

General strategies to support new arrivals with EAL

Preparing the class

- Ask children to consider what the new arrival may find difficult and how they could help.
- Explain strategies that the children can use such as speaking to the newly arrived child in natural English, making sure the child is included in all activities, showing the child how to do a task, talking through tasks while they are doing them.
- Explain to the class what the new arrival will bring with them (e.g. language, culture, knowledge of another country)
- Ensure that children know how to pronounce the new arrival's name correctly.
- Support the class to learn a few words of the new arrival's language and/ or find out something about their country/ culture.

The first few days

- Use words and phrases translated in the pupil's first language. 'Phrases for school' booklets are available in many different languages at the following link: <http://www.bfinclusion.org.uk/Forms.htm>. See also <http://www.the-treasure-box.co.uk/Pages/FreeResources.aspx>
- Ask parents to demonstrate the pronunciation of basic words and phrases in the first language.
- Provide the pupil with a visual timetable
- Locate appropriate resources (See 'Useful websites and publications')
- Provide fans with pictures and simple phrases which the child can use to indicate if he/she feels thirsty/ sad/ sick/ needs a pencil/ needs to go to the toilet/ is okay etc. These are available at: <http://emas.lea.portsmouth.sch.uk/home/new-arrivals-specific-needs/induction-packs>
- Assign a 'buddy' (or several buddies) to help the child to settle in and make friends.
- Ensure that the child has a place within school where they can go if they need some 'time out' and a designated adult responsible for their well-being.
- Seat the pupil near the front of the class rather than right at the front, so that they can see how other pupils respond to instructions and copy them.
- Involve the pupil as much as possible e.g. ask them to collect things in/ give things out.

Using the first language

- Encourage the use of a bilingual dictionary for pupils who are literate in their first language.
- Encourage the pupil to keep a vocabulary book with definitions (written in English or the first language or using pictures) of key words.
- Give pupils texts to read before they are read in class with key words underlined for them to look up in a bilingual dictionary / discuss with parents.
- Parents can help by discussing key words/ concepts in the first language. Teachers can send home a list of key words/ concepts for topics (preferably with pictures) for pupils to discuss with their parents in the first language before these are taught in class.
- Provide dual language story books (These can be purchased from Mantra Lingua). It is helpful if parents read dual language stories with their child in the first language and English (or just in the first language, with the English version being read at school).
- Show that you value the child's language and culture e.g. create a display (see <http://www.newburypark.redbridge.sch.uk/langofmonth/resourcepacks.html> for display resource packs); support the pupil to teach the class a few words of their first language; ask the pupil how to say words in their first language.