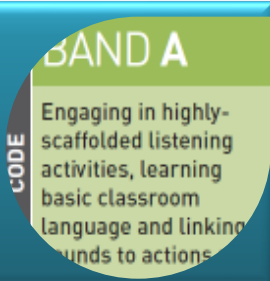


Assessment



- Find information about the pupil's levels in English and first language(s)
- Standardised tests can yield unreliable results. Use an EAL-specific 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

Social integration



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

Home-school links



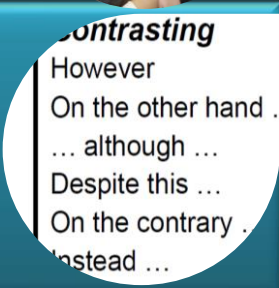
- Share key information about the education system, including attendance, free school meals, etc.
- Identify ways in which parents/carers can support their child's learning and stress the importance of maintaining first language
- Talk to parents about their children's previous educational experience
- Source interpreters where needed and make use of our phonelines

Grouping



- Place in the correct chronological year group in mid to high ability groups
- 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

Planning



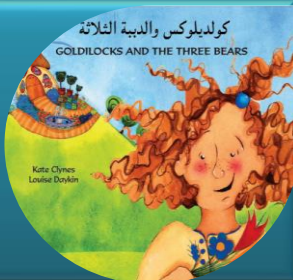
- Pupils with secure, well-developed skills in their first languages should be encouraged to use these to support their learning
- Identify language demands of lessons and decide what vocabulary & concepts could be pre-rehearsed in L1
- Send lists of vocabulary, diagrams, pictures, etc. home to be translated/rehearsed/annotated as homework
- Plan to use plenty of visuals to support input

Speaking Listening



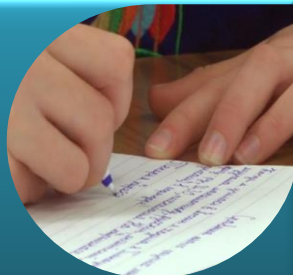
- Provide opportunities for children to work in their languages for activities where English language demands are high
- Don't insist on a verbal response if the pupil is not ready for this
- Allow pupils to demonstrate their thinking in alternative ways e.g. mini whiteboards, showing rather than telling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

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

Writing



- Offer opportunities to discuss, plan, draft and write in first language to pupils who are literate in their L1
- Find alternatives to writing for pupils who are not literate in their L1 and who are 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.

Resources IT



- 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, 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 videoscribe](#)
- [Bell Foundation EAL Assessment Framework](#)
- [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](#)