



**Together towards inclusion**

**TOOLKIT  
FOR DIVERSITY  
IN THE  
PRIMARY SCHOOL**

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**Integrate Ireland Language and Training**

126 Pembroke Road

Dublin 4

[www.iilt.ie](http://www.iilt.ie)

[info@iilt.ie](mailto:info@iilt.ie)

**Southern Education and Library Board**

3 Charlemont Place

The Mall

Armagh BT61 9AX

[www.selb.org](http://www.selb.org)

Design by Slick Fish Design

Printed by Turners Printing, Longford

Additional graphics by Kristina Valentine Simpson

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# Foreword

In both parts of Ireland primary education faces the challenge and opportunity of integrating increasing numbers of pupils whose mother tongue is neither English nor Irish. The two jurisdictions have adopted different approaches to the development of such pupils' proficiency in English as the language of education. The whole island faces the challenge of creating an inclusive primary school culture: one that not only welcomes children whose language is not English, and whose culture and ethnicity are not Irish, but turns linguistic, cultural and ethnic diversity to the educational advantage of all. This book is a contribution to that essential process.

In the South, Integrate Ireland Language and Training (IILT) has been responsible since 2000 for designing a curriculum for English as a second language at primary level, developing teaching and learning materials that implement the curriculum, and delivering curriculum and materials via in-service seminars for language support teachers. In the North, the Southern Education and Library Board (SELB) has shared similar responsibilities with the other Education and Library Boards for a similar length of time. In both jurisdictions there was early recognition of the need to provide support not just for English language teaching, but for the development of an inclusive ethos across the curriculum. The collaboration between IILT and SELB, funded by the Standing Conference on Teacher Education North and South (SCoTENS), arose directly from this recognition. Our first aim was to bring together primary principals and teachers from both sides of the border, identify matters of common concern, and draw up common guidelines for policy and classroom practice. This phase of our collaboration concluded with the launch of the guidelines at a two-day conference held in Cavan in May 2005. The aim of the second phase has been to turn the guidelines into a toolkit that can be implemented without further ado; its outcome is the present book.

The book has four sections. The first, *Getting ready*, addresses the preliminary issues that any school must deal with if it is to be genuinely welcoming and inclusive. The second section, *Early days*, is concerned with the first steps towards the integration of pupils from other countries, cultures and ethnicities; inevitably the focus is very much on language and the need to develop classroom communication and a classroom environment capable of responding to new linguistic and cultural challenges. The third and fourth sections, *Moving on* and *What next?*, respond to the fact that inclusiveness is a never-ending process.

Throughout its development the book has been informed by regular consultation with primary principals and teachers and government officials on both sides of the border. In addition, the practical activities it contains have been piloted in a large number of primary classrooms North and South. Every effort has been made to ensure that the book takes account of the variety of challenges faced by primary education depending on the location of schools (urban or rural) and the number of pupils from migrant backgrounds they are dealing with. The book draws together a body of experience accumulated throughout Ireland over the past ten years or so; it is also informed by up-to-date research and reflects what has come to be recognized as best international practice. Perhaps the most important thing to emphasise in this regard is that the activities in the book will benefit all pupils equally, whatever their origin.

The publication of this book marks the end of our SCoTENS-funded collaboration, but it also marks a potential new beginning. *Together Towards Inclusion* is the first book to be written for primary schools on both sides of the border and jointly distributed by the Department of Education and Science (Dublin) and the Department of Education Northern Ireland. Its development, publication and distribution suggest possibilities of fruitful collaboration in the future, perhaps in programmes of initial and in-service teacher development or the production of a similar toolkit for the post-primary sector. But these are matters for decision makers and funding agencies. Our immediate hope is that the book will help principals and teachers to respond positively to one of the largest challenges ever to confront primary education in Ireland.

**Mary Yarr**, Regional Adviser, Inclusion and Diversity Service

**Barbara Lazenby Simpson**, Deputy Director, Integrate Ireland Language and Training

**David Little**, Director, Integrate Ireland Language and Training

# Acknowledgements

We are grateful to the Standing Conference on Teacher Education North and South (SCoTENS) for the two grants that facilitated collaboration between Integrate Ireland Language and Training and the Southern Education and Library Board, Armagh. Andy Pollak, Director of the Centre for Cross-Border Studies has always been strongly supportive of our joint efforts.

We are also grateful to the Department of Education and Science (Dublin) and the Department of Education (Northern Ireland) for funding the design, printing and distribution of the book.

South of the border particular thanks are due to three colleagues in the Department of Education and Science for their strong support: Frank Wyse, Assistant Secretary General; Emer Ring, Divisional Inspector; and Stephen Falvey, Manager, Dublin City and Fingal Regional Office. We are also grateful to Ignatius Byrne, principal, St Francis Xavier Junior School, Castleknock, for his invariably helpful advice and feedback.

North of the border we are grateful to Clodagh Daly (SELB) for identifying and drawing together the extensive experience reflected throughout the toolkit; to two primary principals, Mary Hampsey of St Patrick's Primary School, Dungannon, and Tony Devlin of Holy Trinity Primary School, Cookstown, for their active involvement throughout the project; to Seán Ward, Inspector, Education and Training Inspectorate, for his active support and advice; and to Sarah Dowden Parker (SELB) for her contributions throughout the development process.

On both sides of the border we are indebted to the many primary principals and teachers who piloted parts of the book while it was in development and gave us invaluable and always constructive feedback.

Finally, thanks are due to Frank Quinn of Turners Printing, who helped us to understand essential differences between the various design and printing options available to us, Don O'Connor of Slick Fish Design, who converted draft material into finished product, and Aongus Collins, who created the illustrations.

# Beacons at Bealtaine

Phoenix Park, May Day 2004

*Uisce: water. And fionn: the water's clear.*  
But dip and find this Gaelic water Greek:  
A phoenix flames upon *fionn uisce* here.

Strangers were barbaroi to the Greek ear.  
Now let the heirs of all who could not speak  
The language, whose ba-babbling was unclear,

Come with their gift of tongues past each frontier  
And find the answering voices that they seek  
As *fionn* and *uisce* answer phoenix here.

The May Day hills were burning, far and near,  
When our land's first footers beached boats in the creek  
In *uisce, fionn*, strange words that soon grew clear;

So on a day when newcomers appear  
Let it be a homecoming and let us speak  
The unstrange word, as it behoves us here,

Move lips, move minds and make new meanings flare  
Like ancient beacons signalling, peak to peak,  
From middle sea to north sea, shining clear  
As phoenix flame upon *fionn uisce* here.

In the Celtic calendar that once regulated the seasons in many parts of Europe, May Day, known in Irish as *Bealtaine*, was the feast of bright fire, the first of summer, one of the four great quarter days of the year. The early Irish *Leabhar Gabhála* (The Book of Invasions), tells us that the first magical inhabitants of the country, the *Tuatha Dé Danaan*, arrived on the feast of *Bealtaine*, and a ninth-century text indicates that on the same day the druids drove flocks out to pasture between two bonfires. So there is something auspicious about the fact that a new flocking together of the old European nations happens on this day of mythic arrival in Ireland; and it is even more auspicious that we celebrate it in a park named after the mythic bird that represents the possibility of ongoing renewal. But there are those who say that the name Phoenix Park is derived from the Irish words, *fionn uisce*, meaning 'clear water', and that coincidence of language gave me the idea for this poem. It's what the poet Horace might have called a *carmen saeculare*, a poem to salute and celebrate a historic turn in the *saeculum*, the age.

Seamus Heaney, 1 May 2004

The publishers wish to thank Seamus Heaney for his permission to reproduce this poem and commentary.

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# How to use this toolkit

## Organisation

The toolkit is organised chronologically from *Getting the school and classroom ready* through *Early classroom days* and *Moving on* ending with *What next?*. It is recommended, however, that teachers familiarise themselves with the entire book as many activities are revisited and developed at different stages.

Each section is colour coded.

## Terminology used

**Home language** is used throughout to refer to the mother tongue or first language of the pupil. It is the case that many pupils will already know more than one language.

**Newcomer** is used to refer to those parents and children whose mother tongue is not English. It is acknowledged that, increasingly, non-English speaking children entering primary school may have been born in Ireland. Nonetheless, the term newcomer reflects the challenge facing parents and children from different language and cultural backgrounds in accessing and entering formal education in a new country.

**Interpreter** refers to the use of a third party to provide oral interpretation in an interview or meeting.

**Translator** refers to the use of a native speaker or person who is fluent in the language in question to translate written documents, letters, notices and so on.

**European Language Portfolio (ELP)** is a learning tool for pupils. Two versions of the ELP are provided on the accompanying CD.

**Common European Framework of Reference for Languages (CEFR)** is a tool for describing language use and language learning. It is built on descriptions of Listening, Speaking, Reading and Writing.

**Lower primary** is used to refer to Junior Primary or Key Stage 1

**Upper Primary** is used to refer to Senior Primary or Key Stage 2  
For a glossary of other terms used in this domain, please see page 160.

## Photocopying

Principals and teachers in primary schools throughout Ireland may photocopy pages from this toolkit as necessary. Other users must seek the publishers' permission to reproduce any part of the book.

## CD

The accompanying CD contains many templates and illustrations that appear in the toolkit. A list of the contents of the CD is on page 158.

The availability of templates and graphics is indicated throughout the toolkit by the symbol







# GETTING READY

# Getting the School Ready

## Introduction

What do we mean by an 'inclusive' school for newcomer pupils?

**An inclusive school:**

- has a **welcoming** ethos for parents and pupils
- identifies **staff** roles and responsibilities to ensure effective communication of pupils' backgrounds and needs
- has a clear and supportive **admissions** procedure
- ensures that class teachers have access to professional development and/or work in partnership with English Language Support staff to develop programmes tailored to **pupil needs**
- prepares **peers** for the arrival of new pupils
- employs methods of **monitoring** and **assessment** that allow pupils to demonstrate their knowledge and skills
- allocates time and money to purchase and produce **suitable resources** that support access to the curriculum.

# Contents of this section

## **School environment**

- Providing a welcoming environment
- Signs, labels and displays

## **Staff involvement**

- Roles and responsibilities

## **Admissions**

- A whole-school process
- First contact
- Appointment card
- Interpreters
- Initial parents' meeting
- Start date
- Checklist for admissions

## **Preparing all pupils**

- Assemblies
- Peer mentoring
- The playground

# Providing a welcoming environment

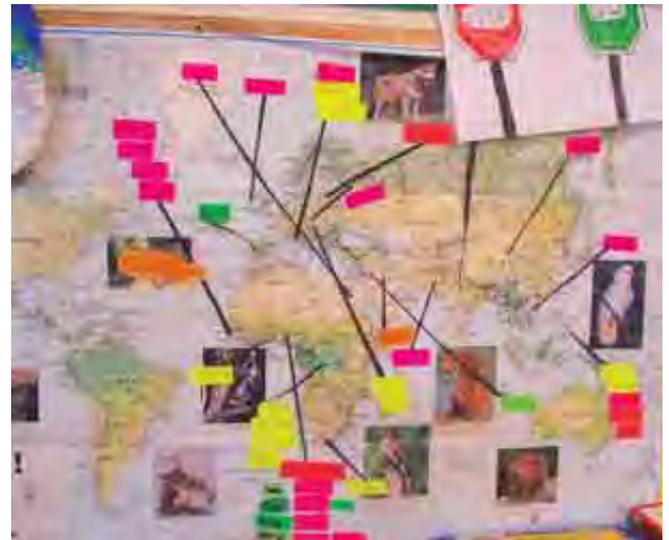
## Welcome display

A welcome display is inviting. It sends out a clear signal that the school invites and respects all languages and cultures. A suitable display makes visitors aware of the school's ethos and respect for diversity.

One suggestion is a display entitled, 'Where in the world do you come from?'

