

Meeting the needs of International New Arrivals/ pupils new to English:

Strategies and Resources for the PRIMARY Phase

*"We cannot teach a language
we can only create the conditions
under which it will be learned."*

The Language Laboratory and Language Learning
J, Dakin, (Longman, 1973)



West Sussex Ethnic Minority &
Traveller Achievement Service
(EMTAS)

Foreward

Who the resource pack is for:

This resource pack is intended to provide strategies and resources to help staff welcome, plan for and support pupils who are international new arrivals or pupils new to English.

What the resources pack does:

PART ONE of the pack (the introduction) clarifies:

- Who are the pupils the resource pack is designed to support
- The 5 stages that linguists consider second language learners pass through
- What schools might wish to consider other than academic concerns, when planning to welcome a pupil who is an international new arrival or a pupil new to English
- Admissions and Induction processes

PART TWO comprises:

key strategies, example resources and tools with brief explanations, to enable new to English learners to access the curriculum.

PART ONE

International new arrivals and children new to English

International new arrivals (INA) and children new to English come under the 'umbrella' term - **EAL** (learning through English as an Additional Language).

The DfE definition of an EAL child:

"includes anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community. It does not necessarily imply full fluency in both or all languages."

An EAL learner might be new to English when they enter the school system even if they were born in the UK, or they might be a fluent speaker of English along with other languages. They might be newly arrived in the UK but have learnt English as a foreign language. They may have little knowledge of English but be literate in their first language/s (L1), or they may lack literacy skills in L1 and/ or have had little or no formal schooling.

Children who come under the definition 'international new arrival' might be a refugee, an asylum seeker, an economic migrant or here for a short time whilst an adult in the family studies.

It is important to recognise that an EAL learner in a UK classroom has two jobs to do - learning curriculum content **and** learning a new language (English).

To enable EAL learners to thrive, staff will need to consider:

- ✓ how to make the curriculum accessible and comprehensible
- ✓ how to facilitate the development of English language skills in the context of the curriculum, whilst at the same time providing an appropriate level of cognitive challenge
- ✓ how to ensure the child feels welcomed, safe and supported and able to make friends, as a child who feels welcome is more likely to settle quickly

Second language acquisition

Linguists generally agree that there are 5 stages that learners pass through when acquiring a second language

Stage	What the learner is doing	What teachers can do to help
Receptive phase	<ul style="list-style-type: none"> • Focusing on listening intently and learning new vocabulary • May practice saying/echoing new terms • May use non-verbal means of communication 	<ul style="list-style-type: none"> • Provide access to good language models, e.g. talk trios in lessons • Pre-teach new vocabulary and sentence structures • Create key subject vocabulary lists to support access to lessons and for learners to translate • Provide visual and concrete models to support understanding of new vocabulary and language • Model and repeat new vocabulary and sentence structures throughout lessons • Send home vocabulary mats and topic information for parents to discuss in home language
<div style="border: 1px solid #000; border-radius: 15px; padding: 10px; width: fit-content; margin: 10px 0;"> <p>Did you know: It is not unusual for EAL learners to go through a 'silent period' while they develop their understanding of English.</p> </div>		
Early production	<ul style="list-style-type: none"> • Beginning to 'collect' new words • May start to verbalise frequently heard terms and to form short phrases to convey meaning • May also begin to comprehend simple texts 	<ul style="list-style-type: none"> • Continue to: pre-teach key vocabulary and sentence structures, provide visual and concrete cues, send word mats home to be discussed in home language, model and repeat throughout lessons • Sensitive model back correct pronunciation/ sentence structures • Share daily simple written texts with illustrations to help their understanding
Speech emergence or production	<ul style="list-style-type: none"> • Adding to the large vocabulary already acquired • Beginning to communicate by combining learned words into short phrases and sentences • Comprehension improving • May begin to read and 	<ul style="list-style-type: none"> • Provide meaningful, functional, scaffolded opportunities for children to express themselves orally or in writing • Be clear about new language functions and structures that you want the pupil to learn • Provide opportunities to practise and consolidate new language functions and structures, e.g. collaborative talking activities and games, talk before writing, co-production

	write in English	
Intermediate fluency	<ul style="list-style-type: none"> • Beginning to communicate in complex sentences that use conjunctions • Able to engage in conversations • May also begin to think in English 	<ul style="list-style-type: none"> • Continue to provide collaborative talking activities, talk before writing and co-writing opportunities in lessons • Target narratives (fictional and personal) to enable learners to express their thoughts and feelings in a connected manner • Develop study skills to enhance confidence and independence • Encourage learners to use L1 to engage with the curriculum (taking notes, annotating, research)
Continued language development or fluency	<ul style="list-style-type: none"> • Continuing to develop proficiency in English • Achieving greater accuracy with increasingly complex language and social pragmatics 	<ul style="list-style-type: none"> • Provide language scaffolding for curricular content-area learning • Be mindful of gaps in vocabulary and poor understanding of concepts

Did you know:

It can take a pupil up to 2 years to acquire conversational fluency (BICS - Basic Interpersonal Communication Skills) but Cognitive Academic Language Proficiency (CALP) may take between 5 and 7 years to develop to a level commensurate with peers.

Preparing for the arrival of the pupil - things to consider:

➤ Transferrable skills

EAL learners know how oral language works. If they are literate in L1 they know that print carries meaning, that the stream of print is broken into words, that it is possible to skip inessential words, that you can guess the meaning of words from the context as well as knowing print conventions such as the direction of the print.

➤ Prior experiences

- Has the learner been in full time uninterrupted education in their home country?
- From what age?
- Educational ethos? Curriculum/ subjects studied?
- Has the pupil lived in another country on their journey to the UK?
- Did they attend school in that country?
- What language/s do they speak?
- Are they literate in one or more languages?

See proformas below for Early Years and the Primary Phase for collating background information (Welcome Profiles).

➤ Potential challenges

- transition to a new country,
- feelings of insecurity or trauma due to prior experiences,
- isolation and lack of friends,
- separation from one or both parents,
- lack of schooling due to conflict or instability in their home country,
- adapting to a new curriculum and educational ethos,
- facing racism inside or outside school,
- feeling undervalued and/or misunderstood if their language and culture is not reflected in the school/ classroom
- feeling homesick

➤ Cultural differences

Everyday situations can raise issues relating to cultural difference. An awareness of differences in values, attitudes, experiences and beliefs can reduce the possibility of misunderstandings arising. However, it is also important to be aware that families will vary in how strictly they observe the customs of their culture and religion.

See page 18 for some examples of cultural differences that might affect how a pupil behaves in class and in the playground.

Admission and Induction



Making the family feel welcome

It can help families to feel comfortable and welcome if displays reflect their own and other cultures, for example a **'welcome' display** in the entrance in community languages accompanied by a map showing places in the world where these languages are mostly spoken; multilingual labels around school.

It can also help if staff who greet the family as they arrive at school have **friendly and welcoming body language** and have the skills to communicate with families who have little English.

It can be reassuring to introduce the family to an **'Induction Mentor'** (if possible someone who speaks the same language) so that families know who they can go to for advice and support for the first few weeks, if unsure.

It can also be reassuring for the family to be given a **tour of the school** led by a bilingual member of staff, an interpreter or a skilled communicator, and for the pupil to be given a tour by a friendly peer buddy.

It can be of benefit if school prepares a **'starter pack'** with key information about uniform, the school day, classroom routines, homework, term/ inset/ non-uniform dates - in simple English with lots of visuals or translated into the home language spoken by the family.

Before the pupil arrives and to help the pupil feel welcome in class, staff and children could **learn a few phrases in the pupil's language**. The class could also consider what it must feel like to join a school where you don't speak the language and what each of them might do to help the pupil settle in.

Please **allow extra time for your admissions interview**. You may need to consider if an interpreter is needed. However, willingness, visuals, gestures, and translation tools can sometimes be enough! Use the opportunity to find out how with the family would like you to communicate with them in future and to gather essential background information (see below).

Gathering background information:

It is really useful to understand as much as you can about a pupil's history and background as well as their strengths and interests - in order to remove ambiguity, to temper expectations and inform planning.

The **Welcome Profiles** below provide a structure for this when meeting parents - to explore the pupil's health, development, education and language background.

Early Years Welcome Profile

General Information

Name:

Date of birth:

Place of birth:

Date of arrival in UK:

Religion:

Child's position in family(e.g. BBGB):

Who does your child live with?

Does your child have any health problems?

What playgroups or nurseries has your child attended?

What does your child enjoy doing?

What makes your child happy if they feel sad?



Language Information

What language(s) does your child understand?

What language(s) does your child speak?

What language(s) does your child speak at home to different members of the family?

What language(s) do members of the family speak to your child?

How would you like to receive communications from school - by letter, by email, by text?



Welcome Profile - Primary

Personal Details

Name:

Year Group:

Date of birth:

Place of birth:

Parents' place of birth:

Religion:

Date of arrival in UK:

Child's position in family(e.g. BBGB):

Who does your child live with?



Language Information

What language(s) does your child understand?

What language(s) does your child speak?

What language(s) does your child speak at home to different members of the family?

What language(s) do members of the family speak to your child?

How would you like to receive communications from school - by letter, by email, by text?



Previous Education

Did your child attend a nursery school or playgroup?

How old were they?

How old was your child when they started school?

What schools have they attended in their country of birth?

What schools have they attended in the UK?

Can your child read and/or write in their first language?

Can your child read or write in English?

Has your child had any problems with learning at any school?

What has your child enjoyed doing at school and what were they good at?

What does your child enjoy doing in their free time?

