

Checklist No.1: Induction - meeting the parents & preparing the setting	Date/Progress
1. Prepare questions; organise an interpreter and a longer time to meet, if needed.	
2. Display a world map by the coat pegs with children's photos and arrows or pieces of elastic linking them to their home countries.	
3. Prepare photos of children saying hello in their home languages to display inside the setting before they start.	
4. Display 'Welcome' banners in all the languages spoken in the setting as you walk through the door.	
5. Organise coat pegs for children with pictures of animals from their home country.	
6. Create a world collage with each child's handprint on the outside to represent 'We come from all over the world'.	
7. Display multilingual signage and labelling around the room.	
8. Ensure there are dual language stories in the book corner and encourage children to take them home to share with their parents and carers.	
9. Learn basic greetings in the languages spoken by the children in your setting to welcome and greet parents each morning and at the end of the day.	
10. Create a 'Language of the Month' display that changes each month with words and phrases of that language for parents to see in the corridor.	
11. Create a Celebrations/Festivals display corner or area ready to reflect different celebrations around the world.	

Checklist No.2: Registration	Date/Progress
1. Plan a registration time including language of the month idea, nature poem, visual timetable and song.	
2. Create a visual timetable that is relevant and unique to your setting. Ask the children for suggestions of what symbols you could use.	
3. Order one or some of the poetry books suggested and familiarise yourself with the poems.	
4. As a setting discuss how you could implement Language of the Month and what that would look like. When will you introduce it each month and how?	
5. Allocate a display for Language of the Month in your room that can be changed easily each month.	
6. Explore the Mama Lisa website. Decide as a team how you will introduce nursery rhymes from around the world during morning or afternoon registration time. Discuss how and when you could perform them to each EYFS class.	
7. Trial the Hello game with your setting and feed back to colleague/s.	
8. Create a weather chart as a small group activity. Children draw pictures of different weather types.	

Checklist No.3: Phonics sessions in a multilingual setting	Date/Progress
1. Plan a phonics session specifically for your own multilingual setting; include at least 2 of the new strategies.	
2. Build an extra 5-10 minutes each week into your phonics planning time to think primarily about your EAL learners. How could you adapt this session to meet their needs more effectively?	
3. Try out The Magic Box and/or a memory game and see how your children respond to it. Is this something you could build in to your daily phonics session or another teaching input?	
4. Look at your timetable and think about when you could work more closely with your EAL learners either 1:1 or in a small group.	
5. Play suggested games with your EAL learners to encourage more natural conversation and help build up a relationship with them.	
6. Arrange a date to meet with your team to share thoughts on new strategies. What is working well and what challenges are you still facing during these sessions?	

Checklist No.4: Adapting your Continuous Provision (CP) to meet the needs of your EAL learners	Date/Progress
1. Make sure all your drawers are clearly labelled with pictures and all new learners know how to access the resources in each of the different areas.	
2. Review your role play area. How can you make it more meaningful to children who have recently arrived in the UK or whose family come from a different country?	
3. Think about how to deploy your additional adults effectively so they can support and scaffold language for children engaging in open ended CP provision.	
4. Invitations for play: think about how you display these? Create a message centre in your writing area.	
5. Enhance your book corner to be more of a quiet area for EAL learners. Include audio books, puzzles and rotate stories every fortnight.	
6. Create a new calming, neutral, decluttered and welcoming learning space and observe how children play in it over time.	
7. Make up a set of boxes with paper, stories, colouring etc and scatter them around your cosy spots in your setting.	