

Cumberland  
Council

# Working with Newly Arrived Children Learning English as An Additional Language (EAL) at Primary School

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# Introduction

Many Teaching Assistants have had no initial training working with bilingual learners, the demographics of school intake in the UK are changing and many schools in Cumberland which have previously had no children learning English as an Additional Language on roll now have increasing numbers. This can be families moving into the area for work including NHS recruitment and families moving into the area as refugees from war-torn countries including Ukraine following the Russian Invasion in 2022. Increasingly, Teaching Assistants may be asked to support newly arrived children who are also new to English.

In many countries formal education does not begin until age 7 so children may be starting school for the first time when they join your school. Children from areas of conflict may have little or a very interrupted education and may have travelled through several countries before arriving in the UK and moving to Cumberland.

In your work you may be asked to work with a group of new arrivals on an induction programme or support children in class.

This guidance aims to give you a brief introduction to children learning English as an Additional language, suitable strategies to use and information on further resources, websites, information and guidance.



# English as an Additional Language Key Points

“A child learning EAL is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.” DfE definition.

Teachers should “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. Teachers Standards (DfE 2011)

‘EAL pupils have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.’ Ofsted 2014

- Being bilingual or multilingual is an asset.
- Home languages are important for culture and identity and continuing to use the home language will help not hinder the acquisition of English. For example, talking about topics in home languages or sharing books with parents and carers can be an effective form of pre-tutoring.
- Having a home language other than English is not a Special Educational Need so Children with EAL should not be on the SEND register unless they have an identified Special Educational Need or Disability. EAL learners should be grouped with children who are good models for language and learning.
- Children with EAL like English speaking children, are not a homogenous group who all learn the same way so provide a range of teaching and learning activities to meet curriculum demands and different learning needs/ styles.
- Although many children acquire the social English used in day-to-day communication (Basic Interpersonal Communication Skills or BICS) rapidly, the formal and academic language need for educational success, known as Cognitive and Academic Language Proficiency or CALP, takes much longer. scaffolding and language and content integrated teaching need to be continued for new topics for many more years.
- Language develops best when used in purposeful contexts across the curriculum and Teachers and Teaching Assistants play a crucial role in modelling curriculum language.
- EAL children learn best in mainstream lessons. Language is best learned in context and language demands of a learning task should be identified and included in the planning and appropriate support and scaffolding provided.
- Effective use of language is crucial to the teaching and learning of every subject.
- Progress learning English should be monitored using appropriate assessment and monitoring tools such as those produced by the Bell Foundation or NASSEA.

## Checklist to prepare for new arrivals

<b>Nominate a designated member of staff to be the EAL coordinator</b>	
Develop a school EAL policy	
Make sure everyone knows how to spell and pronounce the new child's name	
Prepare a list of items required for school such as uniform PE kit with visual examples of each item	
Provide school information for parents for example the contents of a book bag, what's school uniform is required et cetera	
Gather together a range of resources e.g., visual dictionary iPads with translation tools dual language books an e books	
Provide welcome signs to reflect the languages spoken in school	
Make sure child's coat peg and work tray is labelled	
Check your signage around school many schools are now using widgets symbols to label all classrooms and areas of the school	
Tell the rest of the class there is going to be a new member of the class learn a little about the country of origin if possible and perhaps locate it on the world map to see what the class already knows about it	
Prepare a visual timetable	
Make sure classroom materials are clearly labelled with pictures	
Plan collaborative learning activities, circle activities and talk trios to help the pupil join in with lessons	
Provide age-appropriate maths glossaries, number lines, concrete materials for counting, alphabet strips, word maps, maths mats etc.	
Provide visual support and follow the great ideas strategies from the Bell Foundation website	
Provide a sheet with pictures of classroom equipment for example chair pencil et cetera so children can request things when they need it	
Be aware that pupils may go through a silent period	
Provide the pupil with vocabulary books communication fans or picture cards to help them communicate basic needs, feeling thirsty needing the toilet etc.	
Group the pupil with good role models for learning and speaking English not with pupils with identified special educational needs	
Use buddy systems already existing in school, the Hampshire Young interpreter scheme or International Rescue Committee to provide extra support for new arrivals	
Make sure the child is sitting with supportive peers towards the front of the class where they can see the teacher and pick up non-verbal communication	
For older pupils who are literate in the home language, allow them to take notes in that at first as well as providing alternative and more visual methods of recording	
Check the Bell Foundation website for information and topic resources appropriate to the child's English level	
Follow the Great Ideas strategies from the Bell Foundation website	
Be aware that new arrivals may go through a silent period	