PART TWO

Key strategies, resources and tools - contents

Section	Contents	Page
1.	The first week Helping the pupil feel welcome and settled.	16
2.	Cultural Differences to look out for that might affect how a pupil behaves in class and/or in the playground.	17
3.	Buddy Checklists Buddies really help children feel welcome. Seeing a friendly face is reassuring and begins to build a sense of belonging. Buddies can also support language acquisition by providing good models of language. Choose articulate, patient and empathetic pupils to form a team of buddies who have been 'trained' on what they need to do. Buddies could be chosen who speak the same language as the new pupil. The ' Buddy Checklists ' below provide buddies with a visual prompt. The checklists can be edited to suit your school. In class buddies and buddies for break times could be considered. Buddies should receive recognition for what they do. Example Buddy Checklists (from Wokingham) i) Early Years, pp 18 -19 ii) Primary, pp 20-23	18-23
4.	The first few weeks Key strategies/ approaches to help pupils new to English access lessons in their first few weeks and beyond.	24-25
5.	EMA Information leaflet <i>Welcoming and supporting pupils who are new to English in the Primary Phase</i> Give a copy to all staff who will be working with the new pupil	26-27
6.	The first few months - to support planning and provision Easy to implement classroom strategies for pupils new to English (DfE Stage A) from The Bell Foundation. <u>Strategies cover the four domains:</u> a) speaking b) listening c) reading d) writing <u>With suggestions for:</u> i/ classroom organisation ii/ ongoing differentiation iii/ language focus iv/ marking/feedback v/communication with home.	28-32

7.	<p>List of basic vocabulary that pupils need to know in categories (from Wokingham Borough Council)</p>	33-34
8.	<p>Teaching and embedding vocabulary Research has found that pupils need to hear a new word many times (20 times +) in a meaningful context to assimilate it.</p> <p>Resources to practise and embed basic vocabulary along with hearing target vocabulary modelled and repeated in class:</p> <p>a) Racing to English photosets The photosets show how to scaffold vocabulary teaching. They include - teachers notes, a photo and word mat, flashcards, games and worksheets.</p> <p>b) British Council Learn English kids Ready-made games, interactive games and printable resources to teach and embed vocabulary, develop grammar and so on covering many different topics, including flashcards for vocabulary teaching. Flashcards are great for introducing memorising, revising and consolidating vocabulary. The pictures provide a rich context and allow the pupil to build on prior knowledge.</p> <p>c) Link to Collaborative Learning website The website has many curriculum based games and collaborative talking activities that provide motivating and fun activities to support active learning and language development.</p> <p>d) Games - Games that can be played with flashcards - 'Wall Games' (a Four in a row game). Explanatory notes and instructions for 3 different games - Example wall game: Actions (Enlarge to A3. A die and counters will be needed).</p> <p>e) Details of WS EMTAS Induction Programme for newly arrived pupils</p>	35-38
9.	<p>Examples of early stage sentence structures that pupil needs to learn (from Wokingham Borough Council & Bristol EMAS)</p>	39-40
10.	<p>Teaching and learning key language structures in English</p> <p>a) Speaking Frames provide a visual cue/model. They encourage staff to model and repeat frequently used expressions and pupils to practise using them. <u>Example</u> speaking frames based on Racing to English fruit photoset.</p> <p>b) Substitution Tables provide a different tool for modelling and practising target language. The pupil moves from left to right choosing a word or phrase from each column in order to construct a complete sentence/ sequence of sentences. Substitution Tables can be used to scaffold asking and answering questions. <u>Examples</u> from Racing to English</p>	41-42

	fruit photoset. Speaking frames and substitution tables are two great strategies for scaffolding and consolidating the learning of key topic/subject specific language structures. They can support writing as well as speaking and could include visual cues.	
11.	Barrier Games Barrier games are fun and motivating and a very effective way of reinforcing and consolidating newly acquired language/vocabulary and sentence structures as they provide a context in which there is a genuine need and desire to communicate in order to complete a task.	43
12.	Differentiation 10 easy to implement ideas for the classroom. from Wokingham Borough Council	44
13.	5 ideas for pair/group work for pupils new to English from Pauline Gibbons, <i>Scaffolding Language Scaffolding Learning</i>	45
14.	Curriculum based examples of scaffolding and differentiation with brief explanatory notes: a. Word mats b. Speaking frames c. Substitution Tables d. Labelling/matching/sequencing/sorting activities e. Writing frames f. A strategy for scaffolding reading and writing for EAL learners	46-58
15.	For parents: a) Maintaining home language (tips for parents from parents) b) Useful websites to share with parents/ carers	59-60

Welcoming the pupil - their first week in school

Make sure that all staff/TAs/MDMS know that the pupil is new and might need their help.

Make sure that all staff can pronounce the pupil's name correctly.

Monitor playtimes to ensure that the pupil is not isolated.

Use positive and welcoming body language when interacting with the pupil - this will reassure them and help them to settle.

Make sure that all staff understand how hard and tiring it is to be learning in an environment where an unfamiliar language is being used.

Provide a safe space to retreat to if the pupil feels overwhelmed.

Pair the pupil with two buddies who are good language and behaviour models.

A friendly face is reassuring and will help the pupil to settle, and buddies will also support language acquisition.

Teach 'survival phrases /language', e.g. 'Can I have a drink please?', 'Can I go to the toilet please?', 'I feel ill.', 'I need someone to play with.'

A communication fan can be helpful. Twinkl has several examples, some are dual language: <https://www.twinkl.co.uk/resources/new-starter-eal-inclusion-teaching-resources/survival-vocabulary-new-starter-eal-inclusion-teaching-resources/communication-fans-survival-vocabulary-new-starter-eal-inclusion-teaching-resources>

Share a visual timetable with the pupil each day to show what they will be doing that day.

Use visual cues, concrete objects, gestures to support pupil's understanding.

Allow the pupil access to translation tools such as 'Google Translate' to support understanding in lessons. Use a voice facility if the pupil is not literate in L1.

Support the pupil during transitions.

Avoid placing in lower ability groups.

Speak to the pupil's parents/carers regularly to tell them how their child is settling in.

Examples of cultural differences that might affect how a pupil behaves in class and in the playground

Some children will avoid eye contact with teachers - in some cultures this may have a meaning other than an acknowledgement of listening.

Some children may seem aggressive in the playground or may show other behavioural patterns. This is sometimes because their English is limited and their only form of communication with their peers is non-verbal.

Some children will avoid physical contact for cultural reasons. For example, Muslim women and girls do not shake hands. On the other hand, young African children may be more accustomed to more physical contact than is the norm in English classrooms.

Some children will not answer unless they know the answer - an incorrect answer or a guess may mean losing face.

Some children may nod their heads to acknowledge you, but this does not necessarily mean that they understand you.

Some children may feel written work is the most important part of their work and may pay little attention to oral based activities.

Some children may be uneasy at the more liberal approach of some classroom activities in schools in this country.

If they are used to a more formal teaching style, they may need time and support to learn how to work co-operatively as well as the boundaries of behaviour expected in the class.

Some children may not use knives and forks for eating. Using hands is a skilled and proper way of eating in some cultures.

Some children may not want to eat with other pupils because of the difference in eating arrangements. Some children may have different dietary requirements.

Some children will smile even if being reprimanded, as this is a gesture of respect in some cultures.

Some children may appear tired or uninterested due to environmental adjustments, stress or limited English skills.

Some cultures - particularly some Asian cultures may not want to have any contact with animals. There may also be sensibilities about photos, dolls and other images.

EXAMPLE BUDDY CHECKLISTS:
(Adapt for your school - use photographs)

A) Reception

New arrival checklist for Reception classes

Name of new child: _____

Class: _____

Tick when you have done each one:

1. Show them the toilet



2. Show the cloakroom and where to put coats, bags and lunchbox.



3. Tell them about snack.



4. Tell them about lunch.



5. Tell them about PE kit.



6. Teach them important words.



Hello!

7. Show them the classroom.



8. Tell them about rewards.



9. Show them the Mr Caterpillar.



Done by: _____ (buddy name)

Date: _____








New arrival checklist for KS2 buddies

Name of new child: _____

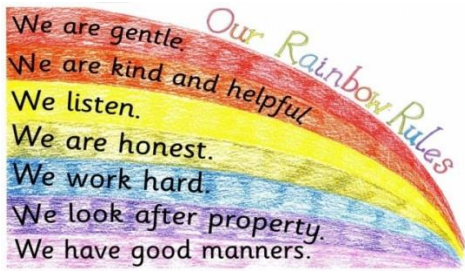
Class: _____

Tick when you have done each one:

A) SCHOOL

<p>1. I have shown them around the school (insert school photograph)</p>																																													
<p>2. I have shown them where the toilets are</p> <div style="text-align: center; margin-top: 20px;">  </div>																																													
<p>3. I have shown them the cloakroom and explained where to hang their coats, bags and lunchboxes.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>																																													
<p>4. I have explained the rules for playtimes including what snacks to bring. Healthy food only: no crisps, sweets or fizzy drinks.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>																																													
<p>5. I have told them the times for playtimes and lunchtime.</p> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="border-collapse: collapse; font-size: 0.8em;"> <thead> <tr style="background-color: #e0f0ff;"> <th></th> <th style="background-color: #e0ffe0;">Reception</th> <th style="background-color: #ffe0ff;">KS1</th> <th style="background-color: #fff0e0;">KS2</th> </tr> </thead> <tbody> <tr> <td>Doors Open</td> <td>8:30am</td> <td>8:30am</td> <td>8:30am</td> </tr> <tr> <td>Registration</td> <td>8:40am</td> <td>8:40am</td> <td>8:35am</td> </tr> <tr> <td>Morning Session 1</td> <td>8:45am</td> <td>8:45am</td> <td>8:40am</td> </tr> <tr> <td>Assembly</td> <td>10:00am</td> <td>10:00am</td> <td>10:00am</td> </tr> <tr> <td>Break Time</td> <td>10:20am</td> <td>10:20am</td> <td>10:20am</td> </tr> <tr> <td>Morning Session 2</td> <td>10:35am</td> <td>10:35am</td> <td>10:35am</td> </tr> <tr> <td>Lunch Time</td> <td>12:05pm</td> <td>12:05pm</td> <td>12:10pm</td> </tr> <tr> <td>Registration</td> <td>13:15pm</td> <td>13:15pm</td> <td>13:00pm</td> </tr> <tr> <td>Afternoon Session</td> <td>13:20pm</td> <td>13:20pm</td> <td>13:05pm</td> </tr> <tr> <td>End of School Day</td> <td>15:00pm</td> <td>15:00pm</td> <td>15:00pm</td> </tr> </tbody> </table> </div>		Reception	KS1	KS2	Doors Open	8:30am	8:30am	8:30am	Registration	8:40am	8:40am	8:35am	Morning Session 1	8:45am	8:45am	8:40am	Assembly	10:00am	10:00am	10:00am	Break Time	10:20am	10:20am	10:20am	Morning Session 2	10:35am	10:35am	10:35am	Lunch Time	12:05pm	12:05pm	12:10pm	Registration	13:15pm	13:15pm	13:00pm	Afternoon Session	13:20pm	13:20pm	13:05pm	End of School Day	15:00pm	15:00pm	15:00pm	
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6. I have explained the school golden rules:



7. I have taught them the survival language and they understand it.



B) CLASSROOM

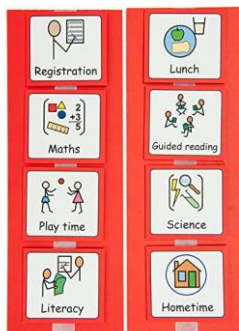
1. I have shown them around the classroom e.g. books, trays, whiteboards, reading area, groups



2. I have shown them where learning equipment is kept e.g. whiteboards, pens, calculators, number fans, scissors, glue, dictionaries, paints ...



