



A word cloud featuring the word "WELCOME" in various languages and scripts. The word is rendered in many different fonts, sizes, and colors (including blue, red, green, yellow, and black). The languages include English, Hindi, Urdu, Persian, and others. The word "WELCOME" is the central focus, with other variations and related terms scattered around it.

EAL, New to English and Bilingual Learners at
St Peter at Gowts C of E Primary School
Monday 14th June 2021

Knowing your children



- Are they new arrivals to the country or have they moved into the community from elsewhere in the UK?
- What is their previous experience of schooling?
- Have they experienced any form of trauma - past or present?
- Mobility?
- Cultural expectations / and or expectations of education (Smiling / avoid eye contact – respect)

These are all potential influences of how children will settle when they are new to the school.

Before Starting



- Meeting with key people in school and parents
- Identify whether a translator is needed- look to use parent support group/ staff or young interpreters
- Ask parents to record some key phrases in their home language for their child- use recording books.
- Find out how to say some simple phrases/ key words i.e. hello, goodbye, thank you, please, well done.
- Find out if the child can read their home language.
- Find out about parental level of English.
- Identify, where possible, a buddy who speaks the same language and, if possible, an adult who speaks the language and introduce the child.
- - Reinforce with parents the importance of using their home language at home. (Home language document)

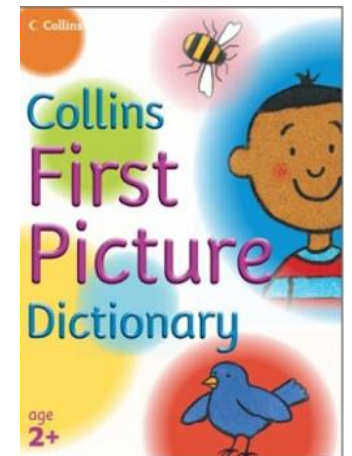
New starters



- Create a welcoming environment (their language around them)
- Teach the class how to say hello in the child's home language- answer the register in this language for the week.
- Look to buddy up new children (with children of the same language where possible)
- Simple welcome induction including tour of the school (with mentor or buddy) and use picture cues to model language for rooms such as classroom, toilet, hall- take photos and label with the child
- Visual Timetables
- Time out in own language
- Communication Survival language fans
- Top tips different cultural expectations
- Induction programme for supporting language development planned with TA/ Lead → focus on survival language to begin

New to English/ beginning

- Breaks in own language
- Survival language- communication fans
- Children as translators
- Talking Pens and dictionaries Use pictorial dictionaries i.e. Collins first picture dictionary (English)
- Bilingual dictionaries where children can read their home language and dual language books (where children can read their home language and use recorded dual language where they can understand and speak it but not read it)
- Games and activities that don't require language ie construction/ ICT
- Buddy with someone who speaks the same language.
- Matching words to pictures
- Story websites



New to English/ beginning

- Whenever possible, teaching vocabulary words in a multi-modal way is particularly effective. This means you provide images or video, say the words aloud and include the written form.
- Cognitive load- looking at how they can access the activity without the language ie picture/ translator pens etc
- Making decisions- sometimes it's better that they don't access an activity but have something that supports their language instead.
- Sitting with higher attainers as good language role models
- Writing in home language if they can
- Word and picture banks



New to English/ beginning in eyfs

- Silent phase- narrating their actions, commenting etc (they sometimes understand more than you think!)
- Alexa
- Talking books in own language
- Makaton
- Dual language CDs/ song CDS in reading areas
- Signs around the area with their home language
- Cultural representations ie cloths/ patterns/ foods
- Books about their country of birth or cultural background



Assessing our learners

- BELL FOUNDATION ASSESSMENT FRAMEWORK
- EYFS- WELL COMM



ST. PETER AT GOWTS
CofE PRIMARY SCHOOL

Unlocking the potential in all,
empowering a community of hope.

EAL Support Tracker Autumn 2020

Name of Child	Colour of Need	Barriers	EAL Intervention	Classroom Support
Identified for assessment by CK	Red	language/Speaking/ Tenses (Tenses/semantics)	Vocab games DARTS Barrier games	<u>Independent Learning</u> New word dictionary Tenses games/posters Sentence openers <u>Support from classroom TA</u> Reminder and check in.
Identified for assessment by CK	Red	Comprehension /language/Speaking/ Structure/Reading (Jumbled language/semantics/Vocab)	Phonics Colourful semantics	<u>Independent Learning</u> Sequencing games. <u>Support from classroom TA</u>

Early Acquisition/Emerging Developing Learners and strategies to support them.



- PRE-TEACHING pre-teach language vocabulary for learning
- EYFS- SONGS, RHYMES (DEVELOP A BANK OF THOSE YOU USE so they become familiar) routines the children can learn language through ie hello song
- Modelling – adding a word etc
- Encourage short conversational English – use picture clues
- Visual cues and objects of reference using age appropriate picture sequences, storyboards and concrete referents e.g. relevant artefacts.

