

English as an Additional Language – Checklist

In our setting do we....

- .. know the relevant parts of our national framework?
- .. regularly review our EAL provision/practice?
- .. ensure we are welcoming to all and that our setting reflects this?
- .. know where to access information about EAL?
- .. know how to access interpretation/translation services if needed?
- .. understand the potential barriers to learning for children with EAL?
- .. know how to respond to the potential barriers?
- .. ensure we have the correct information about the families' home languages?
- .. ensure we have the correct spelling of the families' names?

When working with parents do we....

- .. show parents that we value the languages they speak and their culture?
- .. support parents who may have English speaking or English literacy skills, both, or neither?
- .. ensure we check which method of communication parents would prefer?
- .. ensure key information for parents is translated if necessary?
- .. consider other ways of communicating with parents e.g. visual aids, photos
- .. encourage parents to use their home language in the setting with their child?

With the children in our setting do we....

- .. ensure we all know how to correctly pronounce the child's name?
- .. ensure we have the child's name written in the script they use, for use as labels etc?
- .. ensure that we provide additional visual support in the setting, using pictures or objects?
- .. provide activities with visual prompts, such as story sacks or song boxes?
- .. respond positively and encouragingly to the child's non-verbal communication?
- .. use clear, natural, repetitive speech with lots of expression?
- .. use modelling to correct mistakes and avoid closed questions?
- .. use resources which reflect the child's culture and language?
- .. work with parents to learn some simple words and phrases in their language?
- .. work with parents to explore stories or songs from their culture and language?
- .. reassure parents that using their first language at home helps their child's learning?
- .. give the child time to think, and quietly absorb the language around them?

Notes