3. I have explained the class rules and routines for a day.



4. I have explained the class rewards and the behaviour system.



5. I have introduced them to the class and the class have asked questions to get to know them.

(Insert class photograph)

6. I have made sure they have a book for each subject they need one for.



7. I have told them how much it would cost for milk and school dinner and when to pay.



8. I have told them what they need to do when they come in the morning.



9. I have told them when homework is given and that it should be back when the teacher tells us.

Homework timetable Year 1

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> Read for 10 minutes to an adult New spellings are sent home. Complete your look, say, cover, write, check spelling column 	<ul style="list-style-type: none"> Read for 10 minutes to an adult Complete your look, say, cover, write, check spelling column 	<ul style="list-style-type: none"> Read for 10 minutes to an adult Complete your look, say, cover, write, check spelling column Completed homework must be handed in 	<ul style="list-style-type: none"> Read for 10 minutes to an adult Complete your look, say, cover, write, check spelling column 	<ul style="list-style-type: none"> Read for 10 minutes to an adult Complete your look, say, cover, write, check spelling column Homework books are sent home.

10. I will check they have a tray and they have designed a tray label.



11. I have shown them where their peg is and I have checked it has their name on it.



12. I have told them what the PE kit is. I have told them when we have PE lessons so they know when to bring their kit and where to put it.



13. I have asked my class teacher to give them a reading book. I have explained when we can use the library and I have shown them where it is.



Done by: _____ (buddy name)

Date: _____



Helping pupils new to English access lessons - key strategies/approaches

<p>To support understanding in lessons, use: gestures, exaggerated facial expressions, miming, demonstrations, images, pictures, graphic organisers, real objects, story props.</p>	<p>During class inputs seat the pupil at the front of the class with a clear view of the teacher and any visuals being used.</p>
<p>Seat pupil with good language models. Talk trios work well - the pupil can listen to peers and join in when they feel able to.</p>	<p>Listen carefully when the pupil speaks - it might have taken a lot of courage. Sensitively model back correct pronunciation/ sentence structures.</p>
<p>Plan tasks that the pupil can complete easily, Examples include:</p> <ul style="list-style-type: none"> - match a word or sentence to a picture - copy a word/sentence underneath a picture - label a picture or diagram - match sentence halves - fill in missing words - fill in a table or sorting grid - sequence pictures or words <p>However, always consider how to maintain the level of cognitive challenge.</p>	<p>Plan opportunities for working in a group, for example, practical tasks involving manipulating text or objects. This means the pupil can listen to their peers and join in when they feel able to.</p>
<p>Keep a whiteboard handy to:</p> <ul style="list-style-type: none"> - create 'quick visuals' - show choices, e.g. liquid or solid? - consolidate key words - clarify, e.g. maths operations 	<p>During lessons regularly check the pupil's understanding of a topic or task</p>
<p>Pre-teach topic vocabulary in a quiet place (so that pupils can hear correct pronunciation). Use visual cues to support understanding. Create a vocabulary mat with pictures and first language (L1). Pupil to translate or send home for parents to discuss in L1. Display topic vocabulary mat on wall and tabletop and refer to it frequently in lessons. Explicitly teach Tier 2 vocabulary.</p>	<p>Staff to model and repeat key vocabulary and language structures throughout lessons. Plan opportunities for pupil to practise key vocabulary and sentence structures, e.g. discussing a topic related picture with a peer, playing a game, carrying out a practical task, taking part in a collaborative talking activity.</p>

<p>Use sentence starters, substitution tables, sentence frames (sentences with gaps) to scaffold speaking <i>and</i> writing.</p> <p>Share models of expected work in advance (WAGOLLS -what a good one looks like) so that learners can build on them.</p>	<p>Read aloud any text used in class.</p> <p>Repeat instructions.</p> <p>Allow 'thinking time', i.e. time to process what has been said.</p>
<p>Pre-read texts used in class.</p> <p>Highlight and discuss key vocabulary/ sentence structures.</p>	<p>Provide access to audio books and 'text to speech' applications so that text can be listened to as often as needed.</p>
<p>Sing songs. Songs provide valuable speaking, listening and language practice - they contain authentic language, grammar and cultural aspects and are fun.</p> <p>Songs are also good for developing phonological awareness</p> <p>Songs encourage active involvement and sustained focus.</p>	<p>Read good quality repetitive texts daily.</p> <p>Discuss the title and front cover - do you know anything about . . .</p> <p>'Read' the pictures as you look through the book.</p> <p>Then read the text TO the pupil.</p>
<p>Allow pupil to use their first language in class, for example:</p> <ul style="list-style-type: none"> - working with a bilingual assistant or peer to discuss and complete a task - using dual language books and dictionaries or translation tools - thinking and planning, e.g. mind-mapping - carrying out research - making notes or writing in L1. 	<p>Identify and explain contexts that might be culturally unfamiliar to the pupil, e.g. the seaside, the Tudors.</p>
<p>When marking/giving feedback be positive about the pupil's participation and effort, highlight what has gone well (curriculum content/language focus)</p> <p>and</p> <p><i>show</i> what the pupil needs to improve and how to do it.</p>	<p>For older primary pupils: teach study skills (skimming, scanning, note taking, research) to encourage independence and boost confidence.</p>
<p>If homework is given, ensure that the pupil understands what they need to do.</p>	

Preparation for arrival of the pupil

- ☺ Learn a little about the home language/ culture
- ☺ Teach yourself and your class a few phrases in the home/first language (L1)
- ☺ Use circle time to explore how the newly arrived pupil might feel and what members of the class might do to help them feel better
- ☺ Reflect the pupil's linguistic and cultural background in your displays and notices. Consider a 'Language of the Month' display
- ☺ Appoint an Induction Mentor (IM) to oversee the settling in period
- ☺ Identify a safe place where the pupil could retreat to if worried/upset
- ☺ **Make sure that all staff can pronounce the pupil's name correctly**

Helping the pupil feel safe, secure and comfortable

- ☺ Induction Mentor (IM) to meet and greet family for guided tour of school. IM point of contact for the pupil family in first few weeks
- ☺ Provide a 'trained' buddy to support pupil: what to do at break and lunchtimes, using the toilets, PE, any lessons away from the main classroom. In the early stages a buddy who shares L1 is ideal
- ☺ **Monitor playtimes to ensure pupil is not isolated**
- ☺ Pre-teach playground games and support pupil to play with their peers
- ☺ Provide fans with pictures/ phrases for essential communication such as 'I need the toilet', 'I feel sick'
- ☺ Demonstrate instructions, e.g. 'sit on the carpet', 'line up', 'come here'
- ☺ Work with parents/the child to learn some basic phrases in L1
- ☺ Create a 'Language of the Month' display. Suggestions can be found: <https://www.newburyparkschool.net/lotm/activitiesbooklet.pdf>

Welcoming and supporting pupils who are new to English (Primary phase)

"Children learn best when they feel secure and valued, so the first challenge is to make new arrivals feel welcome and for staff to make appropriate plans to include them."

Feeling welcome - promoting social integration

- ☺ Be mindful that behaviour is a means of expression!
- ☺ Be accepting, don't worry if the pupil doesn't say much initially, they will be working hard listening and developing their understanding
- ☺ Plan opportunities to develop social language and friendships
- ☺ Involve the pupil in classroom jobs such as giving out books and equipment perhaps with a buddy, or the pupil could take messages to other classes with a buddy
- ☺ Consider the 'Young Interpreters' scheme
- ☺ Praise every attempt at speaking - make it clear that what the pupil is trying to convey is more important than how at this stage
- ☺ Use stories, poems and drama from the pupil's culture for literacy or consider running a project around 'Family stories', stories, and poems from other countries
- ☺ Provide opportunities to engage in activities that the pupil is good at. Plan for successes. Share successes with parents

Build vocabulary

- ☺ Pre-teach topic/task vocabulary (with visual cues)
- ☺ Display on wall and table-top
- ☺ Practise through games and collaborative talking activities
- ☺ Model and repeat throughout lessons
- ☺ Translate to L1

Pre-teach

- ☺ Vocabulary and key phrases (topic/ task)
- ☺ Pre-read and discuss stories for literacy/ class stories
- ☺ Pre-teach/demonstrate concepts/ tasks

Use first language (L1)

- ☺ Send home key words and information about topics for parents to discuss in L1
- ☺ Create a dual language glossary for topics (with visual cues)
- ☺ Use bilingual staff/ buddies to support pupil's understanding before, during and after lessons
- ☺ Encourage use of L1 for thinking
- ☺ Encourage pupil to read about topic in L1, make notes or produce a first writing draft (if literate in L1)
- ☺ Pupil could create a mind map of what they already know about a topic in L1

Visual cues

- ☺ Use visual cues to provide context: pictures, objects, demonstrations, gestures, videos, diagrams, graphic organisers
- ☺ In lessons use a mini-whiteboard for quick drawings, to reinforce key words, to create choices/ scaffold a response e.g. liquid/ solid?

