

## Virtual School/Equalities Learning - English as an Additional Language

In the early stages allow students to write in their home language whilst also concentrating on making key ideas and vocabulary clear.

- Suitable activities include labelling diagrams etc in English and home language.
- Cloze procedure exercises (fill in the blanks with list of words given).
- Copy sentences from choice of 2.
- Sequence pictures and sentences to produce short piece of written work.
- Writing frames where modelled sentences produce a short piece of prose.

Plan for collaborative activities and speaking and listening activities

[www.collaborativelearning.org](http://www.collaborativelearning.org) to encourage active listening.

Ask simple closed questions with a choice of two answers.

Allow small group work to allow EAL learners “thinking time” ask a question then come back later for the answer.

Use ICT and DVDs as alternatives (DVD's often come with subtitles in a variety of languages)

Supportive word processing programmes e.g. text ease, clicker 7.

Support teacher talk through graphic organisers e.g. time-lines, flow charts, bullet points etc

Ask questions requiring the same sentence structure to provide a model for the EAL pupil. Allow them to hear 2 or 3 other pupils using this language before asking them a question.

### Strategies to support curriculum access for New arrivals at Key Stage 3

Group new arrivals with good models for language and learning (placing EAL learners in low ability sets is counter-productive both for behaviour and English acquisition).

#### Home Languages

- Encourage pupils to maintain or, even better, develop their home languages. This will help not hinder English acquisition and lead to better academic achievement.
- Encourage pupils to buy and use dual language dictionaries/electronic translators and access books/websites in their home languages.

Demonstrate how to skim and scan and highlight key vocabulary to enable pupils to understand the gist. (The adult basic skills agency has a useful publication on skimming and scanning) If lists of key vocabulary can be provided before a lesson pupils can translate them into their home languages:

- Provide extra visual support, simplified texts and summaries of key ideas.

On enrolment, provide pupils with an induction booklet and phrases for school booklet in home language where available (eg Bracknell Forest [www.bfinclusion.org.uk](http://www.bfinclusion.org.uk) has Polish, Chinese and Portuguese phrases for school). Provide dual language subject specific glossaries where available (eg Specialist Advisory Teaching Service English/ Polish) and encourage pupils to add to these.