Nursery Rhymes are like rocket fuel for a child's development.

- language and communication
- creative expression
- physical development
- numeracy skills
- confidence & independence
- knowledge & understanding

WORLD
Nursery Rhyme Week

A stylized rocket logo with an orange body, blue fins, and a purple base. The rocket is pointing upwards and to the right.

Early Acquisition/Emerging Developing Learners and strategies to support them.

- Barrier games <https://www.andnextcomesl.com/p/speech-barrier-games.html>
- Games (ie Pictionary and Articulate, charades)
- Dictionaries
- Scaffolded tasks - cognitively demanding but accessible with limited English.



Early Acquisition/Emerging Developing Learners and strategies to support them.

PERSONAL LANGUAGE BOOKS

- Produce a personalised, structured exercise book to support pupil induction. Drawn together from a variety of sources, the pages of this book include 'survival English' phrases with explanatory pictures, English names of numbers/ letters among other components, together with plenty of space for learners to record their work on any of these. Have pages for independent use by pupils, e.g. to record vocabulary which is of personal, as well as academic, interest. This promotes and enables independent learning at an early stage of EAL Acquisition.



Early Acquisition/Emerging Developing Learners and strategies to support them.

- Toolkit boxes



Early Acquisition/Emerging Developing Learners and strategies to support them.

- Don't pressure children for answers – they're not passive, just processing!
- Praise the effort, not the skill!




Talking, talking, talking

- Talking about and comparing
- Talk about tasks
- Conversation cards
- Consistently model common phrases so that they are grammatically correct

‘If they can't say it, they can't write it ‘ T4W

Name **5** things



... that **sound** nice!

Name **5** things



... that are **blue**!

Name **5** things




... that are **red**!

Name **5** things




... that are **green**!

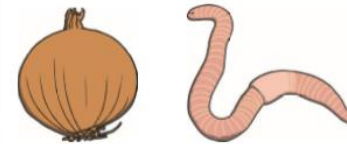
Do you prefer Spiderman or Superman? Why?



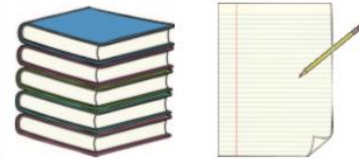
Do you prefer pasta or pizza? Why?



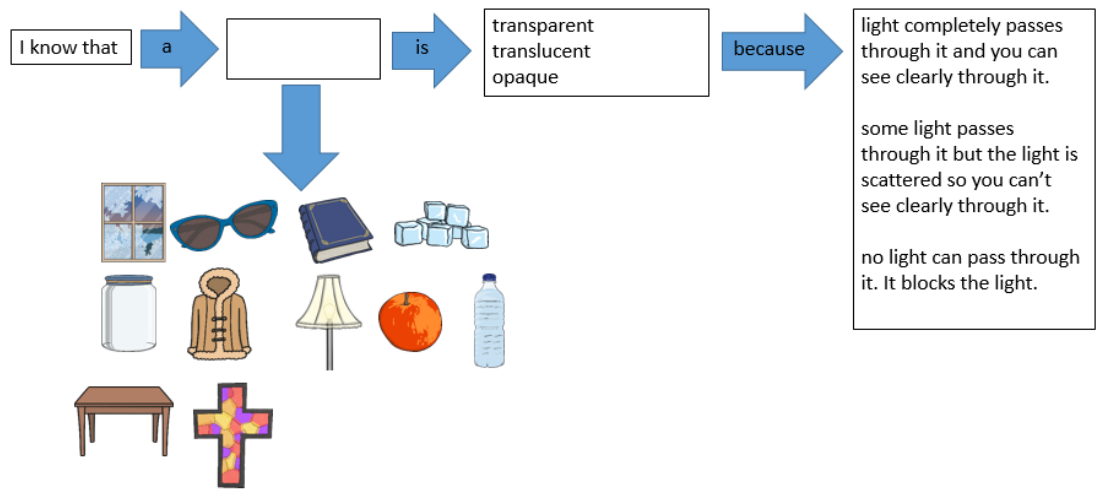
Would you rather eat onions or worms? Why?



Would you rather read a book or do your homework? Why?



