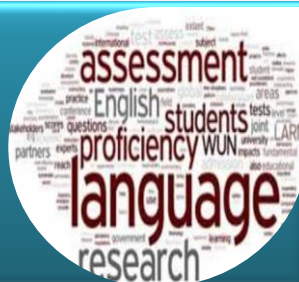


Assessment



- Find information about the student's levels in English and 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



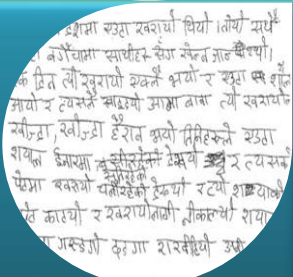
- Talk to parents/carers about their child's previous educational experience
- Source interpreters where needed and make use of the EMTAS phonelines
- Share key information about the education system, including attendance, free school meals, options for KS4, post-16 pathways etc.
- Identify ways in which 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, EAL learners often thrive in MFL subjects

Planning



- Students with secure, well-developed skills in their first languages 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



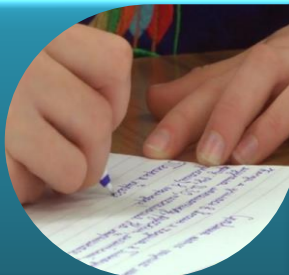
- Provide opportunities for students to rehearse ideas or draft in L1 for activities where English language demands are high
- Don't insist on a verbal response if the student is not ready
- Allow students to demonstrate their thinking in alternative ways e.g. Plickers
- Use closed questions and accept 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 '[Accessing the curriculum through first language: student training 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 stories and dictionaries, PENpal 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 Translate and SayHi, and C-Pens (versions of which are suitable for use in exams)
- See the [EMTAS Secondary App Wheel](#) for various apps to support with areas including translation, reading and writing

Links



- [New arrivals videoscribe](#)
- [Bell Foundation EAL Assessment Framework](#)
- [Young Interpreter Scheme®](#)
- [EMTAS language phonelines](#)
- [Using first language as a tool for learning – an aide-mémoire](#)

- [EMTAS blog](#)
- [Mantra Lingua](#)
- [Talking Products](#)
- [Book Creator](#)
- [Accessing the curriculum through first language student training programme](#)
- [Plickers](#)