You will need:

- A world map
- Paper arrows or pieces of ribbon or string
- Photos of various children (with their parents' permission)
- Captions written in the children's home languages as well as English



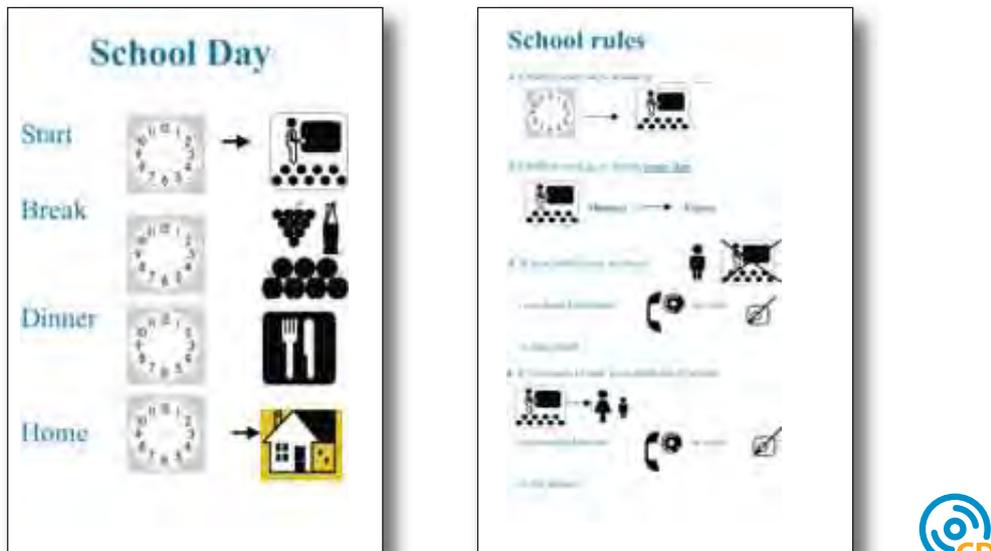
## Welcome book

A Welcome Book provides a highly visual means of communicating school information with a minimum of educational jargon. A Welcome Book is a visual version of the school prospectus, providing a pictorial overview of the school, including:

- My school day (times)
- People and places in the school
- What I need for school
- School dinners/lunch rules
- School bus
- School clubs
- School rules

Information on the educational systems may be found on the websites of the Department of Education (N.I) and the Department of Education and Science (RoI) and reference to either of these may be included in the Welcome Book.

You may wish to translate the Welcome Book.



## Website/Power Point Welcome

A useful alternative to a welcome book is a PowerPoint presentation. The contents are similar. A PowerPoint is easy to create and has the capacity to include short video sequences to support explanations.

A welcome PowerPoint can be an excellent project for older pupils in the school. It contributes to a sense of community and supports the development of many skills. It may also be updated at intervals with photographs and information about school events and achievements.

If copied onto a CD Rom, it can be taken home to view, sent to families abroad, transferred to a school website, or used for parents' meetings.

Another possibility is a welcome video.

# Signs, labels and displays

Multilingual signs and displays speak volumes to a new family, particularly when they can identify their own language.

Label important areas in the school in different languages. Two templates for school signs are shown below. A full set of labels can be found on the accompanying CD.

Print the labels from the CD. They will be A4 size. Ask a parent if they would help you by writing the translation into their own language in the box below the English, using a large marker.

It is not advisable to use on-line translation websites as they often give inaccurate translations. Using the wrong word can create serious difficulties (and embarrassment!).



# Library



# Girls' Toilet



# Staff Involvement

To ensure that all teachers are fully prepared for the arrival of new children, the following supporting actions should be carried out at school level.

- Deciding on first point of contact for parents
- Preparing school (environment, staff and students)
- Interviewing parents
- Managing and disseminating pupil information
- Organising suitable resources
- Contributing to a welcoming environment
- Organising and monitoring a 'buddy system'
- Monitoring induction

## Who can be involved?

Although duties and responsibilities vary in every school context, it is important that roles should be clearly defined and understood by all. Senior teachers can help to ensure that all staff are fully equipped to meet the needs of newcomer pupils. Expertise and examples of good practice should be shared where possible. The list below reflects the broad range of personnel who can support the overall process.

- Principal
- Vice Principal
- Coordinator
- Class Teacher
- Classroom Assistant
- Buddy
- Home-School Liaison Teacher
- Secretary
- Language Support Teacher
- Board of Management/Board of Governors
- Caretaker/Janitor
- Volunteer helper

**It is important to recognise that children new to English have language difficulties that should be temporary and therefore require different approaches to those employed for SEN.**

# Staff involvement and the induction process

You may find this form useful for organising the induction process.

	What to do	Who	Review date
Prior to interview	Confirm an interview appointment		
	Gather basic information		
	Identify possible interpreter		
	Prepare interview		
Admission interview	Lead parent interview and gather detailed information		
After interview	Communicate interview information to class teacher and other key staff		
	Prepare year group for new arrival (whole school or class assembly)*		
	Set up a meeting to support class teacher (with language and cultural information and resources)		
	Prepare suitable resources (labels, visual timetables, etc.)		
	Prepare buddies		
	Set up and maintain welcome display		
	Make Welcome Book/video/CD		
	Timetable support staff		
	Connect newly-arrived families with the existing community where possible		

\* Remind all pupils how it feels to be new and discuss how they can help. Practise saying 'hello' in a new language and point out the country of origin of new pupils on a world map.



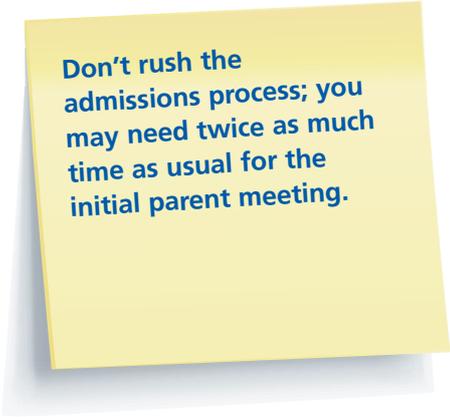
# Admissions

## A whole-school process

Changing schools can be a daunting prospect for any pupil. The impact is particularly significant for children facing induction into a new country, a new culture and a new language. Welcoming and inducting a child into school is a **whole-school process**. Procedures to ensure effective communication with families are essential.

It is the responsibility of all staff to ensure that pupils and their parents are welcomed, informed and supported. It is important that everyone is clear about his/her role.

The key is not to rush the admissions process. Take time to ensure that staff are prepared and pupil information is communicated effectively.



Don't rush the admissions process; you may need twice as much time as usual for the initial parent meeting.

## First contact

The welcome process begins with the first point of contact, which is usually the school office. It is better to conduct the initial parent meeting at a later stage, when staff have had more time to prepare.

At first contact, effective welcoming procedures include:

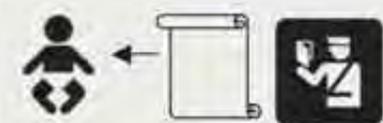
1. Setting a **date for interview** and informing parents (appointment card)
2. Determining whether parents require the assistance of an **interpreter**
3. Gathering basic **details** on child (name, address and age) to pass on to principal and class teacher.
4. Offering a **Welcome Book** or prospectus
5. Supporting the procedure with a **checklist for admissions**.

## Appointment

An **Appointment Card** is an effective way to prepare the parents for the admissions interview. Things to consider:

- Do the parents have/need access to somebody who will interpret for them?
- Do you need to contact an interpreting service to check availability of a professional interpreter? (Make the call while parents are there.)
- Do you have a regular time in the week to conduct parent/carer interviews?

## Sample Appointment Card

Meeting with _____	School Name
Date _____	Address
Time _____	Telephone Number
	Logo
Please bring:	
Birth Certificate/passport	
Name of your doctor	
Information from your school in _____	
Your telephone number	

## Interpreter

If there is a language barrier, an interpreter may be essential in order to gather vital information about the prospective pupil.

It is true that basic information can be communicated to parents without interpretation. However, for a school to fully support its pupils, more detailed background information is required. Use of an interpreter can help avoid potential misunderstandings between school and home, and also serves to reassure parents that the school cares about their child. Interpreters may be available from different sources:

- The community (inexpensive and available quickly)
- Through local workplaces
- A contracted interpreter (more expensive but more reliable, accurate and professional). Remember to include the cost of travel time in your calculations of cost.



Interpreting friends or relatives understand and are able to communicate the parents' specific needs. However, for confidential matters and accuracy, it may be preferable to use a professional interpreter.

Using children as interpreters is not to be encouraged as it places them under pressure and may involve them in dealing with personal, sensitive or confidential matters.

# Initial meeting with parents

## What is the purpose of the initial meeting for newcomer families?

A detailed meeting with parents, prior to their child starting school, is essential because:

- The parents often have little or no knowledge about the education system and require more information.
- Parents' expectations of education will be based on their own school experiences and may vary considerably.
- Differences in school meals/food allowed, the classroom environment, homework, and general school systems are particular examples of where misunderstandings may occur.
- It is vital to clarify previous educational experiences of pupils in as much detail as possible, and to communicate this to class teachers as early as possible.

## What information do parents require from school?

Nothing can be taken for granted. The majority of newcomer parents will not understand our education system fully, including the routines and procedures in our schools. So, what do they need to know?

- The national school system
- Details about:
  - The school routine
  - Key people
  - What children need for school
  - School rules and procedures
  - Expectations of the school
  - The curriculum
  - Homework and books
  - How the school will communicate with them
  - School clubs and activities
  - School holidays and special events
 (Talk through the Welcome Book)
- Information about local community groups and interpreters

**Things to consider when placing a child in class include age, stage of educational development, English language proficiency, and literacy. It is usually good practice to place a child as close to age peers as possible.**

## What information is required from parents?

Background information on family, home circumstances in the country of origin, languages etc. is needed in order to cater properly for a child's emotional well-being.

Details of previous schooling, such as absence of previous schooling, interrupted education, or the child's having been educated previously through English, will make a significant difference to how the school will manage a child's induction.

It is best to get this information early, rather than to discover it piecemeal (which, in turn, can contribute to teacher anxiety). It should be passed on to the class teacher as soon as possible.

Through establishing pupil needs early, other staff (classroom assistants, coordinators, home-school liaison officers, teacher-mentors etc.) can be deployed from the outset to support both the teacher and the child.

**Sensitivity is essential when gathering information from parents. It is important to emphasise that all information will be treated confidentially and is required to cater for the child's needs more effectively.**

## Suggestions for the initial meeting

The following questions/suggestions are to guide principals/teachers through the initial meeting. The school may wish to adapt the standard school data capture form to include additional information.

Name of child	(phonetic spelling )	
Parents' / carers' names		
Country of origin:	Father	Mother
What name do you use for your child?		
Where was your child born?		
How long has your family lived in this country?		
What languages do you speak with your child?		
Do you speak any other languages in your family?		
What languages does your child speak with other people?		
What languages can your child read and write?		
Who, besides you, does your child spend time with?	<input type="checkbox"/> Brothers and sisters <input type="checkbox"/> Other children <input type="checkbox"/> Other family members	
Please estimate how many words your child knows in English:	<input type="checkbox"/> Less than 10 <input type="checkbox"/> 10-50 <input type="checkbox"/> 50-100 <input type="checkbox"/> more than 100	
Do you belong to a particular religious group?		
Is there food that your child is not allowed to eat?		
Does your child have any of the following health problems?	<input type="checkbox"/> asthma <input type="checkbox"/> epilepsy <input type="checkbox"/> anaemia <input type="checkbox"/> can't hear well <input type="checkbox"/> can't see well <input type="checkbox"/> can't speak well <input type="checkbox"/> can't sleep well <input type="checkbox"/> other	
Does your child take any medicine regularly?		

What does your child like to do?	<input type="checkbox"/> Listen to music <input type="checkbox"/> Play an instrument <input type="checkbox"/> Talk with other children <input type="checkbox"/> Read <input type="checkbox"/> Use a computer <input type="checkbox"/> Play a sport <input type="checkbox"/> Dance
Does your child tell you what he/she has been doing during the day?	
If your child was in school in another country, did he/she enjoy school?	
What were his/her best subjects in school?	
Does your child have any awards or certificates?	
In your family, is going to school very important, important, not important?	
What do you hope your child will achieve from his/her education in this country?	

**Other suggestions:**

- Introduce buddies to parents
- Take parents on a tour of the school and introduce key people
- Allow parents to observe a lesson (if possible and time permits)
- Explain how the school communicates with parents. Show the visual letters and explain their purpose
- Give parents a sheet which provides an overview of the year ahead
- Explain homework and the home-school journal

Some parents are reluctant to attend parent-teacher meetings because they feel that they do not have enough fluency in English. Such meetings may not have been a typical feature of education in their home country. It is important to explain the purpose of parent-teacher meetings and to indicate if interpreters may be available.

Another possibility is to make a small card (credit card size) with the following details:

- Name of school
- School address
- School telephone number
- Principal's name

Parents can keep this card for quick reference.

# School calendar

A school calendar indicating school closures at a glance can be very useful. This could be attached to the back of the Welcome Book. It is important to talk through the school year.

## january 20\*\*

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30	31		

## february 20\*\*

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28		

## march 20\*\*

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

## april 20\*\*

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30				

## may 20\*\*

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30	31	

## june 20\*\*

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29

 = No school    Calendars may be downloaded easily from the Internet and altered as required.

