

Positive Relationships

- Reassure parents that speaking in their home language while at home will support their child's learning.
- Utilise the linguistic diversity of staff, children, peers, parents and the local community to support with translation in meetings and of key documents (newsletters, policies).
- Ensure all staff are knowledgeable in language acquisition in particular the stages children learn additional languages.
- Greet children regularly and individually using home language and English.
- Help children to attend to what you are saying by using their name first.
- Model gestures and actions and responds to child's gestures. Introduce sign language to support communication.
- Acknowledge that some children may go through a silent period when they first enter an unfamiliar setting. This can last for up to 6 months or longer. It is important that children should not feel pressurised to speak until they feel confident enough to do so.
- Tune into children's non-verbal responses.
- Ensure that all children are included if they are not responding.
- Model key words and simple phrases/sentences.
- Provide opportunities for children to experiment with their voices and practise the sounds and rhythms of English.
- All attempts at speech should be encouraged and praised. Respond to children's talk and extend their language. Repeat back and model correct form.
- Allow extra time for responses.
- Model simple sentence structure and talk about familiar routines and activities.
- Ensure that adults are modelling and extending rather than asking many questions.
- Expand children's language through modelling and rephrasing.
- Organising the retelling of stories/poems or presentations in small groups.



Enabling Environments

- Value and celebrate children’s home languages through displays and resources.
- Check children’s and family names are spelt and pronounced correctly.
- Set up photograph albums and key word books for children to share at home and in the setting.
- Display visual schedules to depict daily routines for example, snack time, hand washing.
- Build on children’s experiences, interests and learning styles.
- Celebrate significant events in children’s lives.
- Use open ended, real resources to inspire children and to offer problem solving opportunities.
- Consider creating a visual word bank in areas of continuous provision. For example, in the snack area display key words relating to food, drink and meal times in all home languages.
- Use ICT resources to enhance children’s understanding for example, sound buttons or talking photograph albums for parents to record key phrases in their home language.
- Provide dual language books, props and song/rhyme cards for sharing. Involve parents and older siblings in the production of these.
- During small/large group times the sitting position is very important to ensure children can access practitioner’s facial expressions and peer actions. Ensure experiences are multi sensory.
- Provide opportunities for children to consolidate language - perhaps focus on half a dozen songs over a period of time before gradually introducing new ones. Print off copies in English and home languages to promote continuity and singing at home.
- Provide a range of meaningful opportunities to engage in speaking and listening activities. (Phase One Letters and Sounds will help strengthen provision for children with EAL).
- Provide high quality learning experiences which reflect the cultural diversity of the group both inside and outside.



‘Belonging tree’.