

# Multicultural Development Team

## New arrivals and new to English children in Reception Class: 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 or nursery experience and the languages they know and the preferred pronunciation and spelling of their name.
- 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.
- 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 are familiar with the Reception setting (having attended Nursery/induction on the same site) and 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 middle or upper ability groups 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, if they have missed the induction process. Time permitting, prepare an individual booklet with photos about the school, including key locations and personnel.
- Click [here](#) to download bilingual phrase booklets and parents' information in a range of languages.
- [Newbury Park School](#) have an excellent website for learning key words, greetings and responses, and numbers up to twelve, in many languages. This can also be used to teach the whole class words and simple phrases in all of the different languages represented in the classroom.
- Make sure the pupil (and parents if appropriate) know:
  - 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, particularly those able to speak (even a little) of the child's first language.
  - that bullying and racism (which, at this early stage, may manifest itself as name calling, or excluding the pupil from friendship groups, or games, because of their ethnicity) are not tolerated by the school, and how s/he can ask for help, if needed.

**Further information** is available from the National Strategies' [New Arrivals Excellence Programme](#) and Primary Literacy Strategy – [Supporting Children Learning English as an Additional Language](#)

## Suggested teaching strategies:

### Classroom organisation:

- Sit the new arrival towards the front of the class, or the group, during 'carpet time', where the teacher can maintain eye-contact and draw attention to key visuals, alongside a teaching assistant (where possible)
- Seat so that she/ he faces the board/ screen directly to minimise problems with copying (e.g. Letters and Sounds)
- Initially, seat with buddies or (where possible) with pupils that share the new arrival's first 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 or, as is more likely, have had no previous formal education experience at all. They may need time to adjust and to understand, for example, why they are doing group work
- Expectations of behaviour should also be made clear using visual prompts or practical demonstrations, where appropriate.

### Listening:

- Use visual stimuli (pictures, books and real objects) to support understanding
- Provide opportunities to listen to conversational English in meaningful contexts (as well as stories, poems, rhymes etc)
- Avoid long periods of teacher talk
- Support teacher talk with practical demonstrations where appropriate. Gesture, sketches and mime and role play are particularly useful. Encourage pupils to join in with actions and non-verbal responses.
- 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
- Persistently try to include and involve pupil in all activities and discussions, even if they appear unable or unwilling to respond

### Speaking:

- 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 pupils to repeat greetings and key words in appropriate contexts e.g. 'sandwiches please'
- 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
- Provide stimulating, open ended, activities and situations that make children want to talk
- Model simple phrases for the child to repeat or complete. In this way s/he will learn the intonation and rhythm of spoken English
- Accept the child's own oral responses and re-phrase or extend them, as appropriate
- 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 them to talk in home language

### Reading:

- Be aware that many European school systems do not teach literacy until age 7
- Provide pictures (or actions) to reinforce the meaning of all words introduced in phonics lessons
- Display labels in the pupil's first language (if possible) e.g. colours or days of the week
- Provide opportunities for the pupil to read with older, more able, pupils who share their home language
- Obtain dual-language texts (from our service) for sharing with older pupils in school and siblings or parents and encourage the family to talk in first language about the other books provided for home reading  
The booklet [Reading With Your Child](#) is available in a variety of languages

### Writing:

- Check the preferred spelling / pronunciation of pupil's name with the pupils parents (for consistency)
- Provide opportunities for pupils to draw pictures when pupils don't know the English word
- Provide a model of English lower case letter formation for parents (be aware that many other countries teach upper case letters first)