# Start date

The final part of the parent interview is to confirm the date when the child should begin school. A start card such as the one below is useful.

**School**  
**123 Street**  
**Somewhere in Ireland**

**Welcome**

**Start school**

**Your class**

**Your teacher**

**Your welcome friends are:**

**Checklist for admissions:**









# Checklist for admissions

You may find the following checklist useful.

Checklist for admissions	
	Completed and initialled
<p style="text-align: center;"><b>Admission interview</b></p> <ul style="list-style-type: none"> <li>• School admissions and other necessary forms completed</li> <li>• Preferred name underlined</li> <li>• Phonetic spelling written down</li> <li>• School procedures etc. explained (through Welcome Book)</li> <li>• The national school system</li> <li>• Details about:               <ul style="list-style-type: none"> <li>The school routine</li> <li>Key people</li> <li>What the child needs for school</li> <li>School rules and procedures</li> <li>Expectations of the school</li> <li>The curriculum</li> <li>Homework and books</li> <li>How the school will communicate with parents</li> <li>School clubs and activities</li> <li>School holidays and special events</li> </ul> </li> <li>• Information about local community groups and interpreters</li> <li>• Calendar of the school year</li> <li>• Tour of school</li> <li>• Visual timetable provided</li> <li>• Introduction to buddies</li> <li>• Start card completed and explained</li> </ul>	
<p style="text-align: center;"><b>Admission interview</b></p> <ul style="list-style-type: none"> <li>• Records from previous school requested</li> <li>• Admission form copied for:               <ul style="list-style-type: none"> <li>class teacher</li> <li>language support staff</li> </ul> </li> <li>• Whole staff informed of new admission(s)</li> </ul>	



# Preparing all pupils

Preparing all pupils for the arrival of a new child from another country is an important part of a successful welcoming process. All pupils will be enriched by a culture of diversity, through:

- An appreciation of their own identity
- Inter-cultural awareness
- Language awareness
- Awareness of personal strengths, values and attitudes
- Communication skills

Pupil preparation may be addressed in the following ways:

- General group awareness sessions, for example, class/year group/whole school assemblies
- Classroom and playground buddies

## Assemblies

Assembly times are useful for communicating information about a new pupil and generating understanding and empathy from all pupils (not only the new pupil's class). Consider discussion of any or all of the following:

- **Being new** – how would it *feel*, what would a newcomer pupil need to know?
- **Cultural information** – find the new pupil's country on a *map*, what do pupils know about this country? Provide a few facts.
- **Language** – Recognise the value of speaking other languages. Learn how to say *hello* in the pupil's language. Celebrate the language and culture of the incoming pupil.
- **Engagement** – Discuss ways to communicate other than in English. What can you do to help? Plan for support *out of class* (playground, etc.)

## Preparing buddies

Welcome buddies are most effective when they understand fully what is expected of them. This preparation can be done either formally or informally. Different buddies may be appointed for different purposes, for example bilingual, playground or class buddies. Beware, however, of creating dependency.

### *How to be a good buddy*

- Be friendly and smile
- Show the new pupil around (school, class)
- Speak slowly and clearly
- Don't use big words
- Show them what to do
- Include new pupils in your games, but don't force them
- Don't crowd around the new pupil
- Get help if there is a problem

Be sure to give plenty of time to talk buddies through their roles and involve them as early as possible in the welcome process.

Highlight the value of being a buddy through acknowledgement in:

- School newsletters
- Assemblies
- Parent meetings
- School reports
- Notice boards
- Rewards systems

# Playground

Let us ensure that the playground is a safe and happy place

## Organisation

- Keep rules to a minimum and ensure that they are understood. It may be an idea to represent these pictorially and reinforce during P.E. classes.
- Consider zoning the playground into areas such as active area, equipment area and quiet/time out area

## Supervision

- Introduce newcomer pupils to playground supervisors
- Show pupils the zones or boundaries of the playground
- Explain and demonstrate the rules of the playground and how to play safely
- Speak slowly and clearly
- Check understanding

## Typical playground activities

- Organised games (e.g. 'What's the time Mr Wolf?', 'Scarecrow' or 'tag')
- Skipping games (e.g. 'Teddy Bear ,Teddy Bear, turn around')
- Clapping games (e.g. 'Have you ever ever?')
- Ball games



## Buddies

Make sure that playground buddies know how to:

- Include new pupils in games
- Explain games using gesture and demonstration
- Alert supervisors

## Behaviour

- If problems occur in the playground, the discipline and anti-bullying policies of the school should be applied
- Parents should be informed if their child is involved either as a culprit or a victim

# Getting the Classroom Ready



# Introduction

## What is a welcoming classroom?

- The atmosphere reflects a sense of belonging
- Pupils feel safe and secure with each other
- The environment stimulates learning
- The classroom reflects diversity
- Pupils are prepared to welcome new arrivals
- The teacher encourages pupil participation and interaction

# Contents

## The Welcoming Class

- Welcome posters and displays about the class
- Map displays and birthday trains
- Class Welcome Book
- Sense of place: our school and our local area
- Buddies

## The Welcoming Environment

### Everyday activities

- Visual timetable
- Calendar
- Weather
- Rules and routines

### Classroom area

- Signs, labels and symbols
- 'Chill out' area

### Resources

- References at hand
- Dictionaries
- Multilingual resources

# Welcome posters and displays about the class

**Bem-vindo**

**Sveikas atvykęs**

**Benvenuto**

**Ласкаво просимо**

ب أي حرم

**Fáilte**

歡迎

**Dobrodešel**

**Witaj**

**Laipni lūgta**

A 'Welcome' or 'Hello' poster in different languages gives a clear message that other languages and cultures are valued in this classroom.

The pupils can practise saying the words, and new arrivals can teach their classmates how to greet in their own languages.

If the new pupil's language is not represented, it should be added by writing it on the poster or using a sticker.

The pupils might enjoy memory or matching games, which involve matching the word to the language or relevant country.

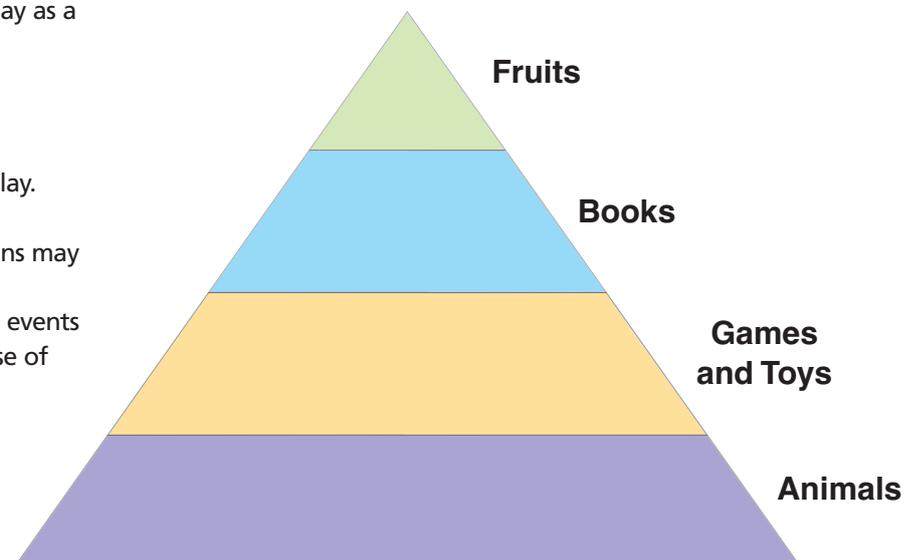


Displays about the pupils in the class are a quick and fun way of introducing the class to new arrivals.

Buddies could talk to the new pupils about the class, using the display as a visual reference.

When new arrivals feel more confident, they should be encouraged to add to the display.

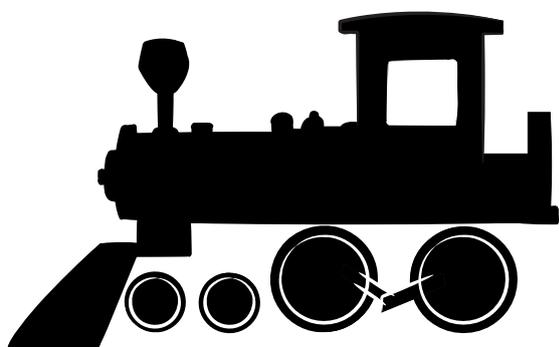
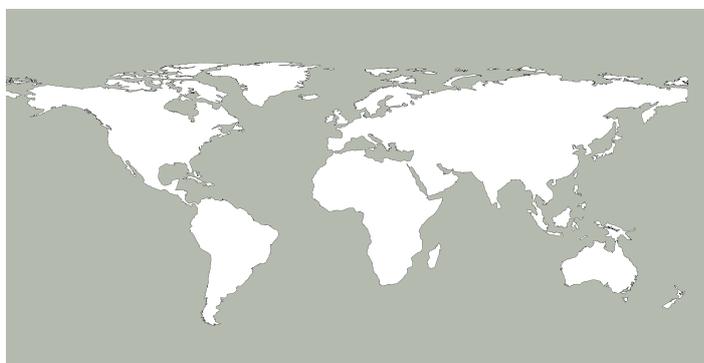
As the year progresses, additions may be made by pupils. This is an excellent way of recording the events of the year and creating a sense of community and belonging.



## Map displays and birthday trains

World maps may be used in a variety of ways. It is best to use a laminated map so that the pupils can add personal touches using Blu-tak™. All additions can be removed at the end of the year and the map re-used.

- Pupils can locate the country of a prospective new arrival and try to find out a little about it. A template to guide pupils in finding information is shown below.
- Pupils from different parts of the world, including those born elsewhere in Ireland, can place a picture of themselves or something representative of their home place on the map.
- Place photos of the pupils around the map and use pieces of string to link the photos to the countries. Encourage the pupils to write a little about themselves in their first language.
- Use the map to trace the journey of new arrivals from their home country to their new country.
- Postcards from relatives and friends in other countries may be added.



**Intercultural Experiences**

**Languages, People and Places**

I have friends/relations who speak \_\_\_\_\_

\_\_\_\_\_

I sometimes meet people who speak \_\_\_\_\_

\_\_\_\_\_

People I know who live in other countries, for example, \_\_\_\_\_

\_\_\_\_\_

I know how people from other countries greet each other, for example, \_\_\_\_\_

\_\_\_\_\_

I can find some countries on a map, for example, \_\_\_\_\_

\_\_\_\_\_

I know music from \_\_\_\_\_

\_\_\_\_\_

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# Class Welcome Book

Creating a Class Welcome Book may be a collaborative project that pupils work on and then read together.

## Making a Welcome Book

1. Explore the purpose of the book with the pupils
2. Copy the template for each class member
3. Discuss how the pupils can personalise their own pages
4. The pages may be compiled and bound into a book

You may like to ask the pupils to come up with their own book title.

Insert a photo or picture here

My name is \_\_\_\_\_

I can help you to \_\_\_\_\_

\_\_\_\_\_



## Sense of place

“Knowledge of the culture and community or communities in which a language is spoken is very important in the language learning context. The learner should develop an understanding of the similarities and differences between his/her culture and other cultures. All language and intercultural competence should be acknowledged equally.”

European Language Portfolio (ELP) guidance (SELB 2003, p7)

It is a good idea for the pupils in a class to think about how to present information relating to their school and local area. Such activities develop communication, thinking, problem-solving and collaborative skills. They also develop a sense of belonging and ‘pride in our place’.

For new pupils, both the information and the related activities create a welcome atmosphere and a feeling of security as well as providing some key survival vocabulary related to immediate surroundings.

Choose 2-3 activities. Suggestions about using the work produced with new pupils are included in the ‘Early Days, Classroom’ section.

### Our school: Suggested activities

Draw a picture of the school and discuss what you could say about it  
 Draw a picture of your favourite place in the school and discuss it  
 Take photos of places in the school and make a display  
 Create a classroom photo book for new pupils  
 Create a school photo book for new pupils  
 Make up your own symbols for places in school  
 Make a plan of the school with symbols and labels  
 Plan a school tour  
 Discuss favourite games and how you might explain these



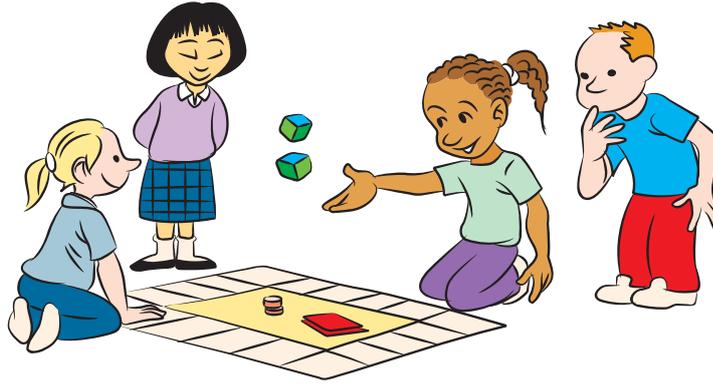
### Our local area: Suggested activities

Draw your favourite local place and discuss what to say about it  
 Take photos of places in the local area and make a display  
 Create a book of photos for new pupils  
 Make your own symbols for the local town and area  
 Make a map of the local area using symbols or drawings,  
 or get a map from the local tourist office or website  
 Make a poster or brochure about the local area



Keep copies of these for  
 use with pupils who  
 arrive during the year.