# Creating a supportive learning environment for new arrival learning English as an Additional Language

## Remember:

- Newly arrived pupils may get very tired as they get used to their new classroom environment. It takes a lot of concentration when learning a new language. Allow new pupils time and space and remember how you behave sometimes when you're tired and stressed!
- Newly arrived pupils will need extra time to understand and follow verbal instructions and will often watch other pupils and follow their lead. Don't be surprised if they are slower at following classroom instructions at first. Sit your new arrivals with supportive peers and give them extra support such as visual support and gesture.
- Newly arrived pupils may demonstrate unsettled behaviour. This can be due to frustration over not understanding or making themselves and their needs understood. They may also be adjusting to a new home situation and may be missing their friends and family in their home country.



## Buddy systems and Induction packs: What works in Cumberland

Schools that regularly admit new pupils learning English as an Additional language have found it helpful to provide the following information as part of the induction process. If these are collated in advance it makes things easier and saves time.

- Brief school details, uniform requirements, and expectations of behaviour.
- Plan of the school.
- Names and photos of key staff.
- An outline of the school day supported with pictures, photographs or diagrams.
- A brief explanation of homework systems and how parents can support their children at home.
- Timetable and location of after school activities and breakfast club, cost time child needs to be dropped off and picked up etc.
- Calendar of term dates.
- Any additional support provided by school.
- Class teacher and Teaching Assistants names, how to get information about their children's work, progress, and who to contact if they have any concerns.
- How to order school dinners.
- How to report an absence.

Buddy Systems are an effective way of helping new arrivals settle and feel safe in their new school and work best when the buddies are carefully selected, given some initial training and buddies are supported by a member of staff who oversees the buddy scheme. Buddy systems successfully in Cumberland include the Hampshire Young Interpreter programme and the International Rescue Committee Healing Classrooms Buddy system which is free on the IRC website.



# Welcoming New Arrivals based on the PAWS approach from The Bell Foundation

The Bell Foundation has in-depth information on Welcoming New Arrivals including webinars and explains it with the acronym PAWS. Prepare, Alert, Welcome, Support.

It is good practice for schools to have a designated EAL lead and senior management work together to develop an English as an Additional Language policy.

## Prepare – Prior to admission:

Gather information from the learner and parents to create a <u>pupil profile</u> including a language map.	
Arrange a tour for the new pupil and parents / carers with first language support where possible.	
Provide information for the parents, e.g., homework.	
Agree a start date and organise an initial timetable.	
Check you have a communication friendly environment signage, visual timetables, clear labelling in classrooms.	
Check you have a communication friendly environment signage, visual timetables, clear labelling in classrooms.	
Check the availability of dual language resources where appropriate.	
Train Young Interpreters using the Hampshire Young Interpreters Scheme or the International Rescue Committee Buddy Scheme if used in school.	

## Alert – Before the pupil starts:

Send the pupil profile to all relevant staff.	
Organise a buddy system for class and break times. (Hampshire Young Interpreters can be used.)	
Prepare resources for the learner's first few days. (Communication fans, glossaries for older pupils etc.)	
Plan support for each part of the day.	
Make essential arrangements, e.g., PE kit, Free School Meals eligibility and bus transport to school.	

## Welcome – The first days:

Greet new arrivals and take them to class.	
Introduce them to their buddy(ies) (Again Hampshire Young Interpreters or the International Rescue Committee Buddy scheme can be used.)	
Check they have food, drink and activities organised for lunch time.	
Make sure the pupil sits near the adult at carpet sessions so they can see facial expressions and hear properly.	
Keep language clear and simple and provide opportunities for new arrivals to give a non-verbal response.	

