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Social integration Communicating with children

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[®] • 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

understood

- - Use the child's first language if possible, particularly for key instructions · Accept non-verbal responses, eg pointing, nodding Find out as much background information about the child as possible

- Ways parents can support their child at home
- Resources

Communicating

with parents

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 Communication fans to help children express their needs eg 'toilet'

Make use of the EMTAS language phonelines

· Hold a coffee morning for parents of children with EAL

Ensure names are pronounced correctly and that naming conventions are

Monitor play times to ensure new arrivals are not isolated. Pre-teach playground

• Share key information about the education system eg 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

Sharing books together at home in first language and English; asking the child

- · Persona dolls
- Ensure that resources used reflect diversity
- Dual language stories and dictionaries, PenPal and ebook library

 Capture oral work using talking products (photo albums, tins, pegs & pens) Young Interpreter Scheme[®] Copyright © HCC 2024

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Writing

Assessment

Speaking & Listening Reading

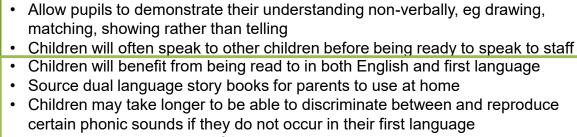
It is common for young children to mix English with their first language and to make grammatical errors in English - these are not causes for concern Don't insist on a verbal response if the pupil is not ready for this · Vowels tend to take longer for children to master than consonants Illustrations and familiar contexts are essential in helping children establish

meaning from print

EAL

Framework

time playing alone



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

A 'silent phase' of up to 6 months is common when children first arrive

Encourage use of first language as well as English in school



Encourage children to write in any of their languages Have on display examples of print in different languages Plan in opportunities for talk prior to children starting to write



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



Bell Foundation EAL Assessment

learning – an aide-mémoire

· New arrivals videoscribe Persona dolls

EMTAS blog

Mantra Lingua

Talking Products

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Young Interpreter Scheme® **EMTAS** language phonelines Using first language as a tool for