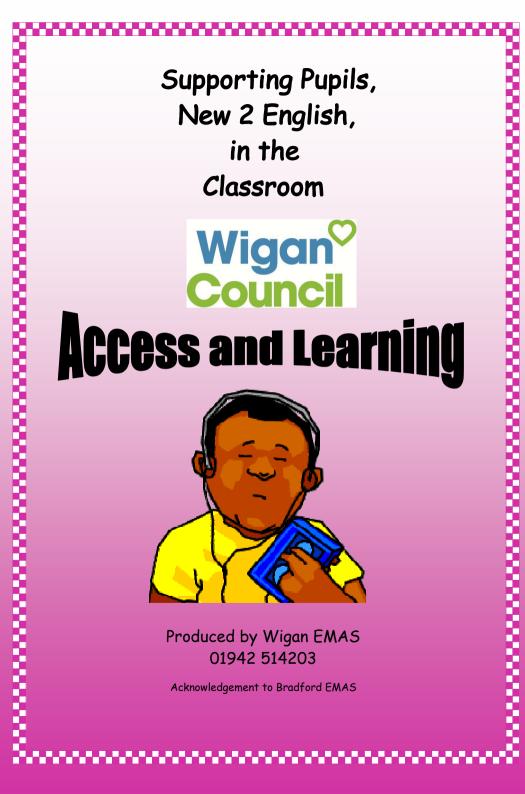
Helping pupils use their home languages for learning

- 1. Where pupils speak a common language, encourage pupils to talk together in their home languages.
 - Maintaining a positive ethos to promote this is essential.
- 2. Praise and reward pupils who act as interpreters.
- 3. Make sure other pupils see that you respect and value pupils' bilingual competence.
- 4. Welcome and encourage home language support from parents.
- Encourage other pupils to teach you simple phrases in the languages spoken by new arrivals.
 e.g. well done, please, thank you.
- 6. Learn key technical vocabulary in advance of lessons.
 - Use bilingual dictionaries
- 7. Prepare resources which includes some of this key vocabulary. e.g. picture cards, worksheets.
- Where possible make pupils' home languages central to the work of the whole class.
 e.g. in drama, role-play.
- 9. Encourage literate pupils to use and make bilingual dictionaries and word lists.
- 10. Encourage pupils who are literate to read and write in their home or community languages.



Creating a supportive learning environment

- 1. Create a friendly, stress-free environment.
 - Welcome new arrivals into your class.
 - Ask them to sit near the front of the class.
- 2. Be prepared for the pupils to be reluctant to talk at first.
 - Allow them plenty of time to listen and tune into English.
- 3. Formalise support from class 'friends' or 'buddies'
 - Make sure buddies are clear about their role.
 - Decide how to acknowledge and reward their support.
- 4. Help pupils understanding the lesson focus.
 - Use visual and other contextual support.
 - Communicate objectives simply and clearly.
- 5. Support pupils' understanding of instructions.
 - Speak clearly and use language consistently.
 - If possible, encourage other pupils or adults to interpret and allow time for this to occur.
- 6. Structure lessons to avoid lengthy, unbroken periods of teacher talk and ensure opportunities for pair or small group work.
- 7. Find out about pupils' strengths and build on them.
 - Make use of initial assessment information from EAL staff.
- 8. Make books or other resources available to take home.
- 9. Where possible, talk to parents about the work pupils are doing.
 - Suggest ways in which they can provide support.
- 10. When EAL specialists are available to support pupils, work in partnership, when possible.

Supporting curriculum access and language learning

- 1. Use drawings, photographs, objects and picture dictionaries to communicate key vocabulary.
- 2. Present information in the form of key visuals such as diagrams and charts.
- 3. Communicate meaning through activity.
 - For example practical demonstrations, video, role-play, drama.
- 4. Encourage use of pupils' home languages by parents and were available bilingual staff and pupils who speak the same language.
- 5. Give examples appropriate to pupils' experience to illustrate ideas.
- 6. Plan activities that enable pupils to hear English in contexts that support understanding.
 - Practical activities that encourage talk during the activity.
 - Games and role-play activities.
 - Other focused collaborative tasks.
- 7. When pupils are ready, plan simple communicative activities that encourages them to talk, using language they have previously heard.
- 8. Be a good model of spoken and written English. Use language clearly, consistently and precisely.
 - Be aware that not only technical vocabulary, but also many everyday words and expressions can be very confusing.
- 9. Draw pupils into whole class discussion
 - Address them by name and be prepared to repeat questions.
 - Allow time for pupils to answer.