

Supporting Children Learning English as an Additional Language – Reflective Audit

How do you support children learning English as an Additional Language in your setting?

Key principle: *Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.*

Elements to consider;

| A Unique Child | Evidence | Action | Date completed |
|--|----------|--------|----------------|
| Do you make note of which home language a child speaks? How is this shared with staff? | | | |
| How do you encourage parents to share a list of common words in their language with the Early Years setting? | | | |
| Do you make your own 'language poster' with the parents help and ask them to add the phrases you want to know. Think about your daily routines and the words which are used on a regular basis. | | | |
| Do you put up a world map and link every child to a language background, adding a flag and country with a card and photograph made by the parent/s. This can help to demonstrate to the parents and the community that different cultural heritages are valued. | | | |
| Key principle: <i>Secure and trusting relationships with a key person are vital to a child's development in all areas. Bilingual support is a highly desirable resource but it has to be accepted that appropriate first-language support may not be available for all children in all settings all the time.</i> | | | |
| Positive Relationships | Evidence | Action | Date completed |
| Do you support children to make relationships with other children from whom they can learn English, e.g. through small-group work (Language through Listening activities) | | | |
| Do you use gestures and visual clues to support spoken language? | | | |
| Do you talk about things in the 'here and now', e.g. things that you can see and hear? | | | |
| Do you use simple language and pronounce words clearly? | | | |
| Do you repeat words and phrases often (remember the 10 second rule) | | | |
| Do you emphasise key words and information | | | |
| Do you use any resources to support your communication with parents, e.g. 'Tabletop translator' app on the IPad/ Visual timetable? | | | |
| Do you encourage parents from ethnic communities to help in your setting? | | | |

Key principle: *The physical environment should also include play and learning resources that positively reflect the children’s cultural and linguistic identity and experiences; for example books, posters, labels, role-play equipment including community language newspapers and food packets, displaying a variety of scripts to support language awareness.*

| Enabling Environment | Evidence | Action | Date completed |
|---|----------|--------|----------------|
| How do you Include resources and toys which reflect a variety of heritages in your setting? | | | |
| How do you provide a variety of multi-cultural toys, puzzles and games? | | | |
| How do you include dual-language books in your setting demonstrating a variety of letters and scripts? | | | |
| How do you ensure books reflect positive images of a range of people in everyday situations? | | | |
| How do you ensure displays reflect a multi-cultural world? | | | |
| How do you plan the role play area to reflect other cultures? Involve parents to donate key items to reflect their home learning environment? | | | |
| Do you ensure good opportunities for outdoor play as required by the statutory EYFS; children learning English as an Additional Language are often less inhibited in their language use when playing outside. | | | |

Key principle: *All areas of Learning and Development are interrelated and interdependent, and offer rich opportunities for developing children’s use of language. Activities in your setting which you plan specifically to support all children’s language and communication skills should need little adapting for children learning EAL.*

| Learning and Development | | | |
|--|--|--|--|
| How do you ensure that children are given rich first-hand experiences so that they can develop language and build vocabulary in context? | | | |
| How do you provide opportunities for modelling including self-talk/parallel talk and recasting? | | | |
| How do you use daily routines as regular opportunities for learning and development? | | | |
| Do you plan games, music and stories which strengthen and value children’s home language and help them to develop English? | | | |
| How do you monitor children’s progress in their Home language as well as in English? | | | |

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| How do you encourage parents and practitioners who speak languages other than English to enrich the learning and development in your setting by sharing songs and stories in home languages? They can, where appropriate, share other aspects of their cultural heritages such as dress and food, taking care that activities develop within a natural context and are not tokenistic. | | | |
|--|--|--|--|

Key principle: *Enhancing activities inevitably benefits all children in the setting. Give children space and time; your patience and support, thoughtful provision, and acknowledgement of their skills in their home language will give them the confidence to achieve in English. Children are natural linguists. With your support children learning EAL will have the best foundation for becoming truly bilingual, with all the intellectual and social benefits this confers.*

Completed by:

Date:

Review date:

References;

Department for Children, Schools and Families (2008). Every Child a Talker. Nottingham: DCSF Publications.

Department for Children, Schools and Families (2007). Supporting children learning English as an Additional Language: Guidance for practitioners in the Early Years Foundation Stage. Norwich: DCSF Publications