## Games



Games are an excellent way of helping pupils get to know each other. Encouraging pupils to think about how to explain games helps develop communication skills, the language of instruction, and sequencing. This template may be used to help structure explanations. The pupils may choose to write and draw their explanations or to explain them orally. It is important to stress that the drawing does not have to be perfect!

This game is called \_\_\_\_\_

For this game you need \_\_\_\_\_ people

You also need \_\_\_\_\_

---

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First you have to \_\_\_\_\_

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---

Then you have to \_\_\_\_\_

---

---

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Then you have to \_\_\_\_\_

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The winner is the person who \_\_\_\_\_

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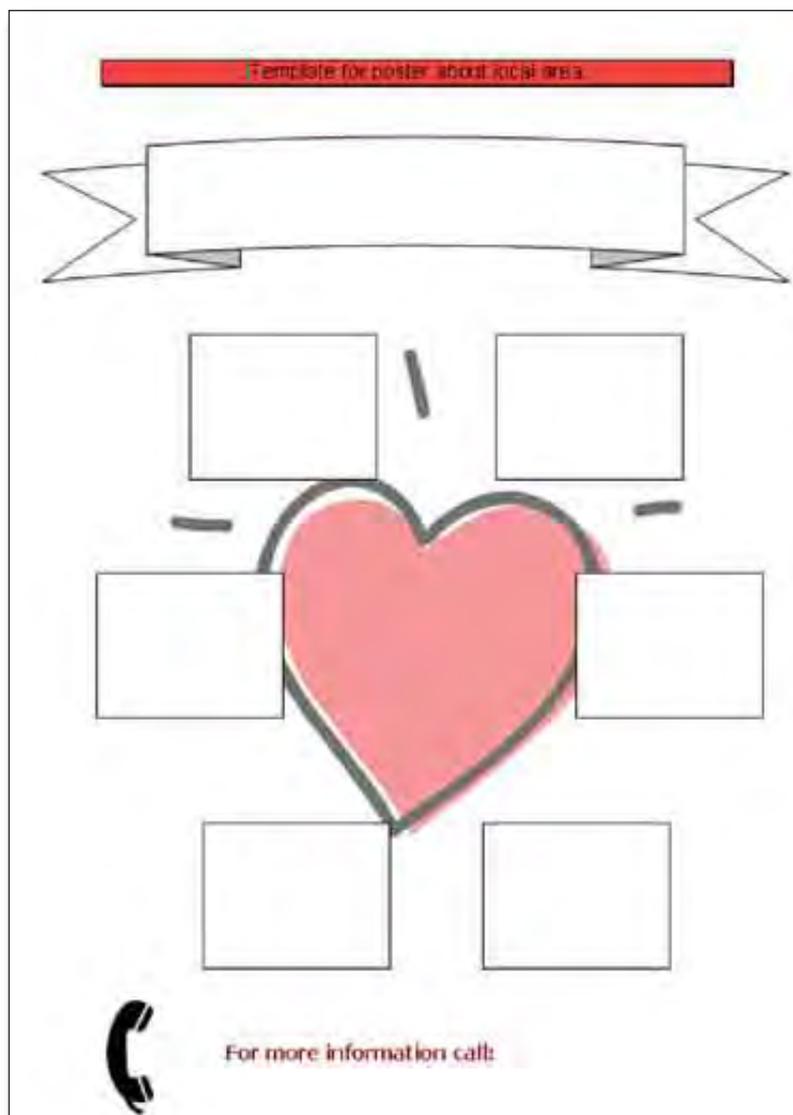
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## Making a poster about the local area

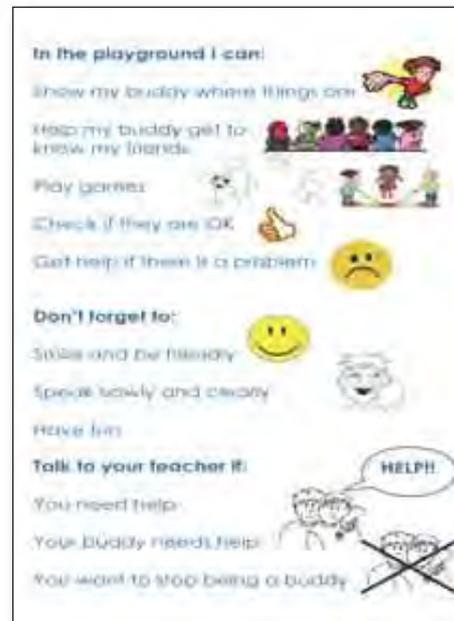
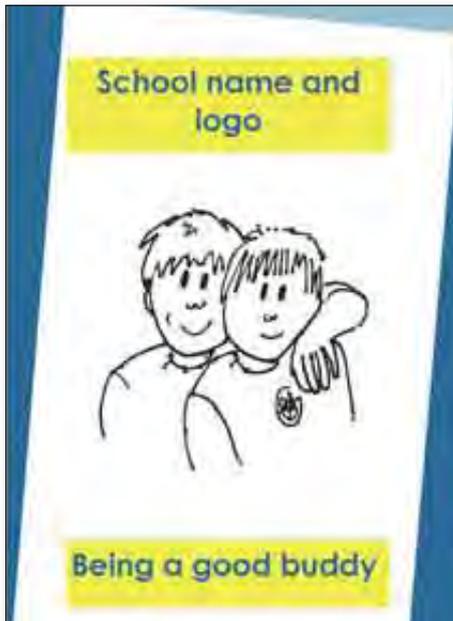


Introduce the activity by asking pupils to name their favourite place in the local area.

1. Brainstorm all the facilities, services and activities that are available locally (e.g. football club, launderette, cinema) and collect the vocabulary on the board.
2. Categorise the vocabulary. Categories may include, for example, places where we can enjoy sports, places where we buy different things, places that look after our money, and places where we eat.
3. Divide the class into groups, each group taking a category.
4. Copy a local map or get some pupils to draw a sketch map of the main streets in the town
5. Each group draws symbols to illustrate facilities and places in their category and sticks them in position on the map
6. Older pupils could also write a description of the facilities or places in their category and these would be displayed around the map.

# Preparing buddies

You may find the headings below useful when preparing buddies.



You can easily change the colour scheme of the buddy book to suit your school colours. Click on the "colour schemes" button.

## Letter to buddy's parents

School logo and  
letterhead

Dear \_\_\_\_\_

We use the buddy system in our school as part of our pastoral care provision. \_\_\_\_\_ has been chosen as a buddy because he/she is a friendly, reliable and helpful pupil.

\_\_\_\_\_ will benefit from this by:

- Making a new friend
- Learning about other cultures
- Learning to listen and explain
- Developing a sense of responsibility
- Feeling valued

Well done \_\_\_\_\_!

If you have any queries, please contact us.

Yours sincerely,

# Everyday activities

## Timetable

A visual timetable is a helpful way of making school routines clear to all pupils. A blank template is provided on the accompanying CD.

Pictures for visual timetables may be purchased from [www.sparklebox.co.uk](http://www.sparklebox.co.uk).



Don't forget to save a copy in your documents before copying and pasting so that others can still use the original.

Pictures reproduced with permission from [www.sparklebox.co.uk](http://www.sparklebox.co.uk)

## Calendars

<b>may 20**</b>						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Refer to a calendar every day to reinforce:

- Days
- Dates
- Weeks
- Ordinal numbers (1st, 2nd, 3rd, 4th ...)
- Reading
- Spelling
- Class/School/Community/Cultural/Religious events
- Language patterns:
  - Today is*
  - Yesterday was*
  - Tomorrow will be*
  - Last week/month/year*
  - This week/month/year*
  - Next week/month/year*

## Weather Chart

Refer to a weather chart every day to reinforce:

- Calendar language
- Weather vocabulary
- Predictive language:  
*I think it will be....*
- Classroom interaction

Discuss weather predictions in pairs.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>

Encourage new pupils and their buddies to complete the chart every day. Add this activity to the duties list that is included in this section.

## Classroom rules

New pupils can feel confused and intimidated by their new environment because they don't know what to expect.

It is important to explain rules and routines very clearly and visually. Referring to the rule chart when required can reinforce the message. You can use:

- Flash cards displayed in a prominent place
- A class poster with pictures or photos of pupils following the rules
- Flash cards or photos compiled into a mini-book to be talked about at home



Listen carefully



Speak quietly



Put your hand up to ask a question



Ask when you want to go to the toilet



Use and put things away properly



Walk in the school building



Keep hands, feet and property to yourself

Ways to reinforce rules visually:

- The teacher mimes a rule for pupils to guess what it is
- Hold up a flash card for class to mime
- Two pupils mime a rule breach and 'freeze'; a class member then moves them into positions that show compliance with rule



## Duties

Being involved in classroom duties helps newly arrived pupils to feel part of the class. A laminated list of this sort is useful for display in the room. The names of pupils assigned to each task should be added beside the list. Rotate pupil duties regularly.

Here is an example of a list of typical classroom duties.



In order to help pupils understand the importance of classroom duties, it is a good idea to get them involved in creating their own illustrations

Pupils can do their duties in pairs.

Examples reproduced with permission from [www.sparklebox.co.uk](http://www.sparklebox.co.uk)

## Classroom areas

### Labels

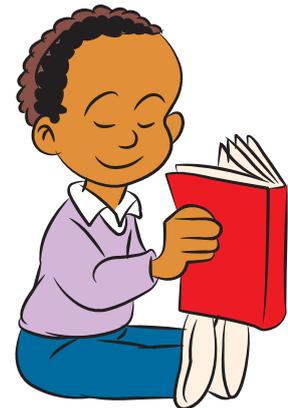
Labels help pupils new to English, in navigating their way around the classroom. Use the labels provided on the disk or take photos of areas in your own classroom.



## Chill-out or quiet area

A new pupil may need to take a short break from classroom activities. Suitable 'chill-out' areas may include: the library/book corner, computer or play area. This will depend on the available classroom resources.

Time on the computer should be limited and should not be used as a substitute for pupil interaction.



# Resources

## Handy references

### Help symbols

You may wish to prepare an emergency set of symbols for the new pupil to use in the first weeks of arriving into the class. Pupils can use these cards to indicate their basic needs without having to express them in English.



Toilet



I feel sick



I feel unhappy

A green circle to say 'I understand' and, on the back, a red circle to say 'I don't understand'.

## Command words

New pupils find it easier to understand instructions if they are supported with pictures and gestures. It is a good idea to display pictures on the wall and refer to these when you give instructions.

	<b>Listen</b>
	<b>Look</b>
	<b>Sit down</b>
	<b>Be quiet</b>
	<b>Stop</b>
	<b>Write</b>
	<b>Draw</b>

If reinforcement is required, send this sheet home or make a mini-book with individual A5 command cards. Parents can talk about these in the home language and maybe translate.



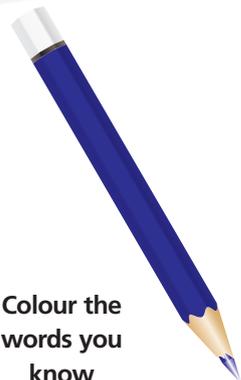
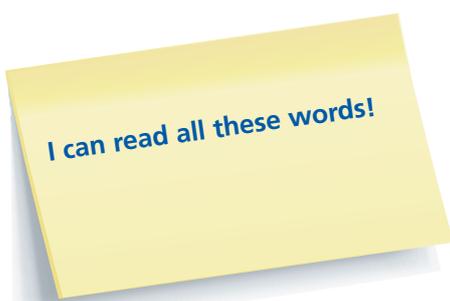
## Alphabet card

Pupils unfamiliar with the Roman alphabet will find it useful to have an alphabet card on their desks. Ideally the handwriting card should be written in the agreed style of the school, showing size and starting points. It may be helpful also to indicate directionality.



## List of high frequency words

High frequency words are those used most often in speech and print and are useful to have as a reference to support reading and writing. High frequency words are often difficult for a pupil learning English because they are abstract. Having list at hand will speed up the process of recognition.