## Support – The first weeks:

Put language support in place, e.g., consider creating a scheme of work for learners who are New to English and appropriate strategies and scaffolding in lessons. See Bell Foundation Great Ideas, Bell Foundation Resources Collaborative Learning Project activities.	
Put pastoral support in place.	
Complete an <b>EAL assessment</b> and set language targets. It is suggested that any initial assessment occurs only after the first two weeks of a learner at the school. (Using Bell Foundation Assessment or the NASSEA EAL Assessment Framework).	
Monitor progress and adjust support where necessary.	
Keep in touch with parents.	

Clear EAL strategies will be important when putting language support in place. Numerous strategies linked to proficiency in English (Band A to Band E) can be found in '**Support Strategies for Primary Schools**' that accompany **The EAL Assessment Framework for Schools**.

**Webinars free on the BELL Foundation website include:**

- Newly Arrived Pupils who are New to English.
- Developing Induction Programmes for Newly arrived Pupils using EAL.
- Welcoming Refugee and Asylum Seekers.

**<https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/>**

# Developing Speaking and Listening with New Arrivals

(Further Guidance can be found in the document Developing Speech and Language with children learning EAL on the Cumberland Local Offer.)

	Activities and Resources	Tick
Survival English	Picture cards, communication fans, visual timetables, picture dictionaries, picture fans and gesture to reinforce classroom instructions. Simon Says and Action Rhymes for body parts. and stand up, sit down etc.	
Use of home language (Make sure you find out about proficiency in home language/s and what language/s are used at home.)	See also language maps in Cumberland EYFS guidance and Cumberland Local Offer.	
Vocabulary building nouns as part of classroom activities * always use a and the with nouns as they can be tricky for EAL learners	Lotto, bingo, picture dominoes and snap to learn topic vocabulary, body parts, What's on the table activities. Pre-tutoring.	
Vocabulary building verbs	PE games, action rhymes, Simon says, visual support, mime and gesture.	
Vocabulary building prepositions	PE, obstacle courses, games.	
Common phrases and instructions	Simon says stand up, Simon says sit down, Simon says put your and up. Visual support for line up, collect the books, Games giving out classroom items. Can I have a pen please? Can I have some scissors please?	
Use of full sentences	Modelling, rephrase and extend pupil's utterances.	
Focus on speaking and listening activities	Barrier games, circle games, collaborative learning activities.	
Developing vocabulary	Strategies from the Bell Foundation Great Ideas.	

# Reading

Newly arrived children will have a wide range of literacy skills. Some will already be literate in their home languages and others will be learning to read and write for the first time through the medium of English. Some children will have little or no formal education or an interrupted education.

- Be aware that letters (graphemes) in English may have different sounds (phonemes) in the home language. For example, w in German sounds like the English v. Vowels in different languages may have different sounds.

Be aware that children who use more than one language may not learn the English sound system in the order that it is taught within a monolingual phonics programme. This needs to be considered, for example when teaching English vowel sounds, as children may not yet be able to aurally discriminate between the sounds.

Make sure the children know the meaning of the words used in phonics lessons. Often children respond well to building up a sight vocabulary using whole words with visual support. Children already literate in the home language will transfer these skills with support.

Encourage older children to use a bilingual dictionary or translation app if they are literate in their home language.

Paired and shared reading A confident English reader can read and help the beginner to identify words. If the new arrivals are literate in their home language, they can demonstrate their reading skills in the home language.

Encourage children to share dual language books at home with their family or carers.

Use sequencing pictures to retell the story and describe what is happening in the pictures in the book you are reading.

Use talking stories, dual language books with talking pens and e books.

Read text on the smartboard and group texts clearly and slowly and use voice, gesture, and extra visual support to enhance meaning.

Provide reading tasks linked to the topic the rest of the class are doing.

Use visual word mats.

# Strategies for working with children new to English or in the early stages of acquiring English as an Additional language

Children will gain confidence when everything is clearly labelled in the classroom.

Use collaborative learning activities.

