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“Give children space and time; your patience and support, thoughtful provision, and acknowledgement of their skills in their home language will give children confidence to achieve in English.”

Supporting children learning English as an Additional Language (EAL), DCSF 2007

The Unique Child

- Detailed background information on the child and family is taken prior to the child starting
- Spelling and pronunciation of the child's name is checked
- Each child is regularly observed to find out about their interests, preferences and learning styles

Positive Relationships

- There is effective two-way verbal and non-verbal communication between the setting and the parents/carers e.g. interpreters, written translation, internet, telephone, text etc
- The setting's ethos allows parents to feel their language and experiences are valued
- Parents/carers are encouraged to be actively involved
- Adults are able to approach all parents about emotive subjects such as toileting, behaviour etc
- Advice and support is taken from relevant members of the local community
- Use non-verbal communication, including gestures, photos, visual time tables and other aids, to support interactions with children

Enabling Environments

- There is a strong emphasis on developing speaking and listening skills across all play activities and experiences
- The setting's ethos encourages the use of the child's home language
- Positive attitudes and expectations of diversity and difference are promoted at all times
- The provision is equally accessible to all families
- Adults communicate well in English, leading by example
- Adults use positive body language e.g. smiling
- Adults demonstrate what to do whilst modelling the language needed in a particular activity
- Children are encouraged to develop relationships with role-model peers
- Resources are culturally inclusive and reflect the experiences of the children
- The environment is rich with signs, symbols and pictures

Learning and Development

- Adults plan for the individual needs of children who are learning English as an additional language
- All children are encouraged to speak in their chosen language during play and exploration.
- All children are supported in making links between the home, setting and the community
- Children's interests and needs are acknowledged and responded to
- Adults use resources that are familiar to the child
- Adults are patient and allow time for the children to show what they know
- Dual language books are available for parents/carers and children
- Songs and rhymes in home languages are used in addition to traditional English rhymes
- Observation and assessments can be carried out using the child's first language except CLL pts 4-8



Leaders and managers

- The setting regularly reviews the provision and resources for children with EAL
- Adults are given opportunities to sensitively discuss and share subjects such as racism, religion, culture
- All adults regularly receive training on how to support children with EAL

A few tips...

- Many children go through a silent phase when learning a new language; this may last for several months but is not usually a cause for concern and is not a passive stage as learning will be taking place. Children will usually understand far more than they can say
- Children need time to think, reflect and quietly absorb language around them. Practitioners need to be as ready to respond as they are to initiate conversation and interactions, taking their lead from the child's needs or interests
- Language is always best used in a meaningful context; talk about the sand, water or bricks while you are playing with them; talking about what children might have done at home, for instance, out of context can be confusing

Further Information

We have provided shortcuts to these documents on the EYFS page of our Publications section at www.childrenscentres.org.uk

New Arrivals Excellence Programme Guidance

http://www.standards.dfes.gov.uk/primary/publications/inclusion/neap_guidance/ns_naep_gdce_0065007.PDF

Supporting Children Learning EAL: Guidance for Practitioners in the Early Years DCSF 2007

http://www.standards.dfes.gov.uk/primary/publications/foundation_stage/eal_eyfs/eal_eyfs

Aiming High: Meeting the needs of newly arrived learners of English as an additional language (EAL) DCSF 1381-2005

www.standards.dfes.gov.uk/primary/publications/inclusion/newarrivals/pns_incl138105newarrivals.pdf

Guidance notes: assessing children who are learning English as an additional language NAA 2007 QCA/07/3382

http://www.qca.org.uk/libraryAssets/media/QCA-07-3382_Guidance_notes-_assessing_children_who_are_learning_EAL.pdf

Excellence and enjoyment; Learning and teaching for bilingual children in the primary years DVD and box ref 2061-2006PCK-EN

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-0013-2006&>

For further information visit www.childrenscentres.org.uk
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