Colour the words you know

and	we	my
to	in	He
was	that	I
is	the	went
a	of	you
but	his	all



## Dictionaries

Using dictionaries is an excellent way to promote and celebrate new languages.

Pupils may also produce their own dictionaries, picture or word books. These can be tailored to specific needs and content areas.

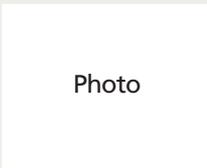
It is not always necessary to have bilingual dictionaries in the classroom if good picture or photo dictionaries are available.

Some publishing companies produce bilingual picture dictionaries.

### Possibilities:

- Monolingual picture dictionaries
- Monolingual photo dictionaries (very good for older children)
- Bilingual picture dictionaries
- Subject specific dictionaries
- Dictionaries for different content areas
- 'Home-made' dictionaries for specific content
- Word glossaries for curriculum vocabulary

## My word book



Photo

Name \_\_\_\_\_

School \_\_\_\_\_

Class \_\_\_\_\_

For further ideas see [www.enchantedlearning.com](http://www.enchantedlearning.com)

## Visual references

Pupils new to English require as many visual cues as possible to make sense of their new world. It is a good idea to prepare these in advance. Even older children will need to refer to colour and number charts as well as topic-related vocabulary.

Ideas for visual references:

- Colours
- Numbers
- Seasons
- Word families
- Topic word lists

### Good picture/photo dictionaries:

- Have clear themed pictures
- Have carefully chosen vocabulary directly related to the pictures
- Contain vocabulary relevant to education
- Are easy to navigate and use

Many of the main educational publishers produce picture and photo dictionaries, which are both excellent resources for the classroom.

English-speaking peers also find visual word lists useful as spelling references.

## Multicultural and multilingual resources

Resources from other cultures and languages help all pupils to develop their own knowledge of the world. Their display in the classroom reinforces the message that diversity is valued.

Bem-vindo

Sveikas atvykęs

Benvenuto

Ласкаво просимо

ب أي حرم

Fáilte

歡迎

Dobrodešel

Witaj

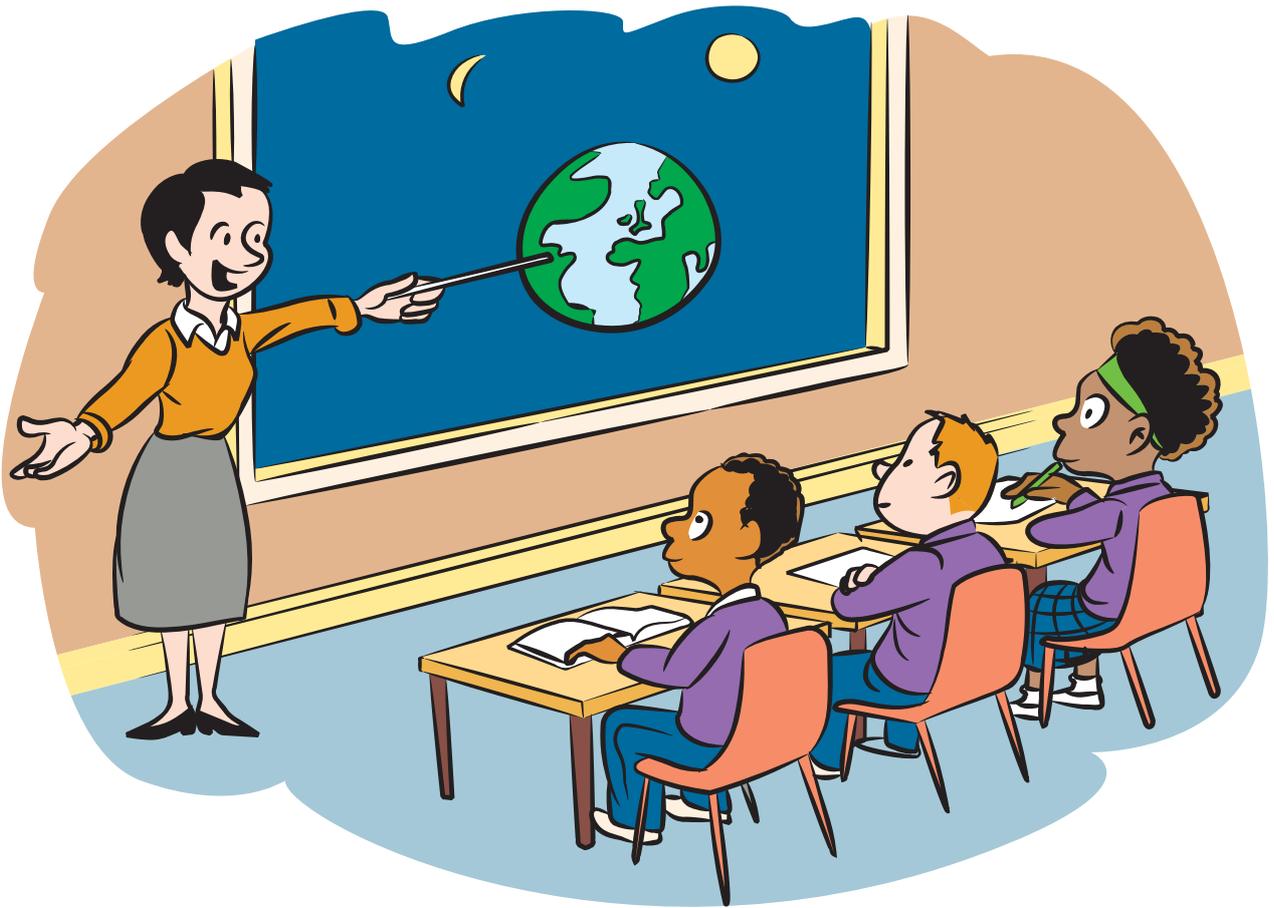
Laipni lūgta

Make a chart with the word 'Welcome' in different languages, and if a new pupil arrives whose home language is not represented, add this immediately.





# EARLY CLASSROOM DAYS



# Early classroom days

*What is a supportive and inclusive classroom?*

**Classroom features:**

- The classroom environment should be safe and **comfortable** so that learners are confident to make friends and take risks.
- The language used during learning/teaching is planned and there are explicit opportunities to learn about **new language** within the context of the curriculum.
- There are planned opportunities for **meaningful interaction** between peers. The peer group is a powerful resource for the learner.
- Children are given opportunities for collaborating and **problem solving**.

# Contents of this section

## **Some dos and don'ts**

### **Managing behaviour**

### **Intercultural awareness**

### **A sense of belonging**

- Small-group games
- Whole-class games
- Seating
- Circle time

### **Sense of place**

- Our school
- Our local area

### **Learning a new language**

- Body language
- Language acquisition
- First language recognition
- Learning a new culture

### **Starter activities**

- All about me
- Dictionaries
- Mini-books
- Personal diaries
- Language corner
- Songs
- Storytelling

### **Language Games**

### **Inclusive teaching strategies**

- Handy teaching references
- Signposting lessons
- Key visuals
- Maintaining interest
- Demonstrating understanding
- Group work

### **Communication with home**

- Explaining rules & routines
- Overview of the year ahead
- Home-school journal
- Visual letters
- The Silent Period
- Initial observation

# Dos and don'ts

## Do

- **Do** – Find out the name of their home/first language and learn how to **pronounce** the pupils' first names correctly
- **Do** – Face the pupil and speak **clearly**
- **Do** – Use **repetitive** phrases
- **Do** – Use as many gestures and **key visuals** as possible
- **Do** – Allow pupils to stand back and watch at first as **receptive** language skills develop before productive skills
- **Do** – Remove the pressure to speak – accept nods, gestures, pointing and facial expression for some time
- **Do** – Treat pupils **equally**
- **Do** – Encourage **first language** use
- **Do** – Encourage **culture sharing** and comparing in class
- **Do** – Provide opportunities for peer interactions and **friendships** during lesson time and break-times; pupils make excellent teachers and helpers
- **Do** – Use songs and action rhymes at every opportunity, even for older pupils
- **Do** – Choose textbooks carefully
- **Do** – Encourage and praise all attempts at communication, regardless of accuracy
- **Do** – Give the pupils time to settle and observe what they can do
- **Do** – Make sure pupils understand what is expected: use the same rewards and sanctions for all

## Don't

- **Don't** – Panic! Many pupils remain silent for six months or more. Listening comes first.
- **Don't** – Insist on parents using English at home. Supporting their child's first language development will help with learning English
- **Don't** – Confuse language difficulties with **learning difficulties**. Seat the pupils with good language role models.
- **Don't** – Put the pupil on the **computer** for long periods of time
- **Don't** – Ask the pupil to **write or copy**, if they don't understand what it is they are writing or copying
- **Don't** – Carry out formal assessment in the early days

# Managing behaviour

## Rules and routines

Rules and routines provide clarity and security in the classroom. However, they need to be explained, modelled, constantly rehearsed and encouraged. It is important that pupils understand:

- What happens each day and when
- How to access books, computers and other resources
- How to behave when carrying out everyday activities such as sharpening pencils, going to the toilet, hanging up coats, retrieving lunch boxes and so on
- How to behave when entering and leaving a classroom, in the playground and in any other rooms in the school
- How to behave at break and lunchtime
- How to gain the teacher's attention
- The signal used by the teacher to gain attention
- The appropriate noise levels at different times of the day

## Visual timetables

Visual timetables help pupils become quickly familiar with the daily routine. It would be useful to give a copy of this timetable to parents so that they can talk about it with their child.

Using a visual timetable in the following way can help:

- Enlarge the pictures for the visual timetables and sequence them on the wall or at the side of the board at the beginning of each day, including break and lunch times
- Talk through the timetable for the day with the class. It may be useful to ask some pupils to come up and point to pictures to show that they understand
- Before starting an activity, point to the appropriate picture and say what is going to happen: 'Now we are going to...'
- When an activity is finished, remove the picture so that pupils can see that it is finished and can look for the next activity

Some pupils may find it useful to have a small copy of the visual timetable on their desks.

## Classroom visuals

Classroom labels can help pupils to access resources quickly. These should be pointed out to newly arrived pupils during a classroom tour.

Pictorial cues, or a rules poster, or photographs of pupils carrying out everyday activities as instructed, are very useful in reinforcing classroom and school rules. These may be placed on the wall or made into a book and sent home for discussion in the home language.

Refer regularly to the classroom visuals to reinforce routines, for example, 'Before we go to P.E., who can remind us of what we need to do once we are inside?'

Celebrate good behaviour in the classroom and around the school.

A volume control symbol may be useful to indicate acceptable noise levels at different working times during the day!

# Intercultural awareness: social conventions

It is important to be aware of differences in values, attitudes and beliefs so that misunderstandings may be avoided.

## Greetings

In some cultures people commonly greet each other with kisses. However, in other cultures people almost never touch each other and may find even a pat of approval unusual and upsetting. However, a warm, friendly yet relatively formal greeting from teachers, other staff and pupils can make a world of difference to newcomer pupils and parents.

## Gestures

Non-verbal communication through use of the eyes, the hands and the body differs between cultures. Pointing at people is not acceptable in some cultures. The thumbs up sign may mean nothing or appear rude. Using the thumb and the forefinger to form a circle expressing OK is a very rude gesture in some Middle Eastern countries. It is important to be aware of body language and the signals it may give out.

## Dress code

There are noticeable cultural differences in levels of formality, dress for boys and girls, use of cosmetics and so on. For example:

- Parents and pupils arriving from Asian countries may be used to more formal dress codes in schools
- Pupils from other cultures may find the idea of school uniform very strange
- School and PE uniforms may cause difficulty for pupils for whom culture or faith require particular dress codes.

It is important to be aware of sensitivities in issues of dress.

## Social interaction

Modes of social interaction can differ significantly across cultures. Members of some cultures may seem loud or boisterous to those of quieter cultures. It is customary in some cultures to wait for a pause in the conversation before

speaking. Therefore, some pupils may appear unwilling to participate because they have not recognised an opportunity to speak.

Some newcomer pupils may not be used to group work and it is important to provide a safe environment for this.

In some cultures it is customary to offer an answer to a question only when asked by the teacher. Therefore, pupils may not volunteer answers even if they know the correct answer. Other pupils may not volunteer an answer unless they are certain that it is correct.

In many cultures, children must show great respect to older people, teachers and other adults. That respect may be demonstrated by avoiding eye contact with the teacher which may seem disrespectful to us.

## Rewards, punishment and expectations

Individual achievement, in some cultures, is less important than group success. Members of these cultures may respond poorly to individual incentives but may be motivated by group work and group goals.