Buddy the new arrival with friendly peers who can provide good models for language and learning.

Model correct English and use gestures and actions.

Use pictures and real objects to support understanding.

Have communication fans ready.

Clearly labelled drawers so new arrivals can find equipment and be involved in classroom tasks.

Use extra visual support. See the **Bell Foundation's Great Ideas** Using Visuals for a detailed explanation and examples.

Use hands on materials, alphabet strips, number lines, objects for counting etc.

Be aware that some languages are written left to right.

Use interactive games.

Pre teach key vocabulary.

Make sure the child is seated towards the front of the group at carpet time so they can see the teacher and pick up on the nonverbal communication too.

Use strategies such as vanishing cloze and language drills.

Use the curriculum resources on the Bell Foundation website.

Use whiteboards

The Guidance from the Northern Association of Support Services for Equality and Achievement (NASSEA) EAL Assessment Framework and the Bell Foundation Strategies are recommended and there are strategies for new to English and beginners in English all the way up to more fluent EAL learners.

NASSEA <https://www.nassea.org.uk/>

Bell Foundation EAL Programme <https://www.bell-foundation.org.uk/eal-programme/>

# Useful information and websites

**EAL information on the Local Offer** including home language questionnaires for parents, useful links and EYFS guidance.

**Library Services for schools**

<https://www.cumberland.gov.uk/libraries-and-archives/library-services-schools>

The Bell Foundation EAL Programme

<https://www.bell-foundation.org.uk/eal-programme/>

**Assessment Framework, guidance, training webinars and a great resource section with free resources developed by EAL specialists suitable for different stages of English competency.**

**NASSEA** (Northern Association of Support Services for Equality and Achievement.)

<https://www.nassea.org.uk/>

Information resources and the EAL assessment framework. Supplementary guidance for practitioners Moving from Induction to NASSEA Step 4 in Key Stage 1.

**REAL learners**

<https://www.reallearners.co.uk/>

Free welcome signs and drawer labels to download and Guided Language Activities, a 6-week programme for new arrivals who are also new to English.

**Booktrust**

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

Information for parents on reading with your child aged 4-6 years in a variety of home languages.

## Dual language books, e-books and other resources

**Mantra Lingua (UK)**

<https://uk.mantralingua.com/>

**International Rescue Committee** Healing Classrooms. Free training, top tips and resources for teaching and welcoming new students who are refugees and asylum seekers. Resources include tips and resources for setting up effective buddy systems, talking about war, conflict and trauma.

**EALIP** (English as an Additional Language Intensive Programme.)

<https://www.knowsleyinfo.co.uk/education-employment-learning-education-and-schools-english-additional-language-eal/english>

**The Collaborative Learning Project**

<http://www.collaborativelearning.org/>

Gordon Ward Racing to English  
<https://www.racingtoenglish-updates.com/>

Primary Resources  
<https://www.primaryresources.co.uk/>

## Great free resources which promote curriculum access and develop language

A link for translated letters to schools  
<http://www.primaryresources.uk/letters/index.htm>

Curriculum resources from the Bell Foundation which are designed for different stages of proficiency in English.  
<https://www.bell-foundation.org.uk/resources/resource-filter/learning-resources/>



# Language Map and information on previous education

	Child	Parent 1	Parent 2	Siblings	Other people e.g. grandparents
Language/s spoken					
Languages written					
Language/s used for computer use at home					
Language/s used to watch tv					
Date of arrival in UK	Date of arrival at this school				

## Education details

<b>Education in the UK</b>	
<b>Name of previous school/s</b>	
<b>When did child attend this/these schools</b>	
<b>Previous education in another country/ other countries</b>	
<b>Which country?</b>	
<b>How long did they attend this school/for</b>	
<b>What was the language of instruction? (What language did the teachers speak when teaching the children?)</b>	
<b>Did they learn English in their previous school? If so, please give details. What age did they start learning English.</b>	
<b>Favourite subjects in previous school</b>	
<b>In your opinion, did your child have any difficulties with learning?</b>	

