

It is important that children learning EAL have the opportunity to engage in focused activities with adults and monolingual peers to enhance language acquisition. Examples include:

- cooking, and making a book to record the activity, with photos
- re-telling stories with story-props
- designing and making models
- using puppets
- imaginative play scenarios (for example, garage, travel agents, café)
- collaborative games
- songs and rhymes

For further information, see:



Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage (DCSF, 2007).



Mantra Lingua Nursery Pack
Mantra Lingua Welcome Booklet

New arrivals at Key Stages 1 and 2

All pupils learning EAL, regardless of the stage they have reached, are best supported by regularly creating paired and small group activities. It is important that beginners are not always grouped together as they need to be exposed to good models of English.

Talk is crucial to the development of both language and learning for all pupils. Although beginners may not seem to be contributing, they are actively listening, which is the first step in developing spoken English.

As they gain confidence they will feel more able to risk trying their new language in a small group rather than to the whole class. Useful strategies include:

- involving them in class tasks such as giving out books
- seating them next to a sympathetic peer, particularly someone speaking their language
- seating them near the front so they can hear and see clearly and pick up gestures and body language
- encouraging use of bilingual dictionaries if pupil is literate in mother tongue, or picture dictionaries
- encouraging and allow the use of a child's first language, orally and in writing, as this will utilise their conceptual knowledge and value their culture. Literacy skills are transferable from one language to another
- providing plentiful visual support, such as real objects, pictures, maps and diagrams. If possible, use relevant first language or dual language material such as translated texts, science or picture dictionaries
- using internet resources and allow for research to be done in first language where possible.

- providing plentiful opportunities for paired and group work, such as role-play, to develop oral skills
- relating content to pupils' previous experiences to allow them to utilise their knowledge of the world
- allowing homework, and some class work, to be completed in the first language. Consider giving 'Talking Homework', for example:

- sequence pictures to explain a process/story, then match pictures to sentences
- do simple gap filling
- write in their home language

Teachers can use a range of techniques and strategies to support pupils' language development. These include teacher modelling of the target language, scaffolding language acquisition through listening skills and collaborative working.



This video clip shows an example of how teacher modelling and scaffolding were used with Year 2 pupils

The following appendices may be useful:

- Checklist for preparing an EAL friendly environment
- Checklist on spending pupil premium to maximise achievement
- Buddy booklet template (primary schools)
- Features of newly arrived pupils
- EAL staff roles and responsibilities – primary

Science: Year 2 Homework

We have been making circuits in class.

English		Home Language
battery		
wires		
bulb		
circuit		

Please talk with your child in your home language about what we did in class.

Can you help them to write the key words in your language? Thank you.

The following tasks can be set on occasions when the rest of the class is doing individual work.

Literate beginners can:

- translate key words using a bilingual dictionary
- use first language texts to support conceptual development
- match words to meanings with pictures
- label diagrams