Useful resources for new to English pupils

1. Key visuals eg tables, maps, diagrams, grids, mind mapping.

2. Pictures and photographs.

3. Vocabulary lists.

4. Rough notebooks and whiteboards for planning.

5. Artefacts and props eg puppets, story sacks, mini-worlds, story boxes.

6. Bilingual dictionaries.

7. Simplified texts and text summaries.

8. Adapted worksheets to enable pupils to read and write small chunks of information.

9. Audio-visual resources eg story tapes in pupil's home languages.

10. Games (picture based), eg barrier games, picture lotto.

11. Use of drama strategies eg. role play, acting out stories, hot seating.

12. ICT eg programmes in English that are well-supported by graphics, multi-media software.

13. Resources that reflect pupils' previous experiences and cultural backgrounds.

Supporting Pupils, New 2 English in the Classroom

Wigan Council

Developing Literacy Skills

Produced by Wigan EMAS
01942 404075

Developing reading and writing

1. Build in discussion before reading and oral practice before written work.

2. Include plenty of visual support in texts.

3. Involve pupils in supportive shared reading experiences e.g.
   - whole class work with visually rich enlarged texts.
   - reading and discussion in small groups.
   - using texts with rhyme, and repetition.

4. Plan active reading tasks for pairs or small groups of pupils
   e.g. text sequencing, gap filling.

5. Encourage bilingual staff and other pupils to translate and
   summarise texts in pupils' home languages.

6. Avoid asking pupils to 'complete' the same tasks that are carried
   out by other pupils, without understanding. Consider adapting
   worksheets, matching level of difficulty to pupils' needs.
   - Include tasks such as labelling and matching sentence halves.
   - Use simple writing frames e.g. sentence completion.

7. Encourage collaborative writing with other pupils who share
   the same home language.

8. Be explicit about the key features of different types of
   writing.

9. Encourage pupils who are literate to write in their community
   Languages.

10. Agree support for homework with EMA staff, for example, at homework
    clubs or through work with parents.

11. Encourage pupils to make use of other provision after school, for example
    City Learning Centre, community clubs.

12. Make books available to take home.

Practical activities to support pupils in their reading and writing development

1. Labeling pictures e.g. maps or diagrams with words,
   phrases or sentences provided elsewhere on the worksheet.

2. Matching text and visuals - where pupils match sentences
   or paragraphs to a sequence or set of pictures

3. Cloze procedure – filling in gaps in sentences or paragraphs:
   - where the words are provided but mixed up.
   - where a picture of each word is given.
   - where the first letter of each word is given, but pupils supply the
     words.

4. Text highlighting or underlining – where pupils identify key words or parts
   of the text that relate to a particular question.

5. Sequencing sentences to form a short, continuous piece
   of writing, which can then be written out.

6. Writing sentences following a model sentence structure e.g. from a choice
   table which enables a range of sentences to be generated.

7. Using writing frames which provide structure for text &
   highlighting the variety of genres.

8. Compiling a glossary of subject specific vocabulary provided by the
   teacher, including pictures and/or translations.

9. Using ICT that supports understanding.