

# Multicultural Development Team

## New arrivals at Key Stage 1 & 2: Suggested guidance for inclusion

### Before the pupil starts school:

- Alert the Multicultural Development Team of the pupil's arrival (01952 380828/ [Jennifer.mcbride@telford.gov.uk](mailto:Jennifer.mcbride@telford.gov.uk) ). The team will be able to provide immediate support and guidance over the phone/ by email where needed, and signpost schools to appropriate resources. They may be able to provide bilingual staff to help with the initial meeting with parents/ carers/ pupil. An initial assessment of EAL and linguistic/ educational background will be carried out by an advisory teacher once the child is in school.
- At the initial interview, try to find out as much as possible about the child's previous education and the languages they know.
- If parents/ carers are not confident in English, communication may be improved using Google Translate or other online translation.
- Parents/ carers may need additional information about the UK education system.
- When pupils arrive with no English, some schools consider placing them in the year below their chronological age. This may enable the child to adjust more rapidly to their new surroundings, but it also has disadvantages (for example, loss of self esteem or inappropriate curriculum) that need to be discussed fully with the pupil and his/ her parents/ carers. It is not advised that a pupil is placed more than one year out of cohort.
- Alert staff and other pupils that the new child will need additional support, and make sure everyone knows how to pronounce his/ her name and which country they come from.

### When the pupil first starts school:

- Organise several other pupils to act as buddies; talk to them about how they can help the new arrival to feel comfortable. Choose buddies who will provide good models of spoken English as well as of behaviour, and who will empathise with the new child's situation.
- If there are other pupils who share the new arrival's language (even in different year groups), use their skills to help settle him/ her in.
- When pupils are in ability groups, it is recommended to place a new arrival in a middle or upper ability group until their actual abilities (rather than their English language skills) become clear.
- Take the newly arrived pupil on a tour of the school and introduce them to other children (particularly any who share the same home language) and staff members. Time permitting, prepare an individual booklet with photos about the school, including key locations and personnel. At Key Stage 2 help the pupil to find translations of key vocabulary, and provide a visual timetable.
- Bilingual phrase booklets in a range of languages can be downloaded from [Bracknell Forest EAL Service](#) to help with communication in the first few weeks.
- [Newbury Park School](#) have an excellent website for learning key words, greetings and responses, and numbers up to twelve, in many languages. This can be used to teach the whole class some first phrases.
- For pupils who are literate in their home language, ensure they carry a bilingual dictionary at all times (dictionaries are available for loan from the Multicultural Development Team). Arrange for them to have access at times to online translation via Google Translate etc
- Provide an exercise book for the pupil to use as a personal dictionary and model how they can record words and their translations, with illustrations for younger pupils.
- Make sure the pupil knows:
  - where s/he can go e.g. at lunchtime; provide a safe place if s/he wants to have some time away from the crowds.
  - the name and face of an individual member of staff that s/he can go to with any questions or problems, and where they can be found.
  - that bullying and racism are not tolerated by the school, and how s/he can report it

**Further information** is available from the National Strategies' [New Arrivals Excellence Programme](#)

## Suggested teaching strategies:

### Classroom organisation:

- Seat the new arrival towards the front of the class where the teacher can maintain eye-contact, or with a teaching assistant, where possible.
- Seat so that she/ he faces the board/ screen directly to minimise problems with copying.
- Initially, seat with buddies or with pupils that share the new arrival's language.
- Use plenty of eye-contact and non-verbal communication to help the pupil feel at home. Speak to him/ her individually at the beginning and end of sessions.
- Involve him/ her in classroom organisation e.g. giving out books.
- Be aware that many classroom activities will be unfamiliar to new arrivals, particularly those who have come from a more formal education system. They may need time to adjust and to understand, for example, why they are doing group work. Expectations of behaviour may also not be clear.

### Listening and speaking:

- Encourage pupils to repeat words, greetings and simple modelled utterances, spoken in meaningful contexts. In this way s/he will learn the intonation and rhythm of spoken English
- Avoid long periods of teacher talk
- Support teacher talk with visuals and practical demonstrations where appropriate. Gesture, sketches and mime are useful as well as pictures/ objects
- For older new arrivals, provide written keywords on the board or individually that they can translate
- Use simple, clear English and be prepared to repeat/ re-phrase. Avoid unnaturally 'simplified' English and encourage other pupils in the class to do the same.
- Be prepared for a 'silent period' before the child is ready to speak English: for some this may last some months. This is not a concern as long as the pupil responds non-verbally. Encourage and praise oral responses, without putting pressure on new arrivals to talk
- Ask questions that check understanding non-verbally – yes/no, pointing, matching, drawing
- Build in thinking time when asking questions to the whole class
- For pair work, seat in a three with other pupils who can provide a good model of English.
- If other pupils share the new arrival's first language, arrange opportunities for talk about the lesson in first language. Make clear that classroom rules apply whatever language the pupils are using.

### Reading:

- Be aware that many European school systems do not teach literacy until age 7.
- Provide a print rich environment, and talk about labels and captions in the classroom and around the school
- Help Key Stage 1 children to become familiar with sound / symbol correspondence, and provide accessible displays linking letter sounds to clear, familiar pictures and their words
- Be aware that Key Stage 2 pupils who are literate in a language that uses Roman script may be able to read aloud fluently in English but without understanding.
- For older Key Stage 2 pupils, provide copies of texts that s/he can annotate with translations etc. This also allows the pupil to take the text away / home and re-read it at their own speed. Model annotating the text. Remind pupils to record important new words in their personal dictionary
- Give pupils a question/ task before they read, that provides the gist, a context and a purpose

### Writing:

- Write new words and key vocabulary down, so that pupils can learn both the sound and the written form
- Where possible, avoid the pupil copying at length without understanding.
- Provide individual opportunities for pupils to talk about their writing and rehearse the content.
- Encourage younger pupils to draw little pictures when they don't know the English word
- Encourage older Key Stage 2 children to annotate their exercise books with translations etc: they may need to be reassured that they are allowed to do this.
- Highly structured writing tasks suitable for pupils who are new to English include labelling pictures/ diagrams, writing captions, completing sentences that follow a pattern, filling in blanks in simple texts, choosing words from a word bank to complete a text.
- Graphic organisers help pupils consolidate learning without having to structure English sentences
- Older arrivals may find it helpful to write in first language at times, particularly more extended writing.

### Homework:

- Arrange for homework to be written in the pupil's diary for him/ her
- Homework may need additional explanation/ modelling, or alternative tasks can be provided such as re-reading a text from the lesson or learning the new words from the pupil's personal dictionary.