Children and Families

Revised Nov 2020

First days: prepare

Assign a tray, locker, etc. to promote a sense of belonging.

Organise picture and dual language labelling and signage in the classroom and around the school.

Picture prompt cards, fans, booklets personalised for new pupil allowing them to express basic needs.

Top ten useful words and phrases prepared with pictures and first language equivalent. If possible, record an audio version for pupil to practise at home and at school.

Visit the EMA Network library and websites to find first language and dual language texts, posters, signs and picture games to reduce feelings of isolation. For guidance and resources, search for "EMA Network" on the MKC website

www.milton-keynes.gov.uk

Prepare school map and a timetable with picture labels and first language labels.

Prepare the class – organise "Buddies". As a class, learn how to say 'hello' in the new arrival's language.

Think about important first language phrases you may need to use when working with the pupil: "auf Deutsch" - "auf Englisch" - "Sehr gut", etc.

Explore home language support.

Ethnic Minority Achievement (EMA) Network Learning support for newly arrived pupils: overview

First weeks

Accept that the pupil may experience a 'silent' period and do not compel the pupil to participate if they are unwilling.

Allow the pupil to communicate in their first language - with same language peers, with TAs and when writing. Encourage pupils to read in their first language – show an interest in their language.

Train the Buddies. Being a Buddy is a big responsibility and can be emotionally draining; try to assign more than one pupil to the role.

(Photo)Tour the school with a home language speaker if possible. Repeat tours and provide focus sessions on food, clothes, play, plus related school routines.

Regularly rehearse and explore all the words, phrases and prompts provided for the pupil to build confidence. With the pupil, help develop pupil glossaries of key words and words they want to know.

For pupils who read in their first language, hold conversations with "google translator" or similar running encourage pupil to take control of the keyboard and ask questions.

To maximise participation, plan inclusive or collaborative activities that initially have minimal language demand. Look for any positive responses and celebrate.

On-going

Praise, praise, praise. (echo in first language too)

Pupils suffer high frustration levels ensure lots of opportunities to get things right and succeed and to experience quiet or down time.

Reinforce picture prompts verbally (but don't require the pupil to repeat until ready) – and all key phrases too.

Ensure that key visuals and prompts are culturally appropriate and would be recognised by the pupil.

Effective strategies and approaches:

Collaborative activities that foster participation and build confidence, e.g. card sorts.

Highlighting activities that are inclusive e.g. spot the capital letters, counting words used most. Sequencing activities - organising stories by sequencing picture cards.

For more advanced learners, Teach grammar systematically

Barrier style games using a simple barrier or commercial examples such as "Guess Who?" (See EMA Network resources)

Address the language basics: verbal rote learning, whole word recognition, phonics, letter formation and handwriting.

Ensure pupil continues to develop in their first language too

Periodic

Use NASSEA/Bell Foundation EAL framework to assess progress and identify next steps.

General

Do not over-correct developing English.

Always have a focus when supporting pupils. Initially, simply encourage participation - "having a go" and other non-academic skills and behaviours.

Academic language can take 5-7 years to develop, anticipate language demands of the curriculum particularly verbs that might be in a task "Take - Show - How does - Reorganise", etc.

Use translator software in combination with visuals with the pupil to ensure understanding of terms. Seek out and use language software. Encourage and develop ICT skills to further learning independence and home learning opportunities.

Rehearse/pre-teach key words and phrases. Provide menu cards with glossaries relevant to units of work. Provide language structures and sentence stems to scaffold responses.

In subjects other than English/ Literacy home language responses should be encouraged to ensure the pupil continues to make good progress in those areas.

Review learning to identify challenges and misconceptions

Make it fun!







