grammar, examination preparation etc.

Vocabulary development



- Undertake 'close reading' activities to focus on key vocabulary
- Encourage development of personalised glossaries, dual-language where appropriate
- Use concept maps to facilitate pupils' understanding of topic-related terms
- Make specific reference to word morphology e.g. Latin/Greek roots and suffixes
- Devise games to pre-teach and recap key vocabulary through matching words and definitions e.g. snap, bingo, follow-me/dominoes, Jenga, Taboo words, flashcards, call my bluff, generation game conveyor belt, last one standing, hot potatoes, voting tools
- Remember pupils need to be taught how to make the most effective use of physical/digital reference tools like spellcheck, dictionary and thesaurus

Speaking Listening



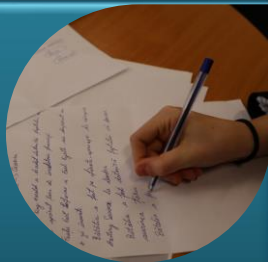
- Encourage think-pair-share discussion
- Provide think-talk phrases to support dialogue
- Focus on talk for writing as a precursor to reading and writing
- Develop academic collaborative talk-based activities e.g. call-out games, four corners, opinion lines, Socratic talk, dictogloss, group presentations
- Consolidate learning through drama – role-play, hot seating, conscience alley
- Scaffold writing through the recording of more formal academic talk using technology e.g. talking tins/pegs/photo albums and apps like iMovie Trailers, Spark Video, talking avatars etc.

Reading



- Source abridged and graphic versions of key texts
- Find translations of key texts and use bilingual dictionaries, where appropriate
- Enable text-to-speech within digital readers/browsers and use the OCR capability of tools like Immersive Reader and C-Pen Reader Pen
- Find content-rich online sources with a reduced English language level e.g. Simple English Wikipedia
- Employ advanced search routines to find sources that meet pupils' current reading proficiency (whilst maintaining age-appropriateness)
- Source (or create) topic-related infographics to provide succinct information
- Utilise Directed Activities Related to Texts (DARTs) which facilitate greater understanding and promote collaboration when undertaken in groups

Writing



- Model tasks/texts e.g. group annotation, whole-class text marking, dictogloss
- Create topic word banks and lists of relevant cohesive devices
- Use substitution tables to support sentence structuring
- Utilise graphic organisers to hold and repurpose information;
- Bridge more extended writing with simplified versions first e.g. cartoons
- Provide writing frames for more extended writing and use tools to support this e.g. Telescopic Text
- Employ supportive word processors/soft keyboards with extended features e.g. speech-to-text, predictive text, context-related word banks, translation, spelling/grammar check, thesaurus etc.

Resources IT



- Oral recording devices - [photo albums](#), [tins](#), [pegs](#) & [Penpal](#) + talking stickers
- Supportive word processors such as [Book Creator](#), [Clicker Docs](#) and plugins/extensions such as [Grammarly](#) Keyboard and [Texthelp's read&write](#)
- Free tools e.g. [Plickers](#), [Quizlet](#), [Dictionary.com](#), [Formulator Tarsia](#), [Wordsift](#), [WordArt.com](#), [Osric's Bingo](#), [Telescopic Text](#), [Simple English Wikipedia](#)
- OCR technology via [Immersive Reader](#) and [C-Pen Reader Pen](#)
- Presentational tools e.g. [Comic Life/Touch](#), [iMovie](#) (Trailers), [Voki](#), [Spark Video](#)
- Translation apps like [Microsoft Translator](#), [SayHi](#), [iTranslate](#) & [Google Translate](#)

Links



- [Supporting more advanced EAL learners](#)
- [Bell Foundation EAL Assessment Framework and classroom support strategies](#)
- [Using first language as a tool for learning – an aide-mémoire](#)
- [Close Read](#)
- [EAL MESHGuide](#)
- [Collaborative Learning Project](#)
- [Primary](#) and [Secondary](#) app wheels