





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 	<ul style="list-style-type: none"> • Use a visual timetable • Use visual aids and realia • Encourage recognition of cognates • Use word/phrase banks with images • Use simple instructions with gestures • Allow extra processing time • Create opportunities for learner to speak • Use writing frames and substitution tables • Print materials for learners to highlight (instead of copying from board) • Speak clearly at a moderate speed, using gestures and body language • Repeat and rephrase key words and information • Check understanding with non-verbal responses e.g. thumbs up/down • Display key vocabulary with images • Allow bilingual dictionaries • Prep learner to contribute to class discussions • Pair with supportive language role models • Reinforce spelling strategies • Use sentence starters • Differentiate reading texts • Use mini whiteboards so learners can practise writing or draw to help express themselves • Mark written work for content over language; focus on one specific language area
Aiming for 	<ul style="list-style-type: none"> • Move from concrete to abstract areas • Use mind maps • Provide subject-specific word banks • Introduce additional tenses in context e.g. storytelling, explaining history • Allow learner to rehearse ideas orally • Use speaking and writing frames • Provide active listening and reading tasks (pre-listening activities, comprehension checking) • Give learners transcripts for audio/video where possible, or put on subtitles • Group learners appropriately; place EAL learner with good peer role model to enhance language acquisition • Encourage learner to ask questions • Teach new grammar explicitly • Use flow charts and graphic organisers to support listening • 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

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Aiming for 	<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 • Encourage self-correction in speaking/writing • Train the learner to use spelling/language patterns to work out meaning of words from context • Explore synonyms and word families • Use ‘Word of the Week’ strategies • Discuss specific types of language use e.g. sarcasm, ‘bad’ language • Discuss how meaning can be conveyed through tone of voice/intonation • Point out differences between formal/informal English • Ask learner to keep a record of key command words • Encourage learner to give opinions • Display irregular verb forms in classroom for reference • Compare and contrast present, past and future tenses
Aiming for 	<ul style="list-style-type: none"> • Encourage Learners to speak to different people e.g. visitors to school, peers, in assembly • Include learner in debates about controversial/topical issues • Model use of higher-level grammatical structures e.g. conditionals, passive sentences, and ensure learner has opportunity to use them • Train learner to understand requirements of exam questions e.g. key command words, common phrases/instructions • 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 on language choices • Highlight use of figurative and idiomatic language • Give learner opportunity to rehearse presentations to improve fluency and accuracy
Consolidation 	<ul style="list-style-type: none"> • Continue to model complex (and accurate) grammatical structures • Draw further attention to idioms and figurative language • Give learner opportunity to hear and use English in a range of formal/informal contexts e.g. debate, structured discussions • 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