



South Hill Primary School English as an Additional Language (EAL) Provision Map



Quality First Teaching - Universal Support	Targeted Support	Specific Targeted Intervention
<p>Well organised classroom with clear routines</p> <p>Clear instructions, chunked / small steps / modelled examples</p> <p>Visual aids for in school needs</p> <p>Displays with additional languages displayed</p> <p>Allow children to speak their home language with a partner who shares the same language</p> <p>If parents do not speak English try to find someone in the school community who can translate and support them who speaks both home language and English</p> <p>Key words (high frequency and topic words) displayed, in home language if possible / if they read home language</p> <p>A variety of recording methods e.g. mind mapping, oral/recording, storyboards, flowcharts, using ICT</p> <p>Increased visual aids/modelling</p> <p>Over learning - opportunities to practice, revise, sharpen and develop skills</p> <p>Talk partners / paired reading</p> <p>Visual and practical resources to support learning.</p> <p>Class visual timetable</p> <p>Use of writing frames / scaffolded sheets / sentence starters</p> <p>Use of word banks/vocabulary mats/phonic mats</p> <p>Access to word processor (e.g. IPad, Clicker 8, 2022)</p> <p>In class support from teacher or TA</p> <p>Focused group work with CT/TA e.g. guided writing/reading/maths</p> <p>Mixed ability groupings</p> <p>Working walls with modelled examples</p> <p>Growth mindset</p>	<p>Pre-teaching</p> <p>Differentiated / scaffolded provision</p> <p>Additional time to complete work</p> <p>Booster provision</p> <p>Regular reader with TA / volunteers</p> <p>In class targeted support from CT or TA and reviewing of work</p> <p>Reciprocal Teaching (Reading)</p> <p>Greater use of visual/practical resources</p> <p>Use of 'google translate'</p> <p>Vocabulary games and activities</p> <p>Everyone involved activities / everyone has a role</p> <p>Learning Village</p>	<p>Racing to English intervention</p> <p>Grammar support interventions</p>

English as an Additional Language

Available Assessment Tools	Supporting Resources	Parents support/advice:	CPD:
<p>Please refer to the shared teacher drive: Inclusion: EAL for resources and assessments including Phase Progress and EAL framework And the Bell Foundation assessment tool</p>	<p>Please refer to the shared teacher drive: Inclusion: EAL for resources and assessments</p> <p>Learning Village (on line EAL learning tool)</p> <p>Twinkl provide a lot of multi lingual resources and support: https://www.twinkl.co.uk/resources/inclusion-teaching-resources/eal-inclusion-teaching-resources</p> <p>Dual language fiction books (to be developed)</p> <p>Dual language dictionaries (to be developed further)</p>	<p>Continue to talk at home in own language but find opportunities to talk English also e.g. at clubs/social events</p> <p>Child encouraged to read books in home language as well as in English</p> <p>Send home topic vocabulary sheets, so parents can help explain what the words mean in home language</p>	<p>EAL led training in house</p> <p>Bell foundation website: https://www.bell-foundation.org.uk/resources/programme/eal-programme/</p>

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