Encourage and facilitate talk

- ☺ Seat at front of class/ group
- ☺ Seat with good models of language (groups of 3 work well)
- ☺ Use gestures, actions, facial expression, intonation to support understanding
- ☺ Frequently repeat key phrases for the topic/ task. Display key phrases using **speaking frames**
- ☺ Use 'Think Alouds' (verbalising what I am doing, how and why)
- ☺ Repeat instructions in 'Simple English' and get pupil started
- ☺ Plan collaborative talking activities

Scaffolding writing/ recording

Plan tasks that the pupil can complete that involve manipulating small amounts of text.
Key activities are:
sorting, matching, sequencing, labelling

Early Assessment

- ☺ Chat to the pupil; observe in class and playground
- ☺ Collate staff views over next few weeks
- ☺ Find out about strengths and interests
- ☺ The EMTAS' 'Welcome Profile' explores pupils health, educational and language background
- ☺ Begin to use The Bell Foundation EAL Assessment Framework to assess, track and monitor progress towards Proficiency in English (PiE)

Standardised tests are not reliable in the early stages

Home/ school links

- ☺ Prepare a 'Welcome Book'/leaflet about the school, the curriculum, the English school system, what is expected of parents/carers
- ☺ Use EMTAS' 'Welcome Profile' to gather background information about pupils' language/s, early development, education. (You may need an interpreter)
- ☺ Facilitate regular informal meetings e.g. coffee events to share key information (e.g. maintaining L1, attendance, free school meals, local community groups, adult learning opportunities, supporting your child's learning)
- ☺ Invite parents into the classroom - to understand the curriculum, to share their language/ culture

BAND A - New to English/Beginning

Listening (Understanding)	Speaking
Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Emerging competence in basic oral expression

Classroom organisation

- In the early stages provide opportunities for someone who speaks the EAL learner's first language e.g. a class teacher, a teaching assistant (TA), older learner or sibling to visit and mentor the learner in class
- Sit the learner near you or another adult in carpet sessions, in a position where they can see your face straight on. This will ensure they can hear properly and also pick up visual clues from facial expression
- Pair with first language buddies to support understanding
- Sit the learner next to other students who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Involve the learner in classroom organisational tasks (e.g. handing out pens, etc.)
- Position new to English EAL learners last in turn-taking games

Ongoing differentiation

- Speak clearly, slowly and simply. Regularly reinforce frequently used expressions by providing the learners with written or oral models of the language you want them to produce
- To make meaning clear, use your facial expression, tone of your voice, your body (gestures, quick mimes)
- Give single-step instructions. Repeat same instructional phrases
- Always point to the key word or picture you are referring to
- Keep providing opportunities to speak and respond to questions even if the learner is not talking (a non-verbal period is normal)
- Target the learner for simple differentiated Yes/No questions and plan to do this daily
- Address the learner by name (correctly pronounced) when asking questions
- Allow the learner thinking time before asking for answers to questions
- Have a mini- whiteboard or note book to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- Use collaborative activities as a way of encouraging exploratory talk and thinking between students. Activities that may help scaffold talk could be sorting/matching/spotting/sequencing activities, or using graphic organisers

- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Use visual support e.g. props, objects and pictures (easily and quickly produced with software such as Communicate in Print)
- Use visual word mats (create your own using software such as Communicate in Print, or see EAL Nexus website for curriculum-related visuals)
- Encourage the learner to use a scrapbook to add new vocabulary, drawings and photos, pictures of home, information in first language about a topic, etc.
- Give opportunities to rehearse/practise structures, repetitions (stories, poems, songs, rhymes). See EAL Nexus page on language drills for ideas
- Give the learner a visual 'survival' fan with phrases like 'I'm sick', 'I need the toilet', etc. for use in class and the playground (Google: EAL fans)
- Provide a visual instruction mat. Make your own using software such as Communicate in Print or use ready-made ones (Google: EAL instruction mat. These are available in English and other languages)
- Provide a visual timetable (good for whole class; especially good for EAL learners)
- Provide an English picture dictionary (preferably one designed for EAL learners, e.g. Collins First English Words)
- Provide a bilingual dictionary - preferably age-appropriate and pictorial depending on the learner's literacy level in their first language (for examples see Mantra Lingua website)
- Use online tools, such as Quizlet to present and provide practice in using the key vocabulary, phrases or language structures needed for a particular lesson prior to delivery. By using Flipped Learning pupils can undertake some of the learning outside of the classroom allowing more time in class to focus on key lesson content

Language focus

- Plan for, teach and model vocabulary and language structures needed for topic, task and/or genre (see examples of planning for language in lesson plans on the EAL Nexus website)
- Identify the language functions, structures, vocabulary, sounds and stress needed for the task, and provide scaffolding, for example:
 - *Greeting*: Repeat daily social language exchanges: hello, good morning, please, thank you (not all languages have separate words for this)
 - Model this by repeating same exchanges with other learners
 - *Naming/identifying*: key classroom and school areas/objects/people,
This is a..., It's a...
- Teach basic survival language including: I don't understand, I don't know, I can't remember, please can I go to the toilet?
- Use EAL beginners' activity pack (for example, Hounslow Language Services) to provide extra practice on key language structures and vocabulary
- Teach key words and phrases for topics being covered in class (see EAL Nexus page on introducing new vocabulary)

- Teacher/TA to become familiar with key features of the learner's language in order to predict, understand and address some of the problems the learner may have with areas, such as pronunciation, grammar and vocabulary.

A useful reference book is: Smith, B and Swan, M. (2001). *Learner English: A Teacher's Guide to Interference and Other Problems*: Cambridge University Press

Marking/feedback

- Respond to and acknowledge any attempt at communication (including non-verbal - e.g. nodding/smiling at learner; saying 'Good Listening', accompanied by a Good Listening visual clue)
- Use the speaking and listening descriptors from bands A and B in the EAL Assessment Framework for Schools to check progress and set appropriate targets that promote learning

Communicate with home

- Overcome communication barriers with parents by making school information clear and accessible through the use of visuals, clear language and use of translations where necessary
- Keep parents informed of topics being covered in class and encourage them to discuss and research these in their first language
- Send home visual vocabulary flashcards relating to topics being covered in class, and provide ideas on how to play games with them (see EAL Nexus page on flashcards)
- For homework, send home weekly visual vocabulary flashcards starting with school and classroom language (available from British Council's 'Learn English Kids' flashcards) and provide ideas on how to play games with them
- Give parents useful websites for EAL, such as the British Council's Learn English Kids and BBC bitesize KS1, which has grammar exercises for EAL learners

Reading and Viewing (Bell Foundation strategy guide, Band A)

Reading and Viewing	Writing
Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Shows attempts at writing in English

Classroom organisation

- Pair with **first language buddies** to support understanding, and sit the EAL learner next to other learners who are supportive language role models (groups of three tend to work well; sit the learner with a pair who have been briefed to include and support them)
- Aim to provide daily, quality 1:1 or a small EAL beginner 'learning to read in English' group, focusing on understanding the meaning of the text (see EAL Nexus page on **reading for meaning**).
N.B. If this means attending a session in another class with a different age group, it is important that the EAL learner and their parents receive a clear explanation as to why you are doing this
- Give the learner 'time-out' opportunities to browse English and dual language picture books, visually supported information books and websites and to read in their first language

Ongoing differentiation

- Read text on the board and class texts clearly and slowly (good for all learners)
- To make meaning clear, use your facial expression, tone of voice, your body (gestures, quick mimes)
- Always point to the key word or picture you are referring to
- With class texts, use **visual support** such as pictures, props and objects
- Use visual word mats (create your own with software such as **Communicate in Print** or use curriculum related ones from the **EAL Nexus** website)
- Print slides with visuals from your whole-class teaching screen so the learner can stick them in their book (to refer back to, label, etc.)
- Have a mini- whiteboard or notebook to hand for quick drawings, to create on-the-spot visuals, choices or to reinforce key words
- If the learner is not familiar with the Latin-based alphabet and has learnt to write in a different script, ensure that there are daily opportunities for supported and independent handwriting practice. N.B. If this means attending a handwriting slot in another class with a different age group, it's important that the learner and their parents receive a clear explanation as to why you are doing this
- Give the learner their own vocabulary book to write down key words and phrases, with translations if they are literate in their first language
- Allow the older learner opportunities to write in their **first language**, particularly if they know about a topic and want to show you that they can do the task in their first language. Give this equal status to other children's writing
- Make simple books - about themselves - either paper-based or **digital**
- Encourage the learner to use a scrapbook to add new vocabulary, drawings and photos, pictures of home, information in first language about a topic, etc.

