

As necessary, any of the following **support strategies** may be used to ensure curriculum access:

- x Collaborative group work
- x Enhanced opportunities for speaking and listening
- x Effective role models of speaking, reading and writing
- x Additional verbal support-repetition, alternative phrasing, peer support
- x Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- x Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- x Opportunities for role play

In the Early Years Foundation Stage, children will be supported to use their home language through play. For example, multi-lingual labels are displayed around the classroom and dual language books are in the book corners and shared with the children. Children are actively encouraged to share their languages with each other.

Resources on which reading and writing activities may be based are checked for grammatical, lexical and cultural accessibility. A range of resources is used to support pupils' linguistic development, e.g. games, visual materials, differentiated worksheets, key word lists, bilingual dictionaries, taped materials, computer software, etc.

Staff will regularly observe, assess and record information about a child with EAL's developing use of language. Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual children.

If appropriate a child with EAL will sit the external Preliminary English Tests as set by the Cambridge University Examinations Syndicate, having been prepared within school in the four skills of speaking, listening, reading and writing. These tests are internationally recognised.