In some educational systems corporal punishment is the norm.

Be aware that parental expectations may be based on different experiences and it is, therefore, most important that parents understand fully the expectations of the school.

## Punctuality and attendance

Attitudes to punctuality and attendance may vary greatly from one culture to another. We may have different rules about time, depending on the occasion. It is important to explain school routines and times and the need for punctuality in the school situation.

It is also advisable to explain the need to attend school for the pupil to make progress and become fully involved in school life. It may be necessary to explain the legal consequences when a child does not attend school.

# A sense of belonging

## Some useful activities for the first day

- Welcome and introduce new pupils to the class and to key staff
- Introduce buddies and say their names clearly
- Ask buddies to show new pupils around the class and point to labelled areas and objects
- Ask buddies to show pupils around the school and point out important areas: toilets, lining up area, playground, office, lunch room
- Ask buddies to introduce their friends
- Involve the new pupils in friendship and welcome games
- Include the new pupils in class activities but don't expect them to speak immediately
- Encourage buddies to show new pupils the class Welcome Book

## Small-group games for the early days

Games that don't require much language use, and have clear rules, will help a new pupil to get to know peers in a non-threatening, small-group setting. Try one of the following:

- Board games such as 'Snakes and Ladders' or 'Ludo'
- Barrier games, where one pair of players cannot see the others: 'Battleship' or 'Spot the difference'
- Memory games: 'Kim's game', 'Find the pairs' (using cards faced down), 'Snap'
- Lotto games with pictures

Pupils may need adult help initially in explaining rules and guiding turn-taking

## Whole-class games

The following games help pupils get to know each other. Choose age appropriate games.

**Who is the leader?** One child (the detective) moves away from the circle and closes his/her eyes while a leader is chosen. The leader is responsible for an action that the class must copy. It is the job of the 'detective' to determine who the leader is as quickly as possible. 'Wink murder' is an alternative game, where a pupil feigns death upon a wink from the leader.

**Loud and quiet:** One child (the searcher) moves away from the circle and closes his/her eyes. The class decide where to hide an object in the classroom and call the searcher back. The class chant the name of the searcher quietly, if he/she is far away from the object, and loudly if close, until the object is found.

**List game:** Each pupil thinks of an action. One pupil performs an action and then says his/her name. All the class repeat the name. The next pupil does an action and says his/her name. The class must repeat the first pupil's action and name, and then the second. Continue taking turns and adding to the list of actions and names.

**Get the beat:** Start a beat that the class can copy; two thigh taps and two claps work well. Once a cadence is established, pupils take turns to say, 'My name is ...' to the beat. Move on to the next pupil. Alternately the class can respond immediately by saying, 'Your name is ...' before the next pupil takes a turn.

**Buzz buzz:** All pupils stand in a circle and a soft ball is used. The teacher leads the chant 'Buzz buzz, bee bee, can you say your name for me?' and throws the ball to a pupil. The pupil receiving the ball says, 'My name is ...', or simply gives the name. The class responds with 'Your name is ...'. The pupil with the ball then throws it on to another and the chant begins again. Younger pupils may prefer to roll the ball across the circle.



## Seating

Things to consider when seating newly arrived pupils:

- Where should new pupils sit?
- With whom should they sit?

### With whom

Sitting beside a **same language peer** reduces the stress of being new and provides some security and moral support.

However, this can create dependency in the long term and can exclude English-speaking peers.

Sitting beside good **language and learning** role models will help the language development of new pupils and encourage them to engage with formal learning



### Where?

Pupils should sit **near the front** of the room, so that they can see and hear the teacher, and see any visuals clearly.

**Don't** seat new pupils alone at the computer or to the side of the room.

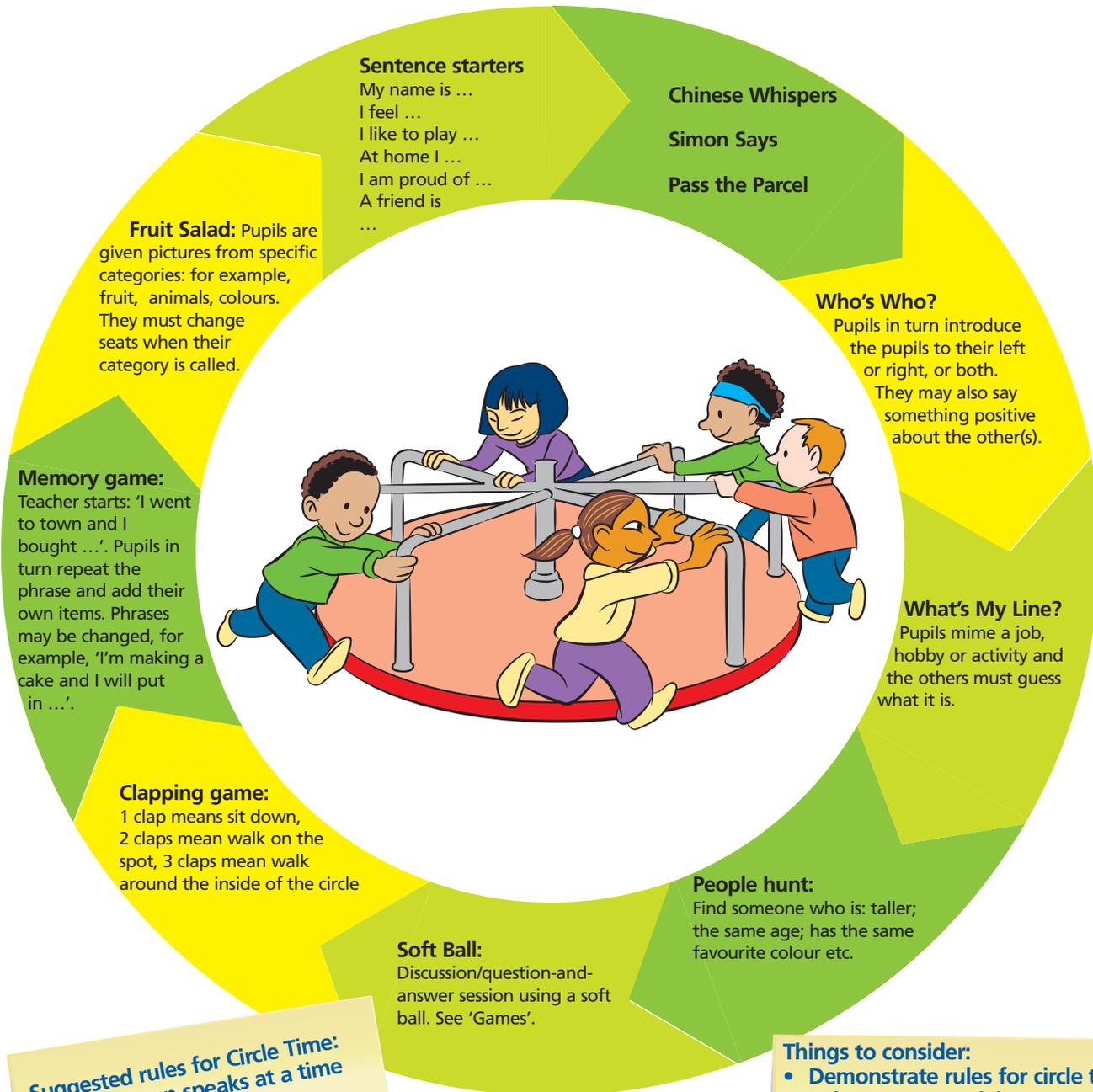
**Don't assume that same-language peers will automatically get on well together!**

## Circle Time

Circle Time is a structured session when a class group meets in a circle to speak, listen, interact, and share concerns. This session should take place on a regular basis.

The ethos of Circle Time is positive, encouraging and non-judgmental.

It helps everyone to understand about feelings, and what is important to themselves and others. It aims to encourage greater tolerance of each other's opinions.



- Suggested rules for Circle Time:**
- One person speaks at a time
  - Listen to others
  - You may pass
  - It's OK to make mistakes
  - No 'put downs'
  - Look for and point out positive qualities in others
  - Encourage one another
  - Removal from the circle if rules are not respected

- Things to consider:**
- Demonstrate rules for circle time. Ask peers to model or demonstrate
  - It is a good idea to introduce the topics with a picture or object.
  - Allow time for new pupils to observe many other peer responses before it is their turn
  - Encourage pupils to use actions with their answers
  - Although a newcomer pupil may not want to speak, he/she may be able to participate non-verbally

## Sense of place

When new pupils arrive, use the pictures, maps or plans produced by other pupils in the class. This will provide immediate support by introducing basic survival vocabulary.

Some of the activities will fall naturally into curriculum areas such as mathematics or numeracy, literacy, geography, PE and so on, and will help to develop important skills such as communication, problem solving and working together.

For mid-term admissions consider asking other pupils, or adults, to help with the activities.

Later, new pupils may wish to share similar information about their home and so widen the cultural experiences of all pupils.

### Our School

School tour with buddies, referring to signage if available

Giving directions using the plan of the school  
School treasure hunt

#### Related vocabulary activities for new pupils:

- Listen and identify symbol or picture
- Picture bingo with symbols or photos
- Match symbol and word
- Matching photo and word
- Drawing own symbol to match word
- Picture crosswords
- Labelling plan or drawing of school
- Drawing school in home country and labelling



### Our Local Area

Practising giving directions using a map of the local area

Making an ID card with details about own house  
Making a poster or brochure about the local area

#### Related vocabulary activities for new pupils:

- Listening and identifying a symbol or picture
- Picture bingo with symbols or photos
- Matching symbol and word
- Matching photo and word
- Drawing own symbol to match word
- Picture crosswords
- Labelling a map of the local area
- Drawing a favourite place in the home country



# Integrating language skills

- Distribute reading cards to pupils
- Pupils read
- In pairs, pupils exchange the details on their cards
- Redistribute reading cards. Pupils read a new card
- Pupils complete the blank card with their own details using the scaffold of the reading card
- Pupils then individually present their own details to the group or class, using their reading card as support.

Name: Peadar

Age: 12

Where I live: Galway

View from house: Hills, houses

Ideal house: Farmhouse in the country

Name: Adina

Age: 11

Where I live: Dublin

View from house: Block of flats

Ideal home: House at the seaside

Name: Beli

Age: 10

Where I live: Dundalk

View from house: Houses, trees

Ideal house: A nice flat

Name: Mantas

Age: 9

Where I live: Randalstown

View from house: Fields

Ideal house: A castle

Name: Piotr

Age: 10

Where I live: Newry

View from house: A big church

Ideal house: A house with a big garden

Yourself

Name:

Age:

Where I live:

View from house:

Ideal house:



## Giving directions using the plan of the school

This can be a whole class group or pair activity. For pupils with limited English language proficiency it is helpful if the teacher uses an enlarged copy of the plan of the school on the board to demonstrate the activity at whole-class level first.

**There are a number of possible activities:**

- Each group or pair should have enlarged copies of the school plan.
- For each symbol card there should also be a number card.
- Give one pupil a card with a number on it. He/she has to describe where it is located on the plan and the others have to guess. They must put the correct symbol at the place described (e.g. classroom, office, PE room etc.) This provides practice in prepositional language.
- The teacher calls out directions and the pupils have to follow them.
- One pupil is given directions on a card. He/she calls out the directions and the others find the correct destination on the plan.
- Pupils make up their own directions for other groups.

*Give pupils with limited English a set of cards with symbols. When they find the correct place they can hold up the card if they don't know the word.*

## Local area maps and symbols

Similar activities may be based on a map of the local area. Tourist maps are very good for this purpose as they are clear and basic and often contain illustrations of important buildings. For these activities you will need to make a grid to lay over the map. An overhead transparency is excellent for this purpose. The grid should have references:

**For younger pupils use letters only**

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp

**For older pupils use letters and numbers**

	A	B	C	D	E
1					
2					
3					
4					

**Picture bingo in pairs or groups:** The group will need a dice, a copy of a map and 6 counters each. The pupils throw the dice in turns. When they get a number, they name the place in that square, and then cover it with a coloured counter. If a number comes up that is already covered, they miss a turn. The winner is the first person to cover all squares.

**Pairs:** Pupils play in pairs or small groups. Give each pupil a copy of a map and 2-4 sets of picture cards to match the map. Take it in turns to turn over the cards. If the card matches a place on the map, the pupil names the place and then covers it with the same picture. The winner is the person who has covered most squares.

