

Assessment



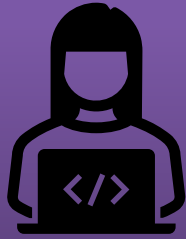
- Know what languages are spoken by your pupils
- Assess pupils' other languages to support planning and differentiation and to identify ways of tapping into their languages to support learning
 - Find out pupils' proficiency in L1 in speaking, listening, reading and writing
 - Collect writing samples and record/listen to pupils read in L1
- Talk to parents about your pupils' previous educational experience

Parental involvement



- Encourage parents to maintain L1 rather than switching to using English at home
- Explain how parents can support their children even when they don't speak English eg researching topics, reading and talking about texts/books, etc.
- Source interpreters where needed
- See also the sections 'assessment' and 'health warnings' in this aide memoire

Planning



- Identify language demands of tasks and decide what vocabulary & concepts could be pre-rehearsed in L1
- Send lists of vocabulary home to be translated as a homework task
- Send diagrams, pictures etc. home to be discussed/annotated in L1
- Highlight opportunities for use of L1 in the classroom in your planning as well as any resources which pupils may need
- See also the sections 'assessment' and 'role of additional staff'

Bilingual & additional staff



- Additional staff and bilingual assistants generally have the most impact when they support EAL learners in the classroom
- The role of additional staff and bilingual assistants in a lesson needs to be planned and discussed in advance
- Bilingual staff are most effective when they are supporting the delivery of the mainstream curriculum in planned ways

Health warnings



- Check pupils are literate in L1 before planning tasks involving reading/writing
- Be sure about the languages spoken by pupils before sourcing resources or requesting interpreters
- Ensure parents, carers or pupils need an interpreter before requesting one
- Check if parents are literate in L1 before translating documents for them
- Avoid relying on pupils to interpret for the curriculum, confidential situations or for their families

Speaking Listening



- Consider seating plans. Pupils should be encouraged to discuss their learning in a shared language where possible whilst also having access to good English language role models
- Think about personalities and cultural differences when pairing up pupils
- Pupils can demonstrate their learning through talk in their strongest language (see 'Resources & IT' for ideas of how to capture this)

Reading



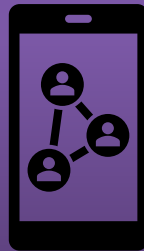
- Source translated texts & literature for pupils literate in their L1
- Encourage pre-reading of curriculum-based materials in L1
- Highlight important vocabulary in texts in English. Pupils can translate into their stronger language for homework ahead of the lesson where the text will be explored
- Encourage pupils to create their own dual language glossaries

Writing



- Pupils literate in L1 can demonstrate their learning in more detail if they are encouraged to write in L1 (especially true of new-to-English pupils)
- Pupils at different stages in their development in English will benefit from using L1 to plan, take notes, annotate etc.
- If the pupil writes in a language you cannot read, ask them to talk to you about what they have written
- Continue to create plenty of opportunities for talk before writing

Resources & IT



- Capture oral work using talking products (photo albums, tins, pegs & pens)
- Apps such as Book Creator have an audio recording facility
- Provide access to audio-enabled, translated resources eg eBook libraries
- Use translation apps eg Microsoft Translator, iTranslate & Google Translate (these to be managed carefully by classroom practitioners)
- Try C-Pen (DictionaryPEN), which has a translation feature
- Try Wikipedia in other languages as a free source of information in L1

Links



- [L1 videoscribe](#)
- [E- Learning](#) (L1 assessment & use of L1 as a tool for learning)
- [Young Interpreter Scheme](#)
- [Safeguarding pupil interpreters](#)
- [CRICLE Network](#)
- [Heritage Language GCSEs](#)

- [GCSE exam concessions](#)
- [EMTAS Study Skills Programme](#)
- [Mantra Lingua](#)
- [Talking Products](#)