



Equality & Diversity Team



New to English



Guidance for schools
admitting newly arrived pupils
from around the world



Background Information



Children arrive in Lancashire schools from countries throughout the world.

They are here for many reasons. Their parents/carers may be studying here, seeking better employment opportunities or escaping from war and persecution. They may be joining other family and community members already here, or they may find themselves living in isolation. They may intend to stay for a short time, or wish to settle permanently. They may not want to be here at all, but have no other option!

Their circumstances will be as varied as their diverse backgrounds. While some children will have had a rich education in their home countries, others will have endured change and disruption. Levels of literacy in their many languages will vary, as will their familiarity with English. In some countries, compulsory education does not begin until the age of seven and may not continue to sixteen. Depending on their cultural backgrounds, their expectations about things such as talking in class, relationships with teachers, appropriate behaviour and interaction with other children may all be different. Their parents/carers are unlikely to be familiar with the English education system and may have limited means of obtaining information.

Given this diversity, schools receiving newly-arrived pupils with English as an additional language (EAL) need:

- a co-ordinated system to collect and disseminate information about the pupil to all staff and help provide an appropriate starting point for teaching;
- a specific focus on developing the pupil's English for both social and academic purposes which is consistent across the school;
- a regular review process to monitor the pupil's progress in both EAL and the national curriculum;
- an inclusive ethos that positively acknowledges the family's cultural and linguistic background;
- an active approach towards informing the parents/carers about the school, the curriculum, and the education system and, where appropriate, advising them on ways to support their child's language development bilingually.
- These guidelines aim to assist schools in planning for the admission and induction of newly-arrived pupils, and suggest a range of teaching and learning strategies that will encourage the development of their English language proficiency

What do we need to know?

Newly-arrived EAL pupils come with a wealth of life experience up to the point where they enter school in this country. This previous experience affects their capacity to engage with the new education system and acts as a pointer to their potential for future achievement. We need to find out about their personal and educational backgrounds as soon as possible:

- how is their name pronounced?
- what is their first language?
- have they attended school before?
- what type of school?
- what subjects did they study?
- what were their levels of achievement?
- can they read in their first language?
- can they write in their first language?
- what is their religion?
- do they have particular dietary and dress requirements?
- how long have they been in this country?
- do they attend out-of-school classes for first language or religious study?
- what is their health like?

Be aware of cultural differences

- Remember that arriving in a new country can be a shock to any young person with unfamiliar surroundings in school and the expectations of behaviour may be very different from that which he is familiar with.
- Families too may have very different expectations of the school system and may not understand what is expected of them.



How do we find out?

- Discover if the parents/carers can speak some English or communicate through a friend or relative. If not, try to find an interpreter.
- Meet the parents/carers as soon as possible. Coming into school for the first time may be an intimidating experience. A home visit offers personal contact and an initial opportunity for them to provide information and ask questions. Remember that they may have no prior knowledge of the education system in this country.
- Provide parents with a Welcome Pack with an 'All About Me' booklet for parents or teaching staff to fill in. This can be given in their home language.

What next?

- Communicate relevant information to all those who will have contact with the new-arrival, including administrative and ancillary staff. Other pupils should also be informed to ensure a positive and supportive response.
- Use the information gathered to plan an appropriate induction and support programme for the pupil.
- Identify a member of staff to be responsible for the new-arrival 'settling-in' during the first few weeks and to inform colleagues of any further information about the pupil.
- Identify willing pupils to be 'buddies', sharing the responsibility of showing the new-arrival around school and looking after them during break and lunchtime.
- Look into the possibility of a buddy system to help support the new-arrival's learning in class.
- Encourage parents/carers to use their first language to support their child's language development.
- Learn greetings in the new pupil's language and teach other pupils how to say them!





Remember...

- It is normal for understanding to outstrip verbal output during the early stages of learning a new language. Don't worry if the child doesn't respond verbally at the start. Some beginners may not speak for a few weeks. They will, however, be listening and assimilating the new language until they feel confident enough to contribute. We need to create the conditions for that confidence to grow.
- Like all languages, English can express the same meaning in numerous ways. Be aware of your own use of language and how it is being received by the new arrival. Try to provide models of English usage that are consistent and reduce the possibility of confusion for the beginner.
- New-arrivals will quickly start to develop the social English skills they need to participate in the classroom and the playground. This will predominantly be spoken English, and will usually be reinforced by the social context of the situation. Research evidence suggests that the more abstract, de-contextualised use of English required for the school curriculum takes considerably longer to develop.
- The number of EAL pupils with special educational needs should be no greater than their proportion in the school as a whole. It is important not to make early judgements about new arrivals beyond their obvious need to learn English
- **Don't automatically place them in lower sets. Keep your expectations high.** These pupils are not likely to have SEN issues they should be described as having Additional Educational Needs – AEN.
- Remember it takes typically five to seven years to achieve full academic fluency. Every child will learn English at a different pace.

