






 Reading

The following strategies can be distributed to class/subject teachers to help them to support EAL learners to reach the next proficiency band. The strategies which are most effective will vary by learner and by subject. The strategies are cumulative and flexible, so once a learner reaches the next proficiency band you may want to continue to use previous strategies, or to replace them with new ones as appropriate.

Band	Strategies
Aiming for  B	<ul style="list-style-type: none"> • Use a visual timetable • Use visual aids and realia • Encourage recognition of cognates • Repeat and rephrase key words and information • Check understanding with non-verbal responses e.g. thumbs up/down • Display key vocabulary with images and point to these when reading • Allow bilingual dictionaries and English picture dictionaries • Pair with supportive language role models • Differentiate reading texts • Read all class texts slowly • Create a class library with dual language and picture books • Introduce curriculum-related reading tasks • Encourage reading in first language at home • Allow pupils to draw illustrations for reading texts to check comprehension • Use word/phrase banks with images • Allow extra processing time • Print materials for learners to highlight and annotate, rather than copying from the board • Give learners copies of fiction and non-fiction texts to which they can add translations • Ensure non-fiction texts are displayed clearly, such as using bullet points • Write clearly, ensuring letters are carefully formed, as pupils become more comfortable with the Latin script
Aiming for  C	<ul style="list-style-type: none"> • Move from concrete to abstract areas • Provide subject-specific word banks • Introduce additional tenses in context e.g. storytelling, explaining history • Provide active reading tasks (comprehension checking) • Group learners appropriately; place EAL learner with good peer role model to enhance language acquisition • Encourage learner to ask questions • Introduce common idioms/colloquialisms in context • Explain culturally specific references/new content • Encourage learner to take part in self and peer assessment activities • Provide learner with dictionary for EAL learners • Use vocabulary books for new vocabulary and use these words to complete word webs • Ensure there are engaging, level-appropriate books in the class library • Introduce fairy tales and traditional children's books which have culturally specific references which learners will need to access the curriculum

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Aiming for  D	<ul style="list-style-type: none"> • Encourage reading of longer texts – fiction and non-fiction • Give learners practice at rephrasing information in their own words • Train the learner to use spelling/language patterns to work out meaning of words from context • Explore synonyms and word families • Compare and contrast present, past and future tenses • Use 'Word of the Week' strategies • Discuss specific types of language use e.g. sarcasm, 'bad' language • Pre-teach problematic vocabulary before reading texts in class • Ensure learners have access to an English dictionary and thesaurus • Identify root words and explore how prefixes and suffixes change words' meanings • Allow pupils to take books home to read and discuss them in their first language with parents • Encourage pupils to watch film adaptations of books • Give pupils reading records to keep track of what they've read and which books they've enjoyed
Aiming for  E	<ul style="list-style-type: none"> • Focus on areas of weakness across the curriculum e.g. technical vocabulary, specific collocations • Use an error correction code in marking so learner can review and correct their own work with guidance • Model note-taking • Model skimming and scanning • Introduce learners to a range of texts by reading aloud, focusing on intonation and fluency • Focus learner on the effect of audience, context and purpose of language choices • Encourage learners to read books to their parents in English. Ask them to explain the story to their parents in English or their first language • Highlight use of figurative and idiomatic language
Consolidation  +	<ul style="list-style-type: none"> • Draw further attention to idioms and figurative language • Provide further focus on academic skills • Pair learner with high-achieving language role model for peer reading/writing/editing • Continue to develop learner's vocabulary by building glossaries/encouraging dictionary use • Continue to be aware of and explain any cultural references that EAL learner may not understand • Emphasise collocations of verbs and nouns • Discuss nuances of synonyms, e.g. 'slim' and 'skinny'