**English as an additional language (EAL) reflective audit**

How do you support children learning English as an additional language in your setting? This audit will help you reflect on what you already have in place.

**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.***

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| Focus -Do you? | In place | Area for development |
| * **Make notes on children’s language background, home language use, preferences, skills on entry to the setting.** * **Make notes on children’s home experiences, routines and cultural practices?** * **Check spelling and pronunciation of child’s name?** |  |  |
| * **Reassure parents that use of home languages in the home and setting will support their child’s overall learning including English?** * **Seek religious and cultural advice from parents in the community?** * **Ensure effective two-way communication with parents?** |  |  |
| * **Challenge your own knowledge, skills and understanding of children and families for whom English is an Additional Language?** * **Seek training, advice and support to support your provision for EAL children?** |  |  |
| * **Have policies that have provision for working with EAL children and families that include inclusion, equal rights and celebrate diversity?** |  |  |
| * **See EAL children and families as a positive and welcome addition to your setting?** * **Have procedures and practice equal for all families?** * **Challenge and act if adults or children make fun of or show disrespect to others?** * **Staff have a shared understanding of what EAL could be eg First language, Home language, Multilingual, Bilingual, Biliteracy, Sequential bilingualism, Simultaneous bilingualism, Code switching, Community language** |  |  |

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| Focus - Do you? | In place | Area for development |
| * **Allow time for home visits/inductions to include whole family?** * **Invite parents in to share their culture?** * **Provide support in completion of admission forms?** * **Use older siblings, children, translators etc. to aid in communication with parents?** |  |  |
| * **Actively try to make families who do not speak English feel welcome.** * **Reflect on what your setting sounds and feels like to a parent who can understand very little of what is said?** |  |  |
| * **Learn a few key words in their home language to aid in communication.**   + **Provide visual aids e.g. pictures/photographs to help parents understand routines and what happens in the setting? Use any resources such as table-top translator.**   + **Develop a handbook illustrated with photographs and written in the home language where possible, which can be shared prior to admission?** |  |  |
| * **Invite families into the setting to share special occasions and celebrations?** |  |  |
| * **Have labelled staff photographs which are displayed somewhere near the entrance for parents to see and access?** |  |  |
| * **Value, draw on and record parent’s knowledge about their child including the full range of language skills and experiences.** |  |  |
| * **Try to find ways of listening to the child’s voice even if you cannot understand what they are saying to you?** |  |  |
| * **Consider what the setting sounds and feels like to young children?** * **Appreciate how tiring it can be to listen to a language that you cannot understand for long periods of time?** |  |  |
| * **Look out for a child becoming isolated and playing alone when in an environment that they don’t understand?** |  |  |

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| Focus -Do you? | In place | Area for development |
| * **Create a learning environment where linguistic and cultural diversity are visibly celebrated?**   **(i.e. signs, dual language displays etc.)** |  |  |
| * **Think about what additional support EAL learners may need to access routines, activities, and equipment?** * **Offer an environment rich in language experiences that helps the development of children learning English as an Additional Language?** * **Work with partners in adult and family learning, to support or provide opportunities for adults to learn or improve their English skills?** * **Reflect children’s home languages in displays?** |  |  |
| * **Actively seek information about the languages, culture, and circumstances of the families you work with?** * **Include key places when planning for children’s experiences, which include their communities, festivals, holy days and special customs?** * **Note cultural and religious information, including customs. (are you sensitive about diets, festivals, worship etc?)** |  |  |
| * **Picture your setting from a child’s point of view?** * **Show sensitivity to children’s feelings and needs, and understand how important children’s well-being is to their learning?** * **Provide interesting and welcoming places to learn?** |  |  |
| * **Audit the learning environment to ensure the child has full access to EYFS learning experiences?** * **Have a range of dual language books in your book area?**   **Have a range of culturally diverse resources in your role play?** |  |  |

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| Focus -Do you? | In place | Area for development |
| * **Plan learning with consideration for other culture’s language, traditional stories, and number systems?** * **Use songs/stories/rhymes in different cultures and languages regularly if EAL children do or do not attend** * **Understand the stages of learning English and use this to plan next steps for the child?** * **Spend time playing alongside children to support their learning and English language development?** * **Does the Key person have a full understanding of the children and their achievements and feed this into planning?** |  |  |
| * **Note the child’s interests, motivation, feelings, confidence and perseverance?** * **Have a rounded picture of the child?** * **Help children to settle and learn in each new situation?** |  |  |
| * **Use a variety of strategies such as; self-talk, parallel talk, repeating, modelling, extending, restating and rephrasing to support children’s learning of an additional language?** * **Use eye contact, body language, facial expression, gesture and mime to help understanding?** * **Observe how children communicate through home language, gesture, body language and other means?** |  |  |
| * **Speak in a normal way to children making sure that you pronounce words clearly?** * **Use natural repetition and pattern in language?** * **Speak with clear expression and pronunciation?** * **Use open ended questioning to encourage talking?** |  |  |
| * **Understand that children can demonstrate what they know without necessarily speaking English?** * **Note the stage of English learning the child is at? E.g. absorbing language but does not speak, understands instructions and some words, says some words, says nouns and verbs etc.** * **Note the nature of their interactions with others (if any) and use this information to support their PSED and learning?** * **Provide opportunities for children to engage in activities that do not depend on English for success?** * **Provide visual aids to support children’s understanding?** |  |  |
| * **Audit the learning environment to see which areas generate the most conversation and build upon them?** |  |  |

Completed by:

Date:

Review date: