

EAL Audit and Action plan

Use the strategies listed (taken from [English as an additional language \(EAL\) GOV.UK](https://www.gov.uk/guidance/english-as-an-additional-language)) to reflect on the practice and provision for children with EAL within your setting.

Strategies	Comments/reflections/evaluations
<p>Helping children to understand the setting. Examples:</p> <ul style="list-style-type: none">• a visual timetable introduced as it is happening.• feelings or emotions picture cards so children can label their own and others' emotions.• photographs of areas, resources, peers, and staff to support children to plan their session with an adult.• story and song props used as often as possible.• phonetically spelt key words in home languages to help you.	

Using clear, concise English.

Examples:

- say less and stress, go slow and show.
- be face to face.
- gain their attention first.
- demonstrate your meaning with actions.
- give thinking time without extra language input

<p>Help children to take part in activities. Examples:</p> <ul style="list-style-type: none"> • having layers of participation planned into activities, giving children time to watch what is going on. • using 'ladder steps', taking the child through one step at a time. • notice and value verbal and non-verbal communication. 	
<p>Learning opportunities that are not dependent on the child's English language level. Examples:</p> <ul style="list-style-type: none"> • experiences that are challenging and give language opportunities but not dependent on English language level. • commenting and labelling rather than questioning to support learning. Introduce vocabulary in context 	
<p>Using repeated phrases. Familiar things to talk to the children about, such as:</p> <ul style="list-style-type: none"> • storytelling with a clear introduction, consistent actions, props, physical acting out of stories, with or without words. • teaching call and response playground games, for example, 'Say hello', 'How do you do?' 'Walking through the jungle', 'We're going to make a circus', 'Put your finger on your head' 	

<p>Using information technology</p> <p>Examples:</p> <ul style="list-style-type: none"> • video clips and photos to share learning with group at review time. • video clips and photos to share learning with parents and family. • recordings of adults telling stories in the languages spoken by the children, including English 	
<p>The curriculum and assessment</p> <p><i>List examples in this box of the ways in which you consider the needs of children with EAL within your curriculum. Try and identify activities/strategies linked to each area of learning.</i></p>	

Partnership with parents/carers

List examples in this box of the ways in which you consider the needs of children and families with EAL. Identify strategies that you use.

<p>Cultural Capital <i>List examples in this box of the ways in which you 'use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged' (Ofsted, 2019).</i></p>	

Action Plan

Use your reflections and evaluations to identify three key areas for development within your setting.

Intent Area for development	Implementation How will you address this? What needs to be done? What resources are needed? Who needs to be involved?	Impact How will you know if this has been successful? What will success look like? How will provision be improved?