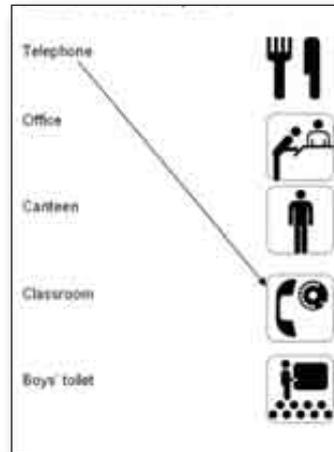
For further examples see



## Listen and choose



## Match the word to the picture



Listening and reading activities with symbols

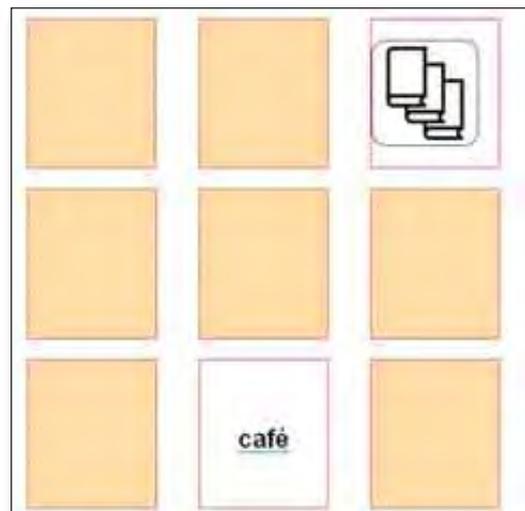
- Pupils listen for the word and identify the symbol
- Pupils read words and identify the symbol
- Picture bingo with symbols using a dice or picture cards as on the previous page
- Bingo with words and symbols: instead of using picture cards, use word cards that require pupils to read the word and match it to the symbol
- Pairs using picture or picture and word cards
- Snap along the same lines

## Bingo



airport	café	train
hairdresser	mountain	forest

## Pairs

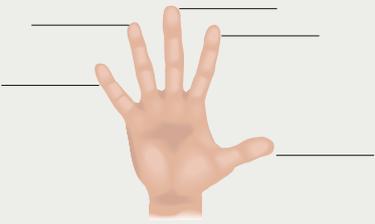


# Starter activities

## All about me

The "All about me" project provides the teacher with information about the new pupil and can help newcomer pupils to think about themselves in English. It is best supported by a buddy or an adult.

Five things about me.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



I am \_\_\_\_\_ years old.  
My birthday is on \_\_\_\_\_

\_\_\_\_\_

Put candles on the birthday  
cake!

Draw something you like.



This is my family.  
In my family there are:

\_\_\_\_\_

\_\_\_\_\_

I have visited these places:

Place	Country
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



This is where I live.  
My address is:

\_\_\_\_\_

\_\_\_\_\_

For further examples see [www.enchantedlearning.com](http://www.enchantedlearning.com)

## Dictionary activities

The following suggestions are based either on using published dictionaries or on creating personal and content-specific dictionaries.

Pair new pupils with partners to talk about specific pictures, as an introduction to starting a new topic.

Ask the language support teacher or other adult to pre-teach key vocabulary, using a picture dictionary.

Send the dictionary, or specific pictures from it, home so that parents can discuss in the home language.

Put specific words from the dictionary on Post-its™. Ask the pupil to match these to pictures in the book or label a larger picture.

Use picture and word cards derived from the dictionary to play language games. A detailed section on language games is included later.



Use the dictionary to play alphabet-ordering games.

Encourage the pupils to make their own word books with specific content pages, for example:

- Myself
- My family
- My home
- My school
- My class
- My favourite things
- My body
- Colours
- Numbers
- Food
- People I know

Arrange time for another pupil or adult to help name and, perhaps, label the pictures.

Send the book home for parents to talk about it and, perhaps, help label in the home language.

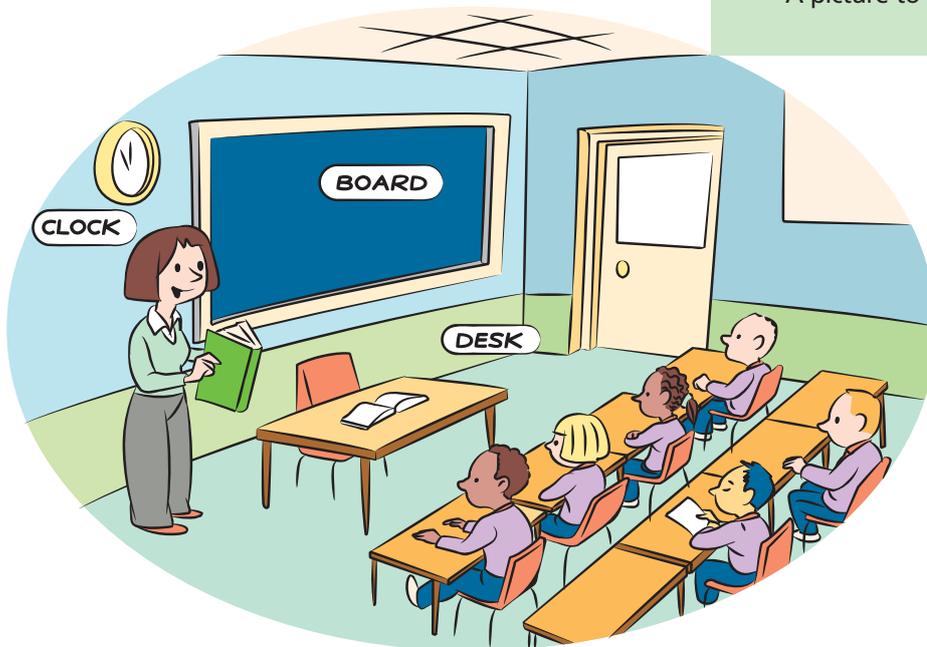
Use the dictionary to play speed word-finding games.

**A number of publishers produce word and picture cards to accompany their dictionaries. It is also possible to find dictionary skill activities and picture dictionaries on the Internet.**

## Fast word-finding games

Give the pupils a number of seconds to find:

- A specific word
- A word, or words, beginning with a specific letter
- The equivalent word in their home language
- A picture to match the word



You can use Post-its™ to label a suitable picture from a dictionary or objects in a poster.

## Alphabet ordering activities

- Print letters of the alphabet on small cards and ask the pupils to order them
- Give the pupils a list of familiar words and ask them to highlight the first letter.
- Give the pupils a list of familiar words to put in alphabetical order.
- Print groups of letters on cards and ask the pupils to put in order: pqrs  
efgh Imno
- Call out the alphabet quickly and stop at a letter. The pupils have to provide the next one. This can be done in reverse order also.
- Identify a word category such as 'fruit'. The first pupil names something beginning with A, the next B, and so on. Or identify a letter and each pupil names something beginning with that letter.
- Activities requiring the pupils to fill in the next or previous letter in writing.
- Give pupils alphabet bingo cards with 4-6 familiar letters. Number the boxes. Throw a dice to select the boxes. The pupils must name a word beginning with the letter. If they can say a word, they cover the letter or put an X through it. The winner is the first person to cover all letters. (If the same number comes up again, throw the dice a second time.)

It is important that these activities are done with a partner so that the pupils hear and say the letters and words as they use them.

Pupils who are unfamiliar with the Roman alphabet should have alphabet cards on their desks for support.

## Mini-books, personal diaries and 'my news'

A mini-book is designed to focus on common phrases and vocabulary.

The ideal size for a mini-book is A5. It is useful to prepare blank copies in advance, with no more than 5-6 pages including the cover. Write the title and the phrase on each page for the pupil to complete and then illustrate.



### Suggestions for mini-books

- I am
- I can
- I like
- I don't like
- I can hear
- I can smell
- I can see
- My friends
- People I know

*Sharing these books with friends or an adult gives important oral practice. They can be revisited at intervals*

See [www.enchantedlearning.com](http://www.enchantedlearning.com) for more ideas

## Personal diary

Writing a personal diary gives new pupils an opportunity to express themselves. Encourage pupils to write in their first language and ask them to tell you about what they have written. Younger pupils could draw a picture of their day and talk about it with a buddy, an adult or at home.

*If possible, it is good to timetable ten minutes a day for diary writing. It may be a useful whole class 'calm down' activity after break.*



## The language corner

In a language corner, pupils have opportunities to choose literacy activities that they enjoy, progressing from listening and speaking to reading and writing. The language corner may be used by those pupils with free time or could be timetabled for use throughout the week. You may wish to add the task of looking after the area to the duties list.

Resources for the language corner:

- Handwriting reference sheets or alphabet cards
- Audio, computer or recording equipment
- Recordings of familiar class songs, poems, prayers and favourite music
- Monolingual, bilingual and picture/photo dictionaries
- Pamphlets, menus, letters, business cards, comics, greeting cards, school newsletter
- Samples of pupils' finished work
- Stationery such as envelopes, postcards, bookmarks, Post-its™ and labels
- Multilingual resources
- Magazines and catalogues to cut up

*In the early days, newcomer pupils may be encouraged to use their home language in language corner activities.*

### Activity Prompts

- Listen to a CD or tape recording
- Record a song or a story or an interview
- Write something for others to read
- Write something for just you
- Make a mini-book
- Practise handwriting
- Choose something to read
- Create a poster, card or menu
- Design your perfect bedroom

*Some of these activities may be done collaboratively, using a computer.*



# Songs

Songs introduce children naturally to accent, intonation and the rhythm of language. They may also be used to introduce vocabulary and structures.

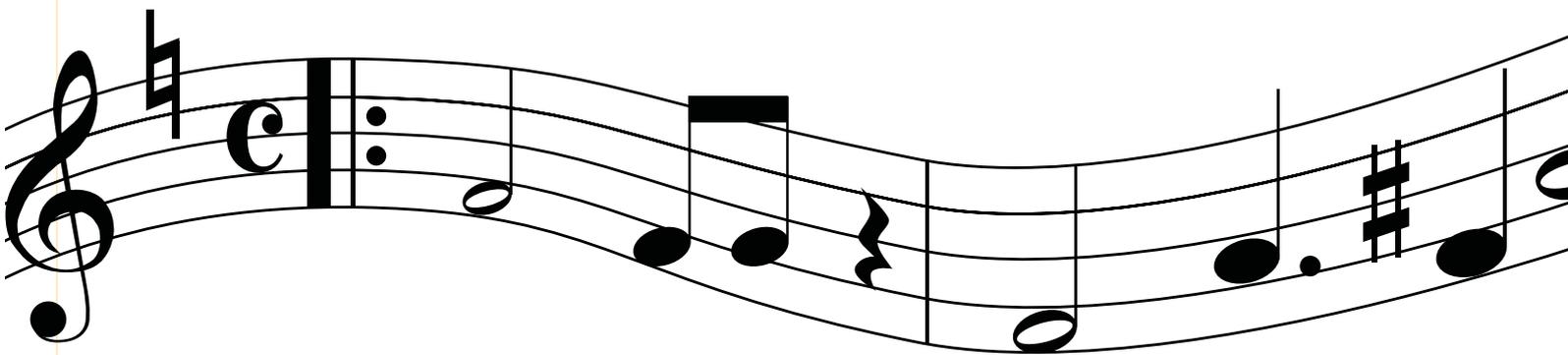
Songs help children to remember words and structures because they are usually repetitive. Children generally enjoy participating and performing songs, and can accompany songs with actions.

It is important to draw pupils' attention to the cultural context of songs. Many songs are based on a historical event, or what children typically did in the past, or the experiences of children in everyday life.

It can be useful to use pictures or flashcards to illustrate meaning.

**Some ideas for using songs include the following :**

- The teacher distributes flashcards. When the word associated with the picture occurs in the song, the pupil holding that card must show it.
- Children listen and add/change a word or verse.
- Children listen and accompany by miming or clapping.
- Children listen to a verse of a song and draw a picture to illustrate it.
- The teacher uses a well-known tune and makes up a song to teach particular vocabulary.
- Many children (and teachers) prefer to chant. Use chant to practise key words and structures, particularly if you are not musically gifted!
- Children may dramatise songs. The teacher gives certain children roles to sing and the rest of the class sings the chorus.
- Children may substitute a word or phrase in a song and create their own song.
- Children simply listen for pleasure.



## Storytelling



Children of all ages enjoy a good story. Storytelling is an important aid to language development. For newcomer pupils, hearing a story read aloud provides experience of a good model of pronunciation and intonation. Pupils should be encouraged to listen actively and to participate in the story, for example to chorus key words or phrases. They may mime the actions or dramatise the story.

### Stories that work:

- Traditional and familiar stories, e.g. Little Red Riding Hood
- Stories linked with a theme, e.g. Dear Zoo
- Simple, repetitive stories created or adapted by the teacher

### Telling the story:

The teacher is a very important medium in making the story accessible to all through use of gesture, facial expression, and voice changes which encourage pupil involvement.