- Where possible, provide reading/writing tasks that have some link with main class topics. There are many curriculum-related tasks/resources on the **EAL Nexus** website or resources can be created quickly using software such as **Communicate in Print**
- Use **Directed Activities Relating to Text (DARTs)**, for example:
 - Sorting/matching/ spotting/sequencing activities - using **graphic organisers**
 - Labelling - choosing/matching/writing
 - Activities with missing words, phrases or sentences
 - Cut up text/pictures for learner to re-sequence
- Provide an English picture dictionary (preferably one designed for EAL learners, e.g. **Collins First English Words**)
- Provide a **bilingual dictionary**, preferably age-appropriate and pictorial, depending on the learner's literacy level in their first language (for examples see **Mantra Lingua** website)

Language focus

- Focus literacy activities on words and phrases the learner can already use orally and/or understand when they hear them
- If the learner is literate in their first language, encourage them to write a list of English sounds phonetically in the script they are familiar with
- Help learners who are literate in their first language to gradually build up a set of **flashcards** with high frequency words in English on one side and a translation on the other side
- Label classroom areas and items and/or provide words for the learner to write labels themselves and choose where to stick them

Marking/feedback

- Positively acknowledge attempts at content and understanding the task, regardless of errors
- Correct and write clear examples of one particular language expression for the learner to practise (see EAL Nexus page on **modelling**)
- Use the reading and writing descriptors from Band A and B of **the EAL Assessment Framework for Schools** to check progress and set appropriate targets that promote learning

Communicate with home

- If the learner joins a younger age group for learning reading or for handwriting practice, ensure their parents know this and explain how it will support them
- Send books home connected to any scheme, as well as dual-language books for the learner and their family to enjoy together (for examples see - **Mantra Lingua** or **Letterbox Library** websites)
- Give parents useful websites for EAL such as the **British Council's Learn English Kids**, which has plenty of audio-visual stories with clear text, and **BBC bitesize KS1**, which has grammar exercises for EAL learners
- For homework, send home weekly visual vocabulary flashcards starting with school and classroom language (available from **British Council's Learn English Kids flashcards**) and provide ideas on how to play games with them. These flashcards come with the picture and the written word. Depending on the learner's age, home-language script and level of literacy, it could be useful for them to learn to read/write these words as well.

Supporting the development of basic vocabulary knowledge for pupils new to English

Vocabulary teaching often focuses on specific vocabulary related to the class topic, for example if the topic is electricity you might focus on vocabulary, such as:

wire, crocodile clip, battery, bulb, positive, negative

However, new to English pupils often benefit from a focus on basic key vocabulary and language structures in English that are needed immediately, and this can boost their confidence as well as supporting their access to school life and the curriculum.

The following list provides ideas about what might be taught in the first few weeks.

(From Gordon Ward's *Racing to English* programme)

Vocabulary areas and examples of words to be taught:

1. social language	please, thank you, sorry, hello, goodbye etc.
2. classroom objects	pencil, rubber, book, board, chair, table, carpet, tray, folder, door, felt-tip, paint, scissors, glue, ruler, milk etc.
3. areas of the school	classroom, hall, playground, toilet, dining hall, office, stairs, staff-room, library, corridor, car-park, upstairs, downstairs etc.
4. school routines	assembly, playtime, dinner time, whistle, home time etc.
5. clothes	shoes, dress, coat, trousers, trainers, shorts, swimming costume, towel, shirt, blouse, vest, pants, T-shirt, socks, jumper etc.
6. parts of the body	head, face, eyes, ears, hair, nose, mouth, teeth, tongue, body, arms, hands, legs, feet etc.
7. health	tummy ache, toothache, earache, cut, bleed, hurt, broken etc.
8. colours	black, white, red, blue, green, yellow (beware colour blindness)
9. people	girl, boy, man, woman, children, teacher etc. names of the teacher, headteacher, other children, other adults in the class, etc
10. family	mother, father, sister, brother
11. reading	book, page, word, picture, story etc.
12. Maths	counting 1 - 10, 10 - 20, 20 - 100, etc.
13. Maths	money, pound, penny
14. Maths	computation, add, take away, multiply, divide etc. more less
15. Maths	shapes, square, circle, triangle, rectangle etc.

16. Maths	measuring
17. meals/food	breakfast, dinner, tea, supper, food usually served for school dinners, other food as necessary
18. meals/utensils	plate, knife, fork, spoon, bowl, rubbish bin, cup, saucer, mug etc.
19. instructional verbs (classroom)	sit down, stand up, stand still, write, stop, draw, colour, paint, listen, line up, go and get, show me your stick etc.
20. instructional verbs (PE)	jump, hop, climb, roll, throw, catch etc.
21. street (nouns)	road, pavement, zebra crossing, traffic lights etc. shop, house, car, lorry, van etc.
22. street (verbs)	look, cross, stop, be careful, go etc.
23. time	now, yesterday, tomorrow, last week, next week, dinner time, play time, home time, 9 o'clock, half past seven etc.
24. House - outside/rooms	roof, door, wall, garden etc. sitting room, bedroom, kitchen etc. upstairs, downstairs
25. House	furniture, bed, bath, cooker etc.
26. day/months	Monday, Tuesday, March, April, etc.
27. weather	cold, hot, rain, sunny etc.

Other vocabulary that could also be taught:

body	fingers, toes, shoulders, knee, ankle, wrist, bottom, stomach, lips, back
colours	grey, pink, brown, silver, gold, orange
clothes	gloves, scarf, plimsolls, sweater, sweatshirt, hat, cap
family	Grandfather, cousin, aunt, uncle etc.

Ideas to teach and embed basic vocabulary

1. Racing to English has links to exemplar 'photosets'.

Each photoset has teachers notes, a photo and word mat, flashcards, suggested activities, games and worksheets:

Example 1, Fruit Photoset:

http://www.racingtoenglish.co.uk/d_loads/1a%20Fruit%20photoset%20free.pdf

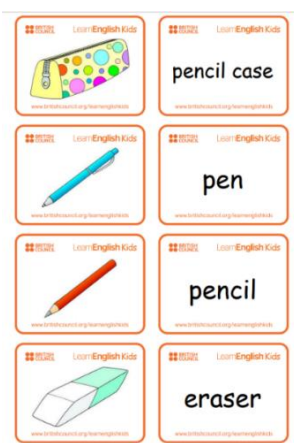
Example 2, People Photoset,

http://www.racingtoenglish.co.uk/d_loads/1b%20People%20%20singular%20photoset.pdf

2. Flashcards and word mats are great for introducing memorising, revising and consolidating vocabulary.

Pictures provide a rich context and allow the pupil to build on prior knowledge.

Pre-teaching vocabulary using flashcards for example also helps to reduce the language demands in lessons without reducing the cognitive demand.



Example flashcards
from Learn English Kids
32 classroom objects



For more sets of ready-made flashcards, see:

<https://learnenglishkids.britishcouncil.org/flashcards>

Flashcards can also be used for simple games:

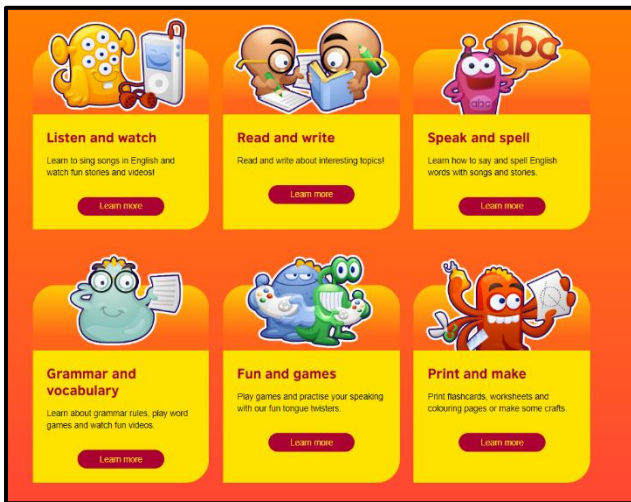
- Place cards face up on the table. **Point to a card** . . . and say the word, a noun phrase, or a short sentence.
- **In a group play 'SPLAT'**- adult says word, child who puts their hand on the card first says 'Splat' and the word. They keep the card. Winner has most cards at the end of the game.
- Place cards face down on the table. **Turn over a card and say** . . . a word, a noun phrase, of a short sentence
- **Bingo**
- Four in a row

Or you could make your own using
photographs and words

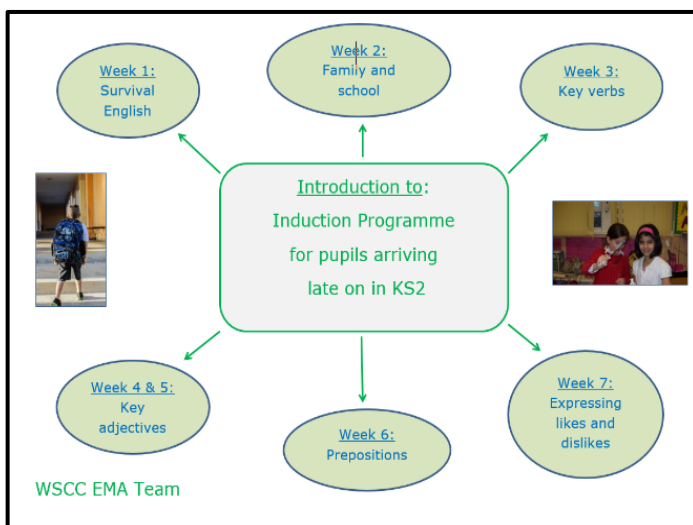
3. Research suggests that in order to assimilate new vocabulary pupils need to hear the vocabulary many times in meaningful contexts.

Games and collaborative talking activities are motivating and fun ways to provide repeated exposure in meaningful contexts. For more ideas see below and visit:

<http://www.collaborativelearning.org/> Some scaffolding may be needed for new to English learners.



4. For interactive games, ready-made printable games and other printable resources that teach and embed vocabulary, develop grammar, scaffold reading and writing, covering many different topics see British Council 'Learn English Kids' website: <https://learnenglishkids.britishcouncil.org/>



5. Contact EMAS for information about our **Induction Programme for pupils new to English**

This is a 7-week programme and covers the following topics:

- Survival English
- Family and school
- Key verbs
- Key adjectives
- Prepositions
- Expressing likes and dislike

6. Wall Games (idea from Wokingham Borough Council)

Introduction

- The player verbalises the 'knowledge' - idea, fact, etc. shown on each 'brick' or square.
- The knowledge shown can be simple (e.g. a letter, a word, a number or a noun) or could require the pupil to use a whole sentence or sentences or to do a calculation.
- The 'knowledge' may be repeated many times during play, providing many opportunities for pupils to hear repeatedly and begin to use in a meaningful and fun context, target vocabulary and sentence structures that we want them to learn. This could be basic vocabulary or topic related vocabulary.
- Many wall games can be used at different levels. For example:

a) The Colour Wall Game can be used as follows:

- Pupils say the name of the colour only
- Pupils say the colour word in a short set sentence:
The sky is blue; The grass is green
- Pupils say the colour word in a variety of different sentences:
'My favourite colour is ...'
'I am wearing grey trousers.'

b) The verb game can be used for different tenses

It could start with the children saying the verb only and then using the verb in a sentence:

- Walking
- I am walking.
- I walked to school today.
- I walked to school today with my mum.

