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Find information about the pupil's levels in English and first language(s) • Standardised tests can yield unreliable results. Use an EALspecific tool such as the Bell Foundation EAL Assessment Framework

· New arrivals often make rapid progress. Targets need to reflect more accelerated progress over a key stage in order for these pupils to catch up with their peers

Ensure names are pronounced correctly and naming conventions understood



Monitor play times to ensure new arrivals are not isolated. Pre-teach playground games in a safe context (e.g. PE lesson) to build shared experiences of play and facilitate inclusion Use persona dolls with younger children to focus on shared experiences and

Share key information about the education system, including attendance, free

- develop empathy with new arrivals
- Set up the Young Interpreter Scheme[®]



school meals, etc. Identify ways in which parents/carers can support their child's learning and stress the importance of maintaining first language

- Talk to parents about their children's previous educational experience
- Source interpreters where needed and make use of our phonelines
- Place in the correct chronological year group in mid to high ability groups



Planning

Home-school

Assessment

Social

links



· New arrivals need access to strong role models in terms of language, learning and behaviour

- Consider talking trios with good role-models in terms of English
- · New arrivals are best supported in the mainstream classroom where they can
- access the same teaching and learning opportunities as their peers

- 1-2-1 support in withdrawal is generally unhelpful and is best avoided Pupils with secure, well-developed skills in their first languages should be
- encouraged to use these to support their learning Identify language demands of lessons and decide what vocabulary & concepts could be pre-rehearsed in L1
- Send lists of vocabulary, diagrams, pictures, etc. home to be translated/rehearsed/annotated as homework

Plan to use plenty of visuals to support input

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- Provide opportunities for children to work in their languages for activities where English language demands are high
- Don't insist on a verbal response if the pupil is not ready for this
- Allow pupils to demonstrate their thinking in alternative ways e.g. mini whiteboards, showing rather than telling etc.
- Use closed questions and accept non-verbal responses



Speaking

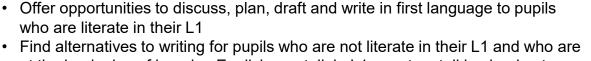
Listening

Reading



- Source translated texts and dual language stories
- New arrivals will benefit from being read to in both English and first language
- Sequence pictures to support retelling of stories in English or first language
- Encourage pre-reading of curriculum-based materials in L1
- Highlight important vocabulary in texts in English. Pupils can translate into their stronger language ahead of the lesson where the text will be explored





at the beginning of learning English e.g. talk in L1, create a talking book, etc.
Provide differentiated activities where pupils can still explore the same topics as their peers e.g. fill in the blanks using a word bank, match up pictures to words/phrases/sentences, etc.

• Provide pupils with a communication fan to help them express simple needs



- e.g. to ask to use the toilet, etc.Use mini white boards, traffic lights and tools such as Plickers to provide
- opportunities to respond non-verbally

 Dual language stories and dictionaries DENnal and Ebook library
- Dual language stories and dictionaries, PENpal and Ebook library
- Capture oral work using talking products (photo albums, tins, pegs & pens)
- Apps such as Book Creator have an audio recording facility

Links



- New arrivals videoscribeBell Foundation EAL Assessment
- <u>Framework</u>
- Young Interpreter Scheme[®]
- EMTAS language phonelines
- Using first language as a tool for learning an aide-mémoire

- Plickers
- Persona dolls
- EMTAS blog
- Mantra Lingua
- Talking Products
- Book Creator

