

## **English as an Additional Language (EAL)**

We are committed to supporting children with English as an additional Language.

- We use pictures to depict the routine of the day to help with the child understanding.
- We show objects when we talk about them to support the child's understanding e.g. it's time to read a book (hold up the book).
- We refer to the 'Golden Rules' and have behaviour flashcards to show the children what behaviour they should be practicing.
- Practitioners will aim to talk in context with EAL children e.g. if painting they will talk about the activity the child is involved in. This makes it easier for the child to make sense of what is being said.
- Practitioners can use photos from their learning journeys or from our memory books to encourage conversation and reflection.
- We use positive facial expressions as and tone of voice to reassure the child – it can be daunting being in an environment where they don't understand everything that we are saying.
- We use words in the child's home language to comfort the child and show that we understand they use another language.
- We make sure that the child can access quiet time – listening to language they cannot understand can be tiring.
- We place food packaging, magazines and books in the child's language in their rooms so that they can see familiar items and writing.
- We repeat songs and stories to help the child learn them and join in.
- Practitioners will enunciate their words or phrases clearly to help the child to recognise and repeat language.
- Practitioners will always interact with the child and talk to them even if the child is not reply. Children often understand more than they can say. We will also narrate what we are doing e.g. now I will get everyone some snack.
- Practitioners can also use parallel talk to describe what the child is doing or seeing. The practitioner will watch an action and describe it to the child, without expecting a response.
- We will use sound activities with all the children and games to help them learn key words and phrases e.g. picture lotto and story sacks.
- We provide EAL training for practitioners so that they can better support children.

We also support parents by making sure all practitioners use the correct pronunciation of their names. We encourage practitioners to be confident speaking to parents with English as an additional language. We do this by making sure that parents have the same opportunity to discuss their child's development e.g. in parents' evenings and by giving thorough handovers. Practitioners can use photographs to share experiences and explain routines. At parents' evenings or at special events, practitioners will allow extra time for



parents or carers who are new to English as they may bring someone to help translate. We also aim to visually celebrate cultural diversity to make sure that everyone feels welcome and that their child's individual interests are being met.

We encourage parents to use their home language outside the setting with their child. This is so that members of the family can build close relationships with the child and provide support and comfort. A child with EAL is able to pick up both languages at the same time, it might just take them longer than other children to start speaking but it is a valuable experience.

During the induction process we will ask parents for support in the use of the family's home language. For example, as part of a child's settling in, we will ask parents to give us commonly used words in their home language such as greetings, routine, weather to provide some familiarity for the child. We will also ask for songs and stories recommended by parents e.g. links on YouTube to play to the child.

Further Information:

The Literacy Trust has some helpful bilingual leaflets for parents detailing how they can support their child to learn literacy skills:

<https://literacytrust.org.uk/resources/understanding-bilingualism-early-years/>

This website contains videos of children teaching their home languages:

<https://www.newburyparkschool.net/lotm/index.html>