Games can be adapted for use in any area of the curriculum.

Game 1: For 2 players

Object: To capture all of the bricks in a column (e.g. all bricks in column numbered 3)

Equipment: Game board, Die, Supply of counters in 2 colours

To play:

- a) Players take turns to throw die
- b) Players find a brick with the number shown on their die and then attempt to say the 'knowledge', which is shown on it. If they say it correctly, they cover that brick with their counter.
- c) If all the bricks of one number are covered and a player throws that number, s/he can remove the opponent's counter, say the 'knowledge' on the brick (again!) and place their own counter on the brick. Counters may be removed and replaced many times in this part of the game and the knowledge must be said **every** time.
- d) Players **may not** remove an opponent's counter if there is a 'vacant' brick of the relevant number.
- e) Play continues until someone captures all the bricks of one number.

Game 2: For 2 players

Object: To obtain a line of 4 of your colour counter in a straight, unbroken line horizontally, vertically or diagonally (basically 4 in a row).

Equipment: Game board, Die, Supply of counters in 2 colours

To play:

- a) to d) as for Game 1
- e) Continue until someone obtains a line of 4

Game 3: For 3 or 4 players (appropriate for younger children)

Object: To have more of your colour counter on the board than that of any other player.

Equipment: Game board, Die, Supply of counters - a different colour for each player

To play:

- a) and b) as for Game 1
- c) If all the bricks with any given number are covered, the players who throw that number cannot go (in effect they miss their turn).
- d) Play continues until the board is full. Players then count together the number of counters of each colour on the board. The one with most is the winner.

Please see example wall game below: Actions

Actions Wall Game

1 	2 	3 	4 	5 	6 
1 	2 	3 	4 	5 	6 
1 	2 	3 	4 	5 	6 
1 	2 	3 	4 	5 	6 
1 	2 	3 	4 	5 	6 

Promoting knowledge of basic sentence structures

New to English learners need to learn vocabulary but they also need to learn the basic sentence structures that underpin communication in English.

Below is a checklist of language functions and key sentence structures that pupils need to learn

Function	Sentence structures
Identifying objects	What's this? It's a What are these? They're Is this a ...? Yes, it is/No it isn't Are these ...? Yes, they are? No, they aren't
Asking for things	Can I have a, please?
Identifying actions	What are you doing? I'm ...ing What is she/he doing? S/he's ...ing Are you ...? Yes, I am/No I'm not Is s/he ...ing? Yes s/he is/No s/he isn't etc.
Locating objects	<i>Prepositions:</i> - Where's the/my/your ...? It's here/there. It's on/in/under/beside/etc
Describing problems	What's the matter? I've hurt/lost/broken My hurts/is broken/is missing/etc.
Expressing likes/dislikes	Do you like ...? Yes, I do/No I don't because...
Expressing possession	That's mine/his/her/ours/etc. I've got a ... Have you got a ...? Yes, I have/No I haven't
Describing objects	What colour is this ...? It's red/blue/etc How big/long/wide is this ...? It's ... cm long/wide They're the same/different. What's it made of? It's made of wood/paper/etc.
Counting	How many are there? There is/are ... 1/2/3/etc. A lot/many/some/a few/etc.

Describing ability	I can ... Can you ...? Yes, I can/No I can't
Reporting and narrating	<i>Simple past tense:</i> - I went/saw/played etc Did you go/see/play etc.? Yes, I did/No I didn't yesterday, last week
Describing lifestyles and regular events	What does a chemist/bus driver/etc. do? He... She... What do you do after school? etc.
Predicting the future	I'm going to be an astronaut/film star/zookeeper We will look at that tomorrow. I'm holding a party on Sunday etc.
Referring to past and present	I've hurt/broken/lost my ... Has s/he gone/seen/written etc.
Expressing obligation	You must/mustn't/have to/ought to/should...

From Bristol EMAS Team, edited by Alison Cameron

Again, use repetition and modelling in class and opportunities to hear and use these sentence structures in games and collaborative talking activities.

Strategies for scaffolding the teaching and learning of key language structures

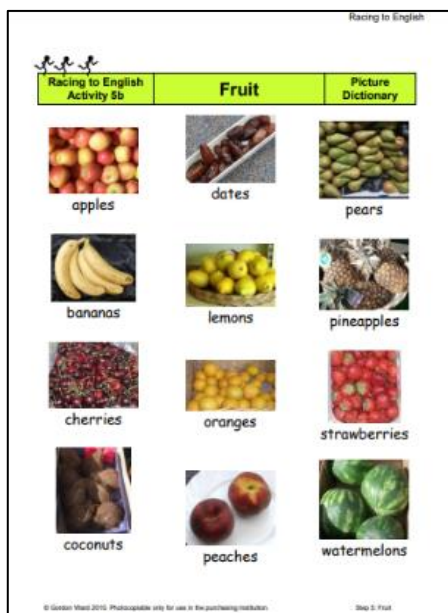
Speaking Frames:

Speaking Frames support speaking and writing.

They provide a visual cue for oral modelling, repetition and practise of frequently used expressions.

They encourage the pupil to take specific language structures on board and begin to use them independently.

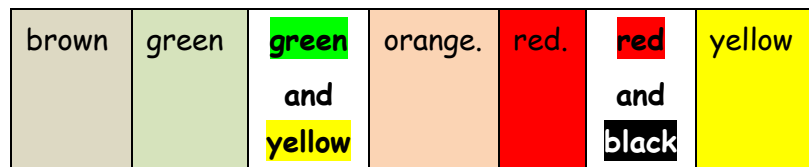
Example Speaking Frames from *Racing to English* to support the development of key language structures in English:



1) Describing the colour of fruit using the Racing to English photoset:

The apple is ...

The banana is ...



2) Expressing likes and dislikes:

I like ... best.
I don't like ...

I like ... best because ...
I don't like ... because ...

Displaying target language structures reminds staff and pupils to use them. Repetition and modelling in class and opportunities to hear and use target language structures in games and collaborative talking activities supports learning and embedding.

Substitution Tables:


Substitution Tables provide a different tool for modelling and practising target language.

The pupil moves from left to right of the table choosing a word or phrase from each column to construct a complete grammatically correct sentence/ sequence of sentences.


Substitution Tables can be used to scaffold asking and answering questions, see below.

Example Substitution Tables from *Racing to English* fruit photoset - supporting the development of key language structures in English:

Racing to English

 Racing to English Activity 5b	Fruit	Worksheet 3
---	--------------	-------------

What colour are these fruits?



Ask your friend some questions.

What colour are	oranges? pears? coconuts? watermelons? dates? cherries? strawberries? lemons? bananas?	They are	brown. green. green and yellow. orange. red. red and black. yellow.
-----------------	--	----------	---

Now write the questions and answer them.


Ask your friend some questions:



Do you like	oranges? pears? coconuts? watermelons? dates? lemons? bananas?	Yes I do. No I don't. I don't know.
-------------	--	---

Now write the questions and answer them.

© Gordon Ward 2010. Photocopiable only for use in the purchasing institution. Step 5: Fruit

Racing to English

 Racing to English Activity 5b	Fruit	Worksheet 4
---	--------------	-------------

This apple is red on the <u>outside</u>.	Apples are white on the <u>inside</u>.
---	---

Read the sentences to your friend:

Bananas		brown		brown	
Dates		green		orange	
Coconuts	are	orange	on the outside and	red	on the inside.
Oranges		red		white	
Pears		yellow		yellow	
Pineapples					
Strawberries					
Watermelons					

Now write the sentences.

© Gordon Ward 2010. Photocopiable only for use in the purchasing institution. Step 5: Fruit

Substitution Tables can be used to embed basic English sentence structures but are also a great strategy for scaffolding talking and writing in lessons.

Speaking frames and **substitution tables** are two great strategies for scaffolding and consolidating the learning of key topic/subject specific language structures.

They can support writing as well as speaking.

They could include visual cues.

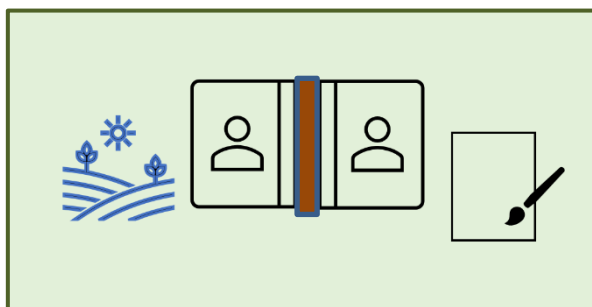
See examples in section 13, pp 45-57.

Barrier Games

- A fun effective way to practise: new vocabulary, communicating clearly and precisely, asking questions to clarify or gain more information and developing listening skills.
- Information is shared through spoken language.
- Some games involve giving instructions others involve describing whilst others involve gaining information through asking questions.
- Can be easy or difficult - adapted to pupils needs.
- Uses a range of language functions: classification, comparison, description, sequencing or ordering, directional or positional.

