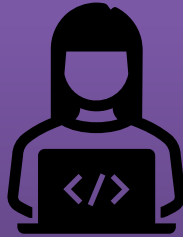


Assessment



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

Planning



- Identify the language demands of the curriculum you are delivering; think about the academic vocabulary and the language functions, features & structures you want your learners to acquire into their repertoires
- Plan how you will model that target language; what activities will give your learners opportunities to practise using it themselves; what resources might you use
- Consider where use of first language might be helpful; plan this in too
- Make sure any support from additional adults meets best practice principles
- Ensure interventions have a clear rationale eg 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 eg Latin/Greek roots and suffixes
- Devise games to pre-teach and recap key vocabulary through matching words and definitions eg snap, bingo, follow-me/dominoes, voting tools.
- Remember pupils need to be taught how to make effective use of physical/digital reference tools eg spellcheckers, dictionaries and thesaurus

Speaking & Listening



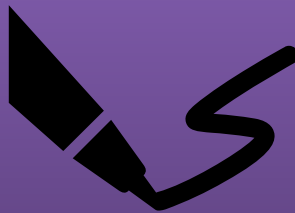
- Encourage think-pair-share discussion
- Provide sentence starters and other language prompts to support dialogue
- Focus on talk for writing as a precursor to reading and writing
- Develop collaborative talk-based activities eg call-out games, four corners, opinion lines, Socratic talk, dictogloss,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

Reading



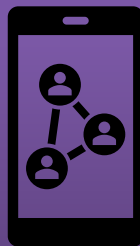
- Source abridged and graphic versions of key texts and consider using content-rich online sources with a reduced English language level eg Simple English Wikipedia
- Find translations of key texts; use bilingual dictionaries and translation tools & apps where appropriate
- Enable text-to-speech within digital readers/browsers
- Source or create topic-related infographics to provide information in a succinct, visually accessible format
- Utilise Directed Activities Related to Texts (DARTs) which facilitate greater understanding and promote collaboration when undertaken in groups [DARTs - The Bell Foundation](#)

Writing



- Model tasks/texts eg 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 eg cartoons
- Provide writing frames and use tools to support this eg Telescopic Text
- Employ supportive word processors/soft keyboards with extended features eg 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 eg [Plickers](#), [Quizlet](#), [Dictionary.com](#), [Wordsift](#), [WordArt.com](#), [Osric bingo card generator](#), and [Simple English Wikipedia](#)
- OCR technology via [Immersive Reader](#) and [Scanning Pens](#)
- Presentational tools eg [Comic Life](#), [iMovie](#), [Voki](#), [Spark Video](#)
- Translation apps like [Microsoft Translator](#), [iTranslate](#) and [Google Translate](#)

Links



- [Supporting more advanced learners of EAL](#)
- [ABL videoscribe](#)
- [Using first language as a tool for learning](#)
- [Bell Foundation EAL Assessment Framework and support strategies](#)
- [Heritage Language GCSEs](#)
- [Collaborative Learning Project](#)
- [EAL MESH Guide](#)
- [Close Read](#)