How can we support the English language development of a newly-arrived pupil?

Through personal contact and classroom routines

- Don't ignore the new-arrival.
- Keep them involved.
- Make a point of talking to them individually.

Include the new-arrival in normal classroom routines:

- distributing equipment;
- giving out and collecting in books;
- turning off the computers.

Teach the simple and useful phrases e.g. 'Good morning', 'How are you?', 'My name is', 'What's this?', 'I don't understand', 'Please', 'Thank you.' etc.



Encourage verbal contact:

- face the pupil when you are talking and expect him/her to watch you carefully;
- be aware of your own use of language – speak clearly using 'straightforward' phrases, avoid rapid speech and figurative or idiomatic expressions;
- speak to the pupil every session even though they may appear not to understand;
- model the correct spoken language for the pupil;
- allow time for the pupil to process what you have said. Repeat and remodel as necessary;
- plan pair and group work so the new-arrival can work with and interact with other children. Encourage other pupils in the pair or group to be supportive and involve the new arrival in the task.



Through planning

Identify key words and phrases that are new to the beginner and use part of the lesson to focus on them eg:

- older pupils can make their own glossary for future reference
- teach key instructional verbs and names of objects to help the pupil follow classroom routines and develop independence in the school;
- illustrate key words with simple pictures;
- pre-teach key words before a lesson using bilingual support if available.

Create a glossary for the pupil to record new words. If the pupil is literate in first language, record in both languages with definitions in the first language.

Create activities for scaffolding and modelling talk in personal interactions with the pupil, supported by visuals, gestures, real objects, audio/visual materials and other pupils.

Plan activities to promote language development across the curriculum.

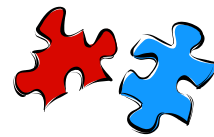
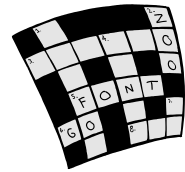
Through parental involvement

- It is important to create strong links with the family. Wherever possible use an interpreter or bilingual TA at meetings, especially the initial meeting
- Set up a regular system of two way communication with parents e.g. two-way diary between school and home to inform about school work and what is going on in school.
- Advise parents on how to support their child's language development e.g. sharing picture books in first language or dual language books or helping them research topics in first language
- Give parents clear guidance about the British education system and explain what is expected of them during the term and at different events.

Some activities for newly-arrived pupils



- Tracing, drawing, labelling ,cutting out and pasting a picture, map or diagram;
- starting a bilingual glossary to build up new English words
- linking a given sentence or phrase to a picture or page in a book;
- sequencing pictures and sentences;
- sorting words into groups;
- true/false questions;
- puzzles such as word squares, crosswords and anagrams;
- choosing the right sentence from two or more alternatives;
- using substitution tables;
- filling in blanks in sentences where:
 - the words are given elsewhere but mixed up;
 - a picture or diagram of each word is given;
 - the first letter of each word is given;
 - the words have to be supplied from memory.
- completing lists or tables;
- jigsaw reading;
- using a writing frame
- re-arranging mixed-up words or sentences;
- multiple choice questions with three or four alternative answers;
- re-writing sentences but making some change;
- correcting sentences that give false information;
- simple comprehension questions;
- joining mixed-up sentences;
- writing a paragraph or story following a model using a writing frame;
- writing a paragraph or story where pictures/diagrams/notes are given



Through pair and group activities

- Plan pair and group work so the new-arrival can work with and interact with other children. Encourage other pupils in the pair or group to be supportive and involve the new-arrival in the task.
- Group tasks facilitate involvement, belonging and the need to experiment with language in order to complete a task.
- Encourage the modelling of language by peers.
- If pupils have been taught how to work collaboratively, the group creates a non-threatening environment for learning.



Through contextual support

- Provide as much visual support as possible, including pictures, photographs, diagrams, maps, illustrated dictionaries, charts, tables and real objects. These provide a framework to support the new language.
- Encourage the beginner to respond pictorially/graphically eg. by selecting pictures or drawings. This will help them to demonstrate their conceptual development in areas where their English is still limited.
- Where possible and appropriate, relate the learning content to the beginner's own experience and background.