Barrier Games - some suggestions

- ❖ Drawing characters, imaginary creatures, scenes, shapes or maps
- ❖ Constructing - using materials, bricks or Lego
- ❖ Creating patterns - drawing, using mosaic or gummed paper shapes
- ❖ Sequencing pictures
- ❖ Spotting the differences in two similar pictures
- ❖ Creating models with dough or clay
- ❖ Dressing dolls or figures
- ❖ Placing pictures, shapes or objects on a numbered, coloured or blank grid or a background
- ❖ Sequencing and threading beads
- ❖ Identifying a person (as in 'Guess Who?')
- ❖ Identifying an object
- ❖ Creating and describing scenarios with play people, animals, mini-beasts, dinosaurs or vehicles
- ❖ Giving and following or tracing direction on a map
- ❖ Matching pictures and labels



Tips:

- ☺ Have at least one good language model in pair/group
- ☺ Make sure team giving instructions gives the other team time to respond before moving on
- ☺ Consider playing the game in pupils first language before playing the game in English

Quick ideas for differentiation for new to English learners

(from Wokingham)

Labelling activities:
diagrams, sketches,
pictures
English or first language

Copying key words from the
board or **prepared sheet of
key words and phrases** to
translate and refer to

Sorting activities
listing key words in
alphabetical order,
sorting 'true' or 'false'
sentence/s on to a table

Dictionary exercises
using both English and dual
language dictionaries

Copying sentences that
contain the **main idea** of
the lessons, e.g. 5 key
lesson points

**Compiling a picture
glossary** of vocabulary
related to class topic

Matching
sentence halves,
pictures with key words
and phrases,
key words and definitions

Sequencing
sketches, drawings,
sentences

Filling gaps in sentences

**Sequencing sentences/
images**
about a topic/ text

5 ideas for group and pair work

for pupils in the early stages of Proficiency in English

from: *Scaffolding Language Scaffolding Learning*, Pauline Gibbons

Activity	Why	What
Enquiry and Elimination	<p>Practises question forms</p> <p>Develops logical thinking</p>	<p>Show a picture with a range of topic related images, e.g. animals.</p> <p>One pupil chooses a target image, e.g. a particular animal without telling the rest of the group.</p> <p>Other pupils in the group ask questions (that can only have yes or no answer) to identify the target image/animal.</p>
I'm thinking of...	<p>Practises describing things and their functions</p> <p>Practises sentence structures</p>	<p>Set of pictures relating to topic.</p> <p>In turn each student says "I'm thinking of something that is..." adding description, but not indicating what they have chosen.</p> <p>The person who guesses correctly has the next go.</p>
Describe and draw - barrier game for two	<p>Practises giving instructions,</p> <p>Describing objects and position</p>	<p>Each pupil has a piece of paper.</p> <p>There is a barrier between the 2 pupils.</p> <p>Pupil A describes what they are drawing to Pupil B who follows A's instructions.</p>
Find my partner - group of 4-6	<p>Practises question forms and describing</p>	<p>Each pupil is given a card related to the topic.</p> <p>2 cards are identical and one of these is marked with an X.</p> <p>The pupil with the card marked X must ask questions of the others in the group to find the matching picture.</p>
What did you see?	<p>Practises vocabulary</p>	<p>Place a selection of topic related objects or pictures of objects on the table.</p> <p>Allow the pupil to study them for a short time.</p> <p>Cover the objects/pictures. What can they remember?</p>

**Curriculum based examples
of scaffolding and differentiation,
with brief explanatory notes**

- a.** Word mats
- b.** Speaking frames
- c.** Substitution Tables
- d.** Labelling/matching/sequencing/sorting activities
- e.** Writing frames
- f.** Picture-Label-Write: a strategy for scaffolding reading and writing for EAL learners

a. Curriculum based word mats:

Word mats feature **key topic** vocabulary.

Visual cues support understanding and access to prior knowledge (first language/ L1).

Display on wall and table-top and refer to them frequently.










L1 can be added by using translation tools/ dual language dictionaries or by sending the word mat home to be discussed with parents in first language.

Examples - curriculum based word mats:













EAL Nexus: Local environment – Word bank The Bell Foundation

Word Bank

Describe your walk from your home to your friend's house, from home to school or from home to a shop

the school 	the traffic lights 	the shop 	
the post box 	the litter bin 	the phone box 	
the bench 	the zebra crossing 	the bus stop 	
first saw	next turned left at	then turned right at	walked past arrived at

Physical geography word mat


 weather	 forest	 mountain	 beach
 soil	 vegetation	 river	 Ocean/ sea
 desert	 marsh	 fields	 lake

1) From The Bell Foundation,
Part of a pack of resources for KS1 'Local Environment':
<https://www.bell-foundation.org.uk/resources/programme/eal-programme/>

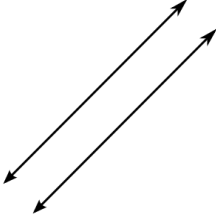
2) From an idea from the Geographical Association

Word mats can be made into flashcards and games, for example:

i/ Matching pictures and name to definition

<p>A field which has grass and flowers growing in it.</p>	 <p>meadow</p>
<p>Making a firm decision to do something and not letting anything stop you.</p>	 <p>determined</p>
<p>Knowing who that person is or what that thing is.</p>	 <p>recognising</p>

ii/ Matching name, picture and definitions

<p>Parallel lines</p>		<p>Two lines which are always the same distance apart - the lines never meet</p>
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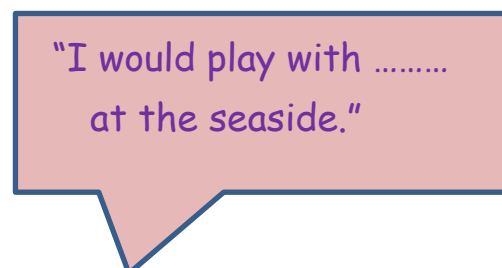
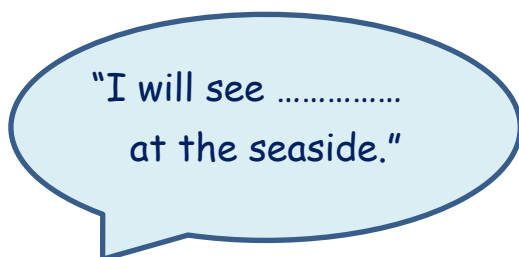
b. Curriculum based speaking frames:

Speaking frames scaffold speaking and writing. They provide a visual cue for oral modelling, repetition and practice of specific academic language structures needed for a particular task/ subject. They remind staff of the language structures we want the pupil to use and encourage the pupil to begin to use them independently.

i/ Seaside speaking frames. Use in conjunction with seaside flashcards (from the Bell Foundation)

Sort the vocabulary picture and word flashcards into:

- Which ones you might **see** at the seaside
 - Which ones you might **eat** at the seaside
 - Which ones you might **play with** at the seaside
- Adult to point to a flashcard and model the sentence structures below. Pupils to take turns to point to a picture flashcard and say a sentence using the speaking frames below:



Follow Up activities:

i/ Barrier Game:

Pupil A selects a vocabulary flashcard and mimes eating or playing with the item.
Pupil B to guess the word.

ii/ Substitution table:

To scaffold and embed vocabulary and language structures - when speaking or writing.

iii/ Writing frame

from The Bell Foundation KS1 **Seaside** pack of resources.

At the Seaside

I see _____

I hear _____

I smell _____

I taste _____

I feel _____

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3. https://commons.wikimedia.org/wiki/File:Nose_noses.jpg by PhotoFrey, CC0, attributed to wawa

ii/ Example set of speaking frames to scaffold speaking and writing using academic language - The Romans

Display on wall and table-top to remind staff and pupils of the language structures we want the children to use when talking about the topic.

The Romans made
these for ...

The Romans invented
these because ...

The Romans used
these for ...

The Romans
created ...

The Romans built
these for ...

c. Curriculum based substitution tables - scaffolding reading and writing

Substitution Tables provide a model of target language/grammatical structures. They support speaking and writing in grammatically correct sentences about a topic. The construction of sentences is scaffolded, but the child is actively engaged in the process. Substitution tables support and encourage independence. Visual cues can be included for extra scaffolding.

i/ Substitution Table to scaffold a character description:







The woman	is		on		wooden bench.
		sitting	at	a	jumper.
		looking	a	her	garden.
		wearing	glasses.	brown	phone.
			in		

The Substitution Table could be simplified for new to English learners and visual cues could be added.

Comparing houses made from different materials:

ii/ Comparing houses made of different materials

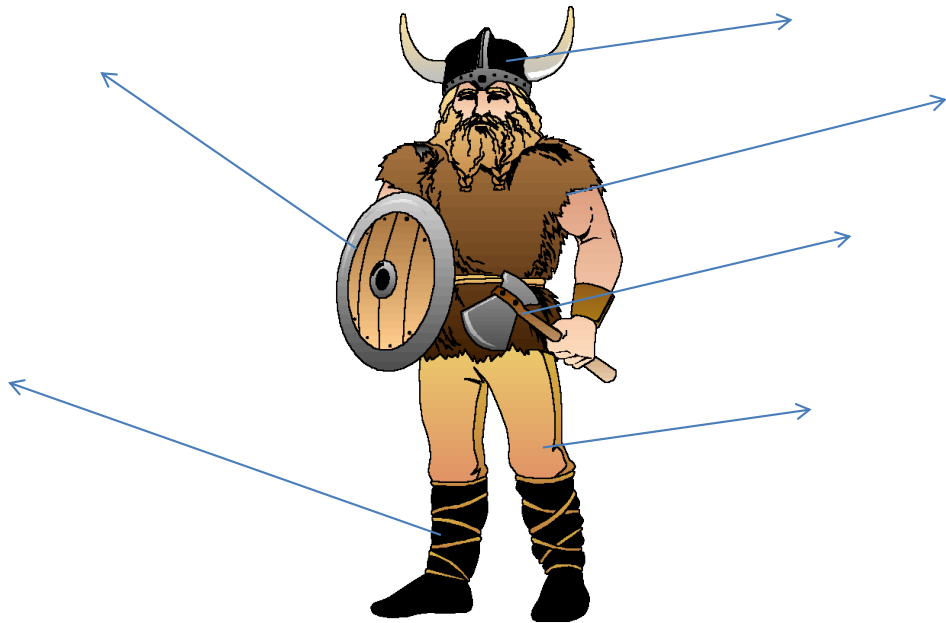
Houses made of	 sticks and straw	were	stronger	than	houses made of	sticks and straw.
	 stone		cheaper			stone.
	 wattle and daub		lighter			wattle and daub.
	 brick and timber		smokier			brick and timber.

d. Curriculum based activities - labelling/matching/sorting/sequencing

These activities enable the child to complete curriculum tasks and create an accurate record of lesson content that can be revisited. The child could work with another pupil to support language development.

