

A development tool to support improvements in learning and teaching of communication, language and literacy for children speaking English as an additional language

Ensure you are also using either of the following which can be found in the library:

Settings:

Early communication, language and literacy development: audit tool to support improvements in learning and teaching of early communication, language and literacy

Schools:

Communication, language and literacy development: audit tool to support improvements in learning and teaching of communication, language and literacy

Audit	EAL	Evidence	Key points for development
How do you document the communication, language and literacy learning of children learning EAL?	Do you include links to information about the children's use of home languages?		
How do you listen and take note of the views of parents and carers? How do they contribute to the documentation of their children's learning?	Do parents and carers feel welcome in the setting and regularly have opportunities to discuss their children? What kinds of language support can be provided? Are they able to contribute to shared records in their own language or with photographs?		
How do parents and carers know about how the setting is supporting the development of CLL?	Are parents and carers invited into the setting so that they are able to see how their children are being supported in communication, language and literacy? Are there		

	booklets available that inform parents and carers? Where possible are these translated in a variety of languages?		
How do you provide opportunities for parents and carers who speak a language other than English to access the setting's documentation and communications?	Do you have known adults that you can call on to help interpret? Do you have a buddy system set up between parents and carers?		
How do you provide opportunities for children learning EAL to hear and use their home language?	Do you invite parents, carers and other members of the community to come and join in the centres activities; reading and sharing books with children, taking part in cooking or gardening with the children?		
Are children learning EAL keen and eager to join in with CLL activities?	Do you use observation and assessment to find out what children are interested in and engaging with?		
Do the children learning EAL have a positive attitude to books?	Do the books you provide reflect a wide range of cultures and languages? Where possible do you provide opportunities for books to be read in a home languages as well as English? Do you provide stories taped in home languages, and share these in English, preferably after children have heard		

	the story in their home language first?		
How are displays and your provision of resources including parents and carers and children learning EAL?	Do images reflect local and national diversity? Are messages conveyed pictorially? Are home languages reflected in the written word? Are a variety of scripts seen in the setting? Are photographs used to indicate contents of resource boxes and where things belong?		
Do displays reflect the process and not just the end product?	Do you show work in progress as well as completed work to act as good visual learning models?		
How do you plan effectively for the next steps in learning of communication language and literacy, for children learning EAL?	Do you: <ul style="list-style-type: none"> • Group children learning EAL with good language models? • Ensure you are providing for cognitive challenges? • Support communication and language with demonstration, modelling, scaffolding, props and images? 		
How do you plan specifically for vocabulary development in children learning EAL?	Is explicit teaching of vocabulary in place as well as implicit? Are there a wide variety of rich resources for children to learn vocabulary in		

	<p>meaningful contexts? Do adults play alongside children introducing and modelling new vocabulary? Are children able to have the same books read to them in their home languages as well as English?</p>		
<p>How are children who are not making sufficient progress identified? What support is provided for these children?</p>	<p>Children learning EAL may well be quiet when they are newly learning English. They need plenty of listening time and sensitive, friendly support. Over time do you monitor progress and record developments in CLL? Do you record developments in expressive and receptive language? If in doubt, do you talk to parents and carers about your concerns? Are you aware that language delay could be masked by language learning, and that if in doubt you should seek advice from a professional such as a speech therapist?</p>		