Through the first language



- show that the pupil's first language is valued, fostering self respect and motivation;
- learn a few simple phrases, numbers, colours, etc, in the pupil's first language;
- if appropriate, provide a bilingual dictionary and make sure the beginner knows how to use it;
- encourage the literate beginner to make written responses to on-going work in their first language. A bilingual dictionary can help with translation;
- if possible, provide opportunities for pupils to work in same language groups or pairs;
- encourage pupils to continue reading and writing in their first language;
- listen to bilingual recordings, read bilingual books and make bilingual books;
- use the pupil's first language in drama and role play;
- ask bilingual members of the community to give support in the classroom;
- promote first language as a support for learning through access to dual language resources, audio/visual materials –CDs, DVDS, apps on an Ipad and the internet;
- encourage first language use in academic settings e.g. making notes, first language websites for research, completing homework assignments etc;
- display labels and signs in home languages in the classroom and around the school.



Through resources



Provide visual support for curriculum activities in a wide variety of formats which may activate the pupil's prior knowledge and aid understanding with reduced language input.

- *Pictures, dictionaries, diagrams, photographs*
- *Maps*
- *Flash cards*
- *Artefacts eg items familiar in their home setting in the home corner (eg chop sticks, chapati board, items of clothing)*
- *Produce a set of picture cards for the pupil to use to communicate needs.*

Scaffold learning and provide contextual support by using key visuals which help to organise information diagrammatically or in a visual form.

- Tables
- Timelines
- Venn diagrams
- Graphs
- Flow charts
- Pyramid diagrams
- Mind maps
- Sequencing
- Planning sheets
- Writing frames



Pupils should be confident about using a dictionary in the classroom. Offer a variety of types of dictionaries.

- Picture dictionaries
- Illustrated topic glossaries
- Bilingual dictionaries
- Common words in English usage



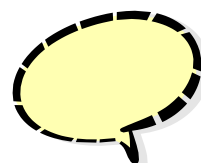
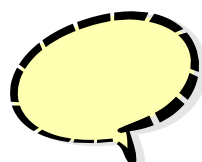
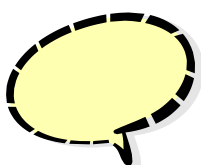
If you have any questions or require further information about working with newly-arrived pupils, including information about other languages, please contact:

Education Improvement – Equality and Diversity Team

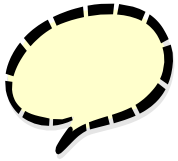
equality&diversity@lancashire.gov.uk

Please note all our training sessions and EAL Coordinators'

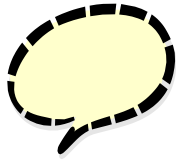
Meetings are advertised on the Schools Portal.



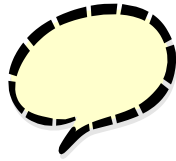
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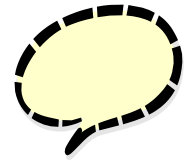
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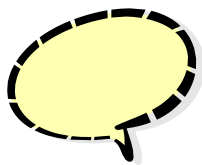
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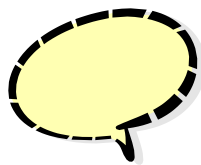
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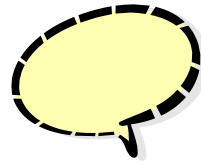
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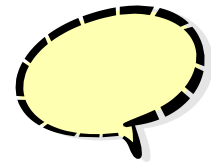
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MALAYALAM

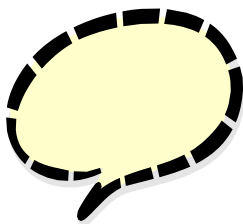


TAGALOG

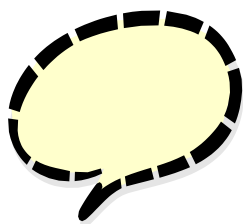


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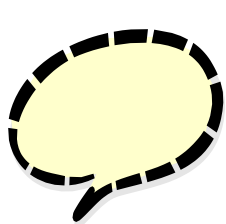
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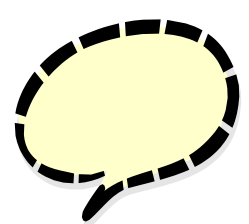
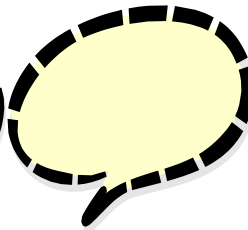
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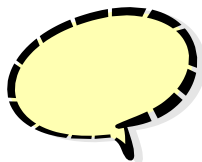
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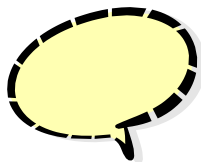
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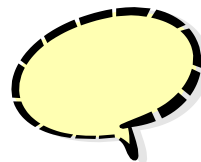
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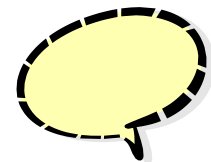


DUTCH



THAI

SWEDISH



TAMIL

PORTUGUESE

CZECH

LITHUANIAN

LANGUAGES IN LANCASHIRE SCHOOLS

Education Improvement–Equality and Diversity Team

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