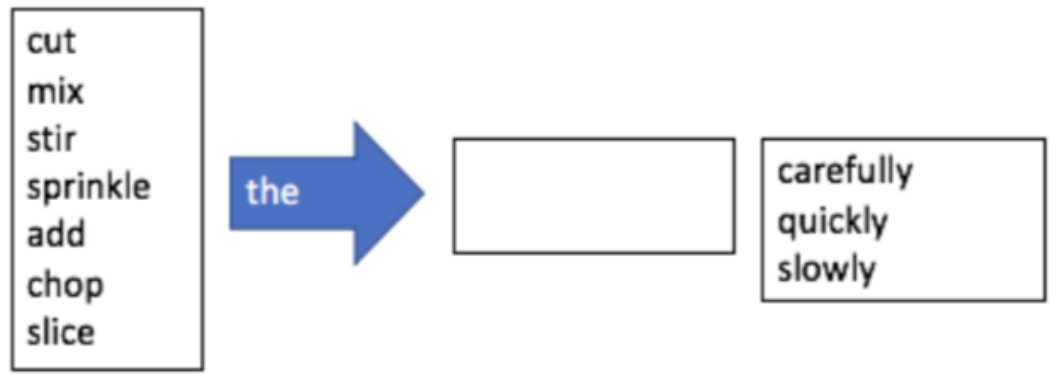
• Scaffolds



I was frightened but I didn't run away.

frightened	didn't run away.
afraid	didn't stop packing my bags.
terrified	carried on helping to put the fire out.
petrified	made sure I saved my special belongings.
alarmed	quickly buried my cheese.
	knew I had to be brave.
	knew I had to help the fire brigade.

What imperative verbs can you use to explain how you made the flapjacks?



margarine



demerara sugar



oats



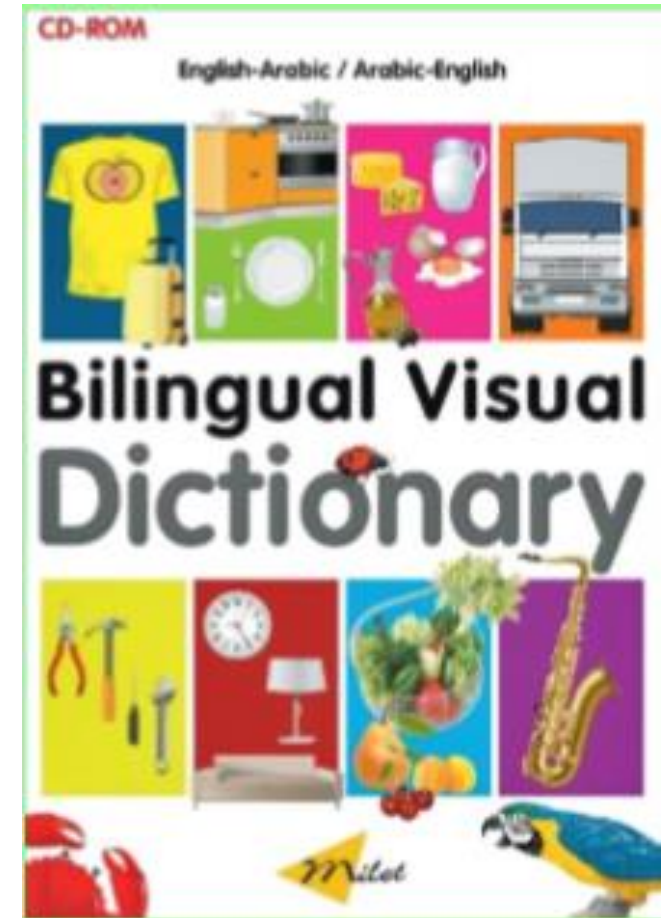
golden syrup

Reading

- Bilingual dictionaries
- Building vocabulary - unfamiliar text for children to read - try and guess the meaning of words in context.

Phonics programmes such as Fresh Start (9-13)

Reading comprehension activities- <https://vocabularyninja.co.uk/books/comprehension-ninja-books/>



Working with our families and the community

- Chatterbox
- PSA
- Parent group
- Translations
- Festivals and festivities- Diwali on the fence
- Language mornings- engaging parents
- Children/ Staff as translators
- World Hello Day
- Focus language a term- inviting parents in to help- cooking from cultures/ art etc.



- **Languages Week March 2020**
- **Focus Language**- Polish
- **Suggested Activities**-
- Saying the register in Polish (Say hello in Collective worships in Polish)
- Saying please and thank you in Polish for activities and counting to 10
- Children whose 1st language is Polish could talk about their culture (at their level- will need to be pre-discussed with children)
- Where is Poland? Research/ locating on map
- What is Poland like?
- Looking at famous Polish people (Music link- Chopin, Science- Marie Curie, Copernicus)
- Try Polish crafts (paper creations- see sheet)
- Polish Parents- to come and talk to children about Poland/ show Polish objects- lead activities with the children ie crafts/ cooking etc. TBC- I've asked parents so will let you know who has offered and timetable this so everyone hopefully has something!
- Try traditional Polish Foods (Tesco order in!)
- Skype our Polish link school (UKS2)?
- Yr 5/6 could record some books in Polish onto CDs for our younger children to use.
- Attached Polish and Language& Culture Education pack has loads of useful information including links to videos of counting in Polish, key phrases and how to say them, and other activities and sheets you can use!
- ***Children whose 1st language (or dual language) is Polish across the school***