

Social integration



- Ensure names are pronounced correctly and that naming conventions are 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 a buddy system
- Use persona dolls to focus on shared experiences and develop empathy
- Set up the Young Interpreter Scheme®

Communicating with children



- Use gestures, intonation and demonstration to support communication
- Use drawings/symbols/picture cards to reinforce language used
- Use simple language to give clear, concise instructions
- Use the child's first language if possible, particularly for key instructions
- Accept non-verbal responses, e.g. pointing, nodding

Communicating with parents



- Find out as much background information about the child as possible
- Share key information about the education system e.g. attendance, free school meals, what to do if their child is unwell etc. If necessary, use an interpreter
- Stress the importance of parents continuing to use their first language at home
- Make use of the EMTAS language phonelines
- Hold a coffee morning for parents of children with EAL

Ways parents can support their child at home



- Sharing books together at home in first language and English; asking the child questions about the pictures, characters and story
- Talking to their child about topics that are about to be covered in school, focusing on key vocabulary using home language and/or English
- Avoid sending phonics-related work home

Resources



- Communication fans to help children express their needs e.g. 'toilet'
- Ensure that resources used reflect diversity
- Persona dolls
- Dual language stories and dictionaries, PENpal and Ebook library
- Capture oral work using talking products (photo albums, tins, pegs & pens)
- Young Interpreter Scheme®

Speaking & Listening



- Ensure children work/play with peers who can provide good role-models in terms of English language use. Monitor to ensure they are not spending lots of time playing alone
- Encourage use of first language as well as English in school
- A 'silent phase' of up to 6 months is common when children first arrive
- It is common for young children to mix English with their first language and to make grammatical errors in English - these are not causes for concern
- Don't insist on a verbal response if the pupil is not ready for this
- Allow pupils to demonstrate their understanding non-verbally, e.g. drawing, matching, showing rather than telling
- Children will often speak to other children before being ready to speak to staff

Reading



- Children will benefit from being read to in both English and first language
- Source dual language story books for parents to use at home
- Children may take longer to be able to discriminate between and reproduce certain phonic sounds if they do not occur in their first language
- Vowels tend to take longer for children to master than consonants
- Illustrations and familiar contexts are essential in helping children establish meaning from print

Writing



- Create opportunities for mark making and early writing within the context of play as well as in teacher directed tasks
- Plan in opportunities for talk prior to children starting to write

Assessment



- Find out as much as possible about the child's skills in their first language by speaking to parents and through assessment carried out by EMTAS Bilingual Assistants
- Use an EAL specific tool such as the Bell Foundation EAL Assessment Framework to assess and track progress of skills in English
- Remember that results from standardised tests can be unreliable for learners of EAL

Links



- [Bell Foundation EAL Assessment Framework](#)
- [Young Interpreter Scheme®](#)
- [EMTAS language phonelines](#)
- [Using first language as a tool for learning – an aide-mémoire](#)

- [New arrivals videoscribe](#)
- [Persona dolls](#)
- [EMTAS blog](#)
- [Mantra Lingua](#)
- [Talking Products](#)