However, it is important when planning these activities to ensure that the cognitive challenge for the child is maintained.

i/ Labelling.



axe shield helmet leather boots
boots woollen tunic leather trousers

This activity follows the teaching of topic vocabulary.

Providing labels scaffolds spelling and consolidates vocabulary learning.

Further scaffolding would be provided by adding visual cues to the labels.

After labelling the pupil could complete a short 'gap filling' exercise if appropriate, for example:

Complete the sentences.

Viking men wore a woollen tunic, _____ and _____.








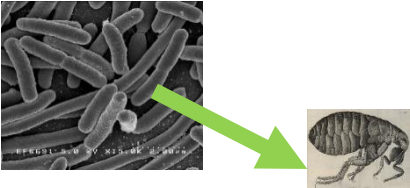
When fighting, they had a sword, an _____ and a _____.

They wore a _____ on their head.

i/ Symptoms of the Black Death. Matching pictures to sentences and then sequencing

1. Match the sentences to the images.
2. Arrange the sentences in the right order.

Next, the bacteria multiplied in the fleas' gut.	Firstly, rats carried the plague.
Then fleas bit the infected rats.	As a result, the humans became sick.
In the end, the humans usually died.	After than the fleas bit the humans.

Other matching activities:

Pictures/ diagrams/ objects can be matched to words (e.g. characters to their names/what they said/ what they did; labelling a diagram of an eye to; matching names to pictures of Egyptian artefacts).
 Sentences can be matched to pictures or diagrams.
 Sentence halves can be matched.

The Vikings



Work with a partner.
Read the sentences together.
Put a tick in the True box ✓ or a X in the False box.

	True	False
The Vikings came from Russia.		
The Vikings needed more land for their families.		
They settled in Scotland, England and Ireland.		
Viking boats were called slimships .		
Viking boats could not sail in rivers		
Viking houses were made of brick.		
They kept animals for food.		
The Viking shields were made of wood and plastic.		
Salt was used to stop food going bad.		
The Vikings wore leather shoes.		
Viking children did not have toys.		

Can you correct the **False** statements?

iii/ Viking Sorting Activity:

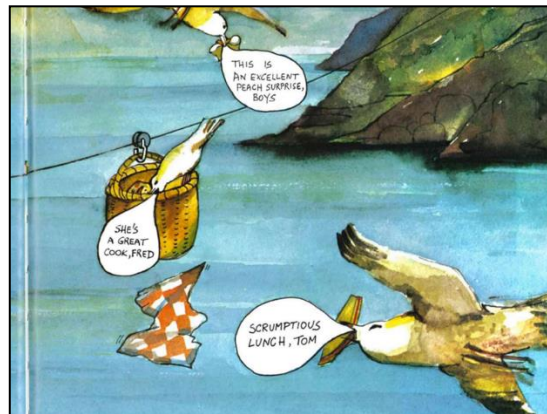
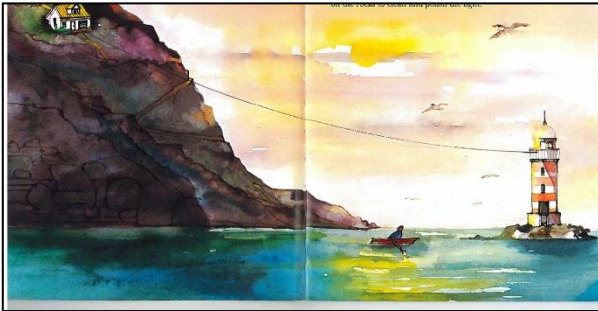
Which sentences are true and which are false?

The sentences could be physically sorted onto a table.
A challenge would be to make the false statements true.

Examples of other sorting activities:

- Sorting vehicles/toys/houses into old and new
- Sorting what a Viking might wear and what a person today might wear
- Sorting fruits and vegetables
- Sorting healthy and unhealthy food
- Sorting who said what in a story
- Sorting sentences about a story onto a true or false grid

ii/ Sequencing pictures from a story that you have read, e.g The Lighthouse Keepers Lunch



Other things to sequence:

- Pictures taken on a school trip
- Pictures of making a sandwich/ carrying out an experiment/ making a model
- Pictures of a sequence of events in history
- Stages in the water cycle
- Sentences from a class text
- Sentences from a lesson input

e. Writing frames

Writing frames provide a **scaffold** for writing/writing in different genres.

They model how a pupil should organise their work.



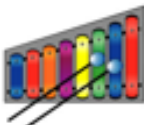



Including key vocabulary and language structures is very helpful.

Including visual cues and connectives is also very helpful.

For writing tasks, it is recommended that there is an opportunity to talk with peers before writing. There should also be opportunities to co-construct text with adults and peers.

i/ KS1 writing frame - How does the instrument make the sound?

From The Bell Foundation




	How is the sound made? Is it made by blowing, banging, shaking, plucking or scraping the instrument?
Didgeridoo 	The sound is made by ...
Maracas 	
Xylophone 	
Balalaika 	
Pan pipes 	
Piano 	

ii/ Writing Instructions - how to make a jam sandwich

Writing takes place *after* making and eating a jam sandwich and taking photographs of the process.

How to:

You will need:

	<p>1. First you:</p>
	<p>2. Then you</p>
	<p>3. Next you</p>
<p>Picture of child eating the sandwich</p>	<p>4. Finally . . .</p>

Word bank (could include visual cues)

butter	bread	knife
slice	plate	eat
jam	spread	cut
place on top	press down	

Scaffolding reading and writing for EAL learners

*This approach develops reading and writing skills using curriculum materials
and the Picture-Label-Write-Read strategy

*It builds knowledge of grammar and sentence structures

*It can be used with children and young people of all ages

1. **Begin** by looking at a topic related picture, for example a picture of an ecosystem:



1. **Discuss** - what can you see in the picture - identify 3 things.

Name and label them (adult scribing), e.g.

i) fox ii) beaver iii) fish

2. **Next.** Add a descriptive word to each label to create a phrase (adult scribing), e.g.

i) bold fox ii) hardworking beaver iii) silver fish

(A choice mat of relevant descriptive words can be provided, or for newly arrived pupils this stage could be missed out)

3. **Then.** Compose a sentence together around each phrase, e.g.

i) *The bold fox left his den to hunt for food.*

ii) *The hardworking beaver was busy building a dam.*

iii) *The silver fish swam upstream to lay eggs.*

4. **Next.** Adult writes each sentence on a strip of paper or card.

The learner traces over it and reads it.

Adult copies it on to another strip of paper/card and the learner traces over it and reads it.

One copy of the sentence is cut up into individual words, jumbled and the learner asked to re-build it, checking against the first sentence for accuracy, and reading it again.

5. **Finally.** The picture is stuck into a book with the words underneath or the learner copies the sentence underneath the picture.

A new sentence or two is added each day to the book of pictures and sentences

The book is read frequently at school and at home

Maintaining your home language - Tips FROM parents TO parents

Tips	
1	<p>For all ages: Watch TV shows and films in your home language. Afterwards have a conversation about the plot, characters and so on.</p>
2	<p>Identify a time each day when you will speak in your home language - this could be during a car journey or at the dinner table. Make sure to choose topics that your child is interested in so that they take an active part in the conversation!</p>
3	<p>Explain what it means to live in bilingual family environment. For example, explain that you feel more comfortable speaking in your home language and therefore enjoy conversations in your home language, and you would really like it if your child could speak to you in your home language. Talk about the advantages that come from learning two (or more) languages as children, for example communicating with people in other countries and having a much easier time than other people who try to learn a second language later in life.</p>
4	<p>Go digital. Have all the electronic devices in set to the home language and with older children text and email only in the home language.</p>
5	<p>Books and music. Singing in the home language is fun for younger children and rhymes make it easier to remember words. Reading aloud in the home language is also beneficial - and with older children will build vocabulary and grammar.</p>
6	<p>Provide opportunities to speak the home language with friends - for example attending a Saturday school or playgroup, but also using Skype, Facetime or WhatsApp to communicate with family back home.</p>

Reference:

'The Benefits of multilingualism in the Family', a leaflet from the University of Reading, Centre for literacy and Multilingualism

Useful websites for parents/ carers

<p>A. Bell Foundation - information for parents</p> <p>Translations of guides available in 22 languages</p>	<p>Guides:</p> <p>1) Supporting your child's learning</p> <p>2) Explaining the English Education System</p>	<p>https://www.bell-foundation.org.uk/eal-programme/guidance/parental-involvement/</p>
<p>B. British Council - Learn English, helping your child learn English</p>	<p>Advice about helping your child to learn English.</p>	<p>https://learnenglishkids.britishcouncil.org/en/helping-your-child</p>
<p>C. British Council - Learn English for kids</p>	<p>For children aged 5-12 who want to have fun learning English. Free online games, songs, stories, videos and activities.</p>	<p>https://learnenglishkids.britishcouncil.org/</p>
<p>D. The School Run</p>	<p>The School Run helps parents to understand what their children are learning at primary school.</p>	<p>https://www.theschoolrun.com/</p>
<p>E. British Council - Learn English</p>	<p>For adults to learn English. 'High-quality courses and resources' designed for adult language learners.</p>	<p>https://learnenglish.britishcouncil.org/</p>
<p>F. Mantralingua</p>	<p>A publisher of dual-language children's books and digital resources.</p>	<p>http://uk.mantralingua.com/</p>
<p>G. Aspire - ESOL courses (English for Speakers of other Languages)</p>	<p>Information about English courses for adults across West Sussex.</p>	<p>https://aspireSussex.org.uk/topic/english-for-speakers-of-other-languages-2/</p>

Ethnic Minority Achievement (EMA) team

part of the West Sussex Ethnic Minority & Traveller Achievement Service (EMTAS)

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