	Name of language	Understanding	Yes	No	Speaking	Yes	No
Language/s spoken at home with parents/carers		Can understand			Can use 1 or 2 words		
					Can use phrases		
					Can speak confidently using full sentences		
					Speech is clear and easy to understand		
Language/s spoken at home with extended family		Can understand			Can use 1 or 2 words		
					Can use phrases		
					Can speak confidently using full sentences		
					Speech is clear and easy to understand		
Language your child prefers		Can understand			Can use 1 or 2 words		
					Can use phrases		
					Can speak confidently using full sentences		
					Speech is clear and easy to understand		
Language/s your child uses outside the home		Can understand			Can use 1 or 2 words		
					Can use phrases		
					Can speak confidently using full sentences		
					Speech is clear and easy to understand		

**Age child started speaking in home language/languages.**

Language ..... age child started speaking this language .....

Language ..... age child started speaking this language .....

Age child started learning English .....

# New Arrival Checklist for KS1 Pupils

Name of Child:

Class:

1. Show them the toilet.		
2. Show them the cloakroom, where to put their bags and lunchbox.		
3. Tell them about snack time.		
4. Tell them about lunch time.		
5. Tell them about PE kit.		
6. Teach them important words.		
7. Show them their classroom.		
8. Show them their coat peg tray and book bag.		

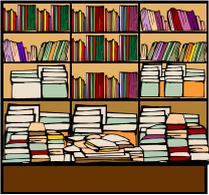
# New Arrival checklist for KS2 Pupils

Name of Child:

Class:

<p>Show them around the school.</p>		
<p>Show them the toilets.</p>		
<p>Show them the cloakroom and explained where to hang their coats, bags and where to put their lunchboxes.</p>		
<p>Explain the rules for playtimes including what snacks to bring.</p>		
<p>Explain what time lunch and break times are.</p>		
<p>Explain the school rules.</p>		
<p>Teach them survival language and make sure they understand it.</p>		
<p>Show them around the classroom. E.g., books, trays, whiteboards, reading area etc.</p>		

<p>Show them where we keep equipment. E.g., pens, bins, calculators, number fans etc.</p>		
<p>Explain the class rules and the daily routine.</p>		
<p>Explain the rewards and behaviour system.</p>		
<p>Introduce them to the class and my friends.</p>		
<p>Make sure they have all the books they need for their lesson subjects.</p>		
<p>Tell them how much it costs for school dinner and when to pay.</p>		
<p>Tell them what they need to do when they arrive in the morning.</p>		
<p>Tell them when homework is given and that it should be back when the teacher says so.</p>		
<p>Show them where their tray is and checked it has their name on it.</p>		

<p>Shown them where their coat peg is and checked that it has their name on it.</p>		
<p>Tell them what the PE kit is, when we have PE lessons and where to put it when they bring it and when PE lessons are.</p>		
<p>Ask my class teacher to give them a reading book and told them where the library is and when they can use it.</p>		

Provision for newly arrived EAL learners	Comments
How are support staff deployed to support newly arrived EAL learners?	
How is visual support used in school?	
What dual language resources do you have in school?	
What intervention groups do you use in school to support newly arrived EAL learners? (It is recommended that any withdrawal groups are time limited EALIP and REAL learners guided language activities are used successfully in schools in Cumberland.)	
How is pupil premium used in your school to support eligible new EAL learners?	
What peer support is provided for new arrivals? (The Hampshire Young Interpreters Scheme and the International Rescue Committee Buddy systems are used successfully in schools in Cumberland.)	
How is the curriculum adapted to promote access to learning and to develop language?	
What training do staff have? (Bell Foundation training webinars, welcoming new arrivals, EA Coordinator at Primary School and training offered by Specialist Advisory Teacher for EAL.)	
How do you encourage parents to be involved in their child's learning?	

**A full school audit of your provision for pupils learning English as an Additional language can be found on the Bell Foundation website. It is good practice to have a designated EAL lead in school and for school to have a policy for children learning English as an Additional Language and detailed guidance can be found on the Bell Foundation website.**

**<https://www.bell-foundation.org.uk/eal-programme/>**