The teacher may choose

- To enter straight into the story using gestures and pictures to convey meaning, then consolidate the key language in follow up activities, games, art, drama, music
- Lead into the story by pre-teaching key language using flashcards and games

20 story-based activities are provided as suggestions (See pages 64 and 65)

Before telling the story, the teacher should:

- Identify the key language to be delivered through the story
- Identify a range of activities based on using the key language areas which will prepare pupils to understand the story
- Identify a range of activities leading on from the story when the pupils are familiar with it
- Identify any additional materials required for the activity

## 20 activities based on stories

### Word frequency grid

The teacher distributes picture grids showing the different characters/words from the story. Working in pairs, the pupils listen to the audio recording, or the teacher narrating the story, and tick the grid each time the characters/words are mentioned.

### Hunt the thimble

One pupil leaves the room and the teacher hides a picture of a character/animal. The pupil returns and searches for the picture. When he/she approaches the hidden picture the class shout the key word(s). When he/she moves away from the hidden picture the class whisper the key word(s).

### Simon says

This game can be used to reinforce vocabulary or pronunciation and intonation, e.g. Simon says 'pig' and the pupils make pig sounds.

### Card games

Using either the images provided or their own drawings, pupils make mini-flashcards which may be used to play snap, dominoes or memory games.

### Gradual reveal

Using flashcards, the teacher gradually reveals the picture on the card. Pupils guess who/what is in the picture. This activity can be done against the clock.

### Kim's Game

The teacher displays a number of pictures or objects related to the story. The pupils close their eyes. The teacher removes or covers one of them. The pupils guess what has been hidden. The teacher removes a second picture or object. This can be done with teams in competition.

### Noughts and crosses

Pupils are split into two teams. Pictures of e.g. animals are placed in the nine squares. Pupils must name the animal in the picture before placing an X or an O on the picture. The winning team is the first team to get a row of X's or O's.

### Charades

Pupils mime animals/characters and the rest of the class, divided into two teams, guess.

### Stepping stones

The teacher puts pictures of, for example, characters/animals on the floor to form stepping stones on an imaginary river. In teams, pupils have to move across the river by naming each character/animal correctly.

### Chain game

The teacher initiates the chain. The first pupil repeats what has been said and adds another word/phrase, e.g. 'On the farm I saw ...'

### Hungry wolf (a version of 'Musical chairs')

The teacher chooses one pupil as wolf and puts a mask on him/her. He/she leaves the room. The class says 'Here comes the wolf'.

The wolf enters the room saying, 'I'm hungry, I'm hungry', and runs towards an empty chair. The pupil with no chair becomes the wolf.

(Possible variations – Hungry witch/Hungry giant/Hungry fox)

**Sequencing**

The teacher distributes a different picture to each pupil. The pupils listen to the audio recording or the teacher narrating the story and, using the pictures, sequence themselves according to the storyline.

**Mime**

Selected pupils adopt the roles of animals/characters and mime the story to accompany the teacher as it is narrated.

**Masks**

Pupils make masks of the animals/characters by drawing their faces on paper plates. The teacher narrates and selected pupils act out the story while the rest of the class act as the chorus.

**Puppets**

The teacher uses a puppet of an animal/character to introduce and act as narrator for the story. Puppets can be used with teacher narration, audio recording, video recording or interactive books.

**Drama**

Pupils are encouraged to perform the story, using props, for an audience, at a school assembly or concert. The performance can be recorded on video and put on the school website.

**Role-play**

Selected pupils play the characters using a short dialogue from a story clip.

**Frieze**

Pupils make a frieze. They may match the images to text supplied.

**Creating a picture**

Following instructions from the teacher or another pupil, pupils draw what they hear to create a picture.

**Identity cards**

Using ICT, the pupils create identity cards for the characters of a story based on a template and insert appropriate images. Their work could be saved and further details added as the pupils progress. The identity cards could be used for classroom display or e-mailed to a partner.

**Some further suggestions:****Pupils may:**

- Make a poster of a story
- Mime to accompany a narrated scene from the story
- Sequence pictures as they hear a story
- Predict what happens next
- Hold up, or point to, pictures as the teacher says a related word or phrase
- Mime the scene presented on a card and other must pupils guess the story
- Record the story on disc or video
- Act out the story using props and costume for an audience, e.g. younger pupils, parents
- Add more characters to create their own version and act it out, involving more pupils
- Make a picture dictionary, matching pictures and words and gradually building up a personal picture dictionary for the story

# Language games

## Learning language through games

Games provide the opportunity for meaningful interaction. Pupils should be encouraged to ask and answer questions, agree and disagree, count and check, and practise a range of vocabulary. Games can also be used across the curriculum to practise basic survival vocabulary and to familiarise pupils with rules and routines.

In addition games

- encourage the participation of all pupils
- create a non-threatening context for less confident pupils
- develop co-operative skills
- allow repetition without monotony
- encourage the use of language for an authentic purpose
- create a relaxed and 'fun' atmosphere



On the following pages there are suggestions for different types of games. While this section is included under *Early Classroom Days*, these games can obviously be used at any time.

The games fall into the following categories:

- Language skills
- Matching
- Sequencing
- Information gap
- Categorising
- Memory
- Rules and routines

## Games for developing language skills

### Snakes and ladders

Snakes and ladders can be used simply to practise counting. However, it can also be used to practise vocabulary and language skills:

Make a copy of a blank template.

Insert pictures or words related to a specific topic in the boxes where there are snakes or ladders.

When a pupil lands on a square with a word or picture, they must say the relevant word or put the word in a short phrase. If they can do so, they go up the ladder or don't go down the snake.

An alternative is to use a standard board and have the words or pictures on cards. When the pupil lands on a 'snake' or 'ladder' square, they turn over a card and name the object in the picture or put the word in a short phrase.

### Soft ball

The pupils sit in a circle. The teacher throws a soft ball to a pupil and starts the conversation by saying a phrase or asking a question. The pupil repeats the phrase or answers the question and throws the ball back to the teacher. Alternatively, the pupil could say another phrase or ask another question and throw the ball to another pupil. This activity can be used to get all children involved, to introduce a new pupil, to review recently learnt material, and so on.

### Paul Jones

Form two circles, one inner and one outer. The circles move around in opposite directions to music. Stop the music. Pupils must speak to the person opposite, for example: 'Hello, how are you?' Then the music starts again.

### Bingo

Bingo has been mentioned before in this toolkit. This approach can be used to practise numbers but also many items of vocabulary and grammar or curriculum terms.

Make copies of blank bingo cards and fill in numbers, pictures or words relating to specific vocabulary or topics.

The teacher can play with the whole class, as the caller. For pupils with limited language, it may be advisable to show the picture or word as you say it.

Pupils can also play in small groups. Make several copies of the words or pictures on separate cards. These cards are put in the middle of the table, much like a deck of cards. The pupils turn over the cards in turn. If they can name the object in the picture or put the word they find on the card into a short phrase, they place that card over the matching square on their bingo card.

If you don't have time to make the extra cards, number the squares on the bingo card 1-6. The pupils use a dice. When they throw a number, they must name the object or put the word in a phrase, from the corresponding square on their bingo card. If they can do so, they place a coloured counter over that square.

### Blockbusters

This is a game for two teams which may be played on the board or overhead projector with groups or the whole class.

The aim of the game is to get from one side of the grid to the other (horizontally or vertically).

Pupils have to choose a letter on the grid and identify the word/phrase correctly. The first team to get across the grid wins.



B	G	R	O	P
D	S	H	D	I
O	Y	W	V	K
G	Z	D	N	C

# Matching activities

## Pairs

Make pairs of picture or word cards relating to specific vocabulary. Depending on the age and language proficiency of the pupils, you may ask them to match pictures only, words and pictures, or words and words. The pupils play in groups of 2-4 players.

Turn the cards face down on the table. Pupils take turns, to turn over two cards to try to find a matching pair, two pictures, or a word and picture.

This game can be played at whole-class level with enlarged cards or in a number of teams where competition to finish could be introduced between the teams.

## Snap

Use the same cards as for pairs but play the game of 'Snap'. Players can count the number of cards they have at the end. This may be done in English, or pupils from other countries could teach English-speaking children to count in their languages.

## Dominoes

Prepare sets of dominoes relating to basic vocabulary or curriculum areas. Play the game in the usual matching manner but the pupils must say the words before laying down their dominoes. This can be played at whole-class or small-group level. Groups will need adult guidance until they fully understand the rules.

Another alternative is one that will practise listening, speaking and reading.

Prepare sets of dominoes with basic questions and answers, a question on one side and an answer on the other. Mark the starter domino with the word 'Start'.

Hand out the dominoes to the pupils but keep the starter yourself. Start by saying, 'We'll begin with this domino', and show it to the group. Then start the sequence off with the trigger question for the start card, for example, 'Hello, what is your name?' The pupil with the domino containing the answer to that question must reply, for example, 'My name is Ben'. He/she then lays the domino down and must ask the question on the other side of it, for example, 'What age are you?' The pupil with the next answer must listen and reply, and so the sequence continues.

**A START**  
My name is .....

**Question**  
Where do you live?

**Answer**  
I live in .....

**Question**  
What age are you?

**Answer**  
I'm ..... years old

**Question**  
How are you?



# Sequencing activities

## Alphabet and number sequencing

Give the pupils a set of cards with letters, numbers or words and they must put these into alphabetical or numerical order.

## Class chain

Prepare word or picture cards depicting a sequence: numbers, letters, the production of milk, the production of bread, the life cycle of a frog, and so on.

Give the cards to individual pupils. Make sure that a pupil with less English gets a card.

Ask the pupils to come to the front of the room.

The class must help the pupils at the front to organise the cards into a correct sequence.

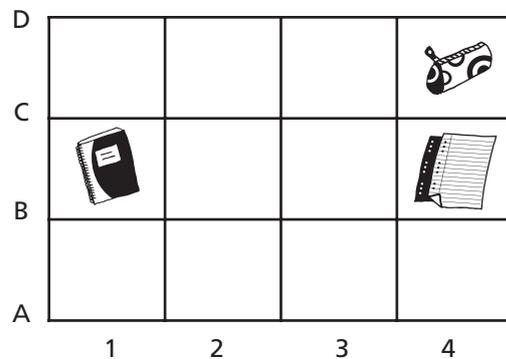
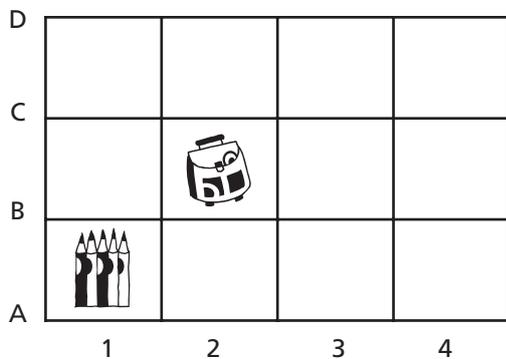
A further stage is to have text on the cards which matches pictures on another set of cards. Put the pictures on the board and ask pupils to come up and match the text to the pictures.

# Information gap activities

Information gap activities are based on the transfer of information from one pupil (or one team) to another. The task depends on effective communication and is an excellent way of developing general communication skills and the ability to describe accurately.

## Co-ordinates

Prepare 'grid pictures' for pupils to play in pairs or small groups. Each grid has 4-6 different pictures relating to a specific topic. The pupils must give grid references for their blank squares to find out what is in their partner's grid: 'What have you got in square ... ?' They then draw in that picture. Grids are compared at the end.



For younger pupils you might simply number the squares 1-12.

## Spot the difference

Although 'Spot the difference' can be played individually, there are many more language benefits if pupils play in pairs or small groups, or as a whole class.

Each person or team has a picture relating to a specific topic, with 5-6 differences from the other team. They must ask questions to work out the differences.

Example: Has your house got a red roof?

## Listen and draw

This can be played at whole-class or small-group level. The teacher or a pupil has a coloured picture. The others have either a blank page or a line drawing of the image with no colour. The person with the coloured picture describes it and the others must draw or colour in accordance with the description. Compare pictures at the end.

An alternative is that everyone has exactly the same line drawing and the pupils take it in turn to say what colours to use. Then compare at the end to see if all pictures are the same.

## Who am I? What am I?

One pupil has a picture or word on card and the others ask questions to find out what is on the card. Alternatively, put a sticker on the pupil's back for the others to see and the pupil, who cannot see his/her picture, has to ask questions to find out who or what it is.

It is a good idea to list a possible 10-15 words or pictures for younger pupils, so that the field is narrowed and the game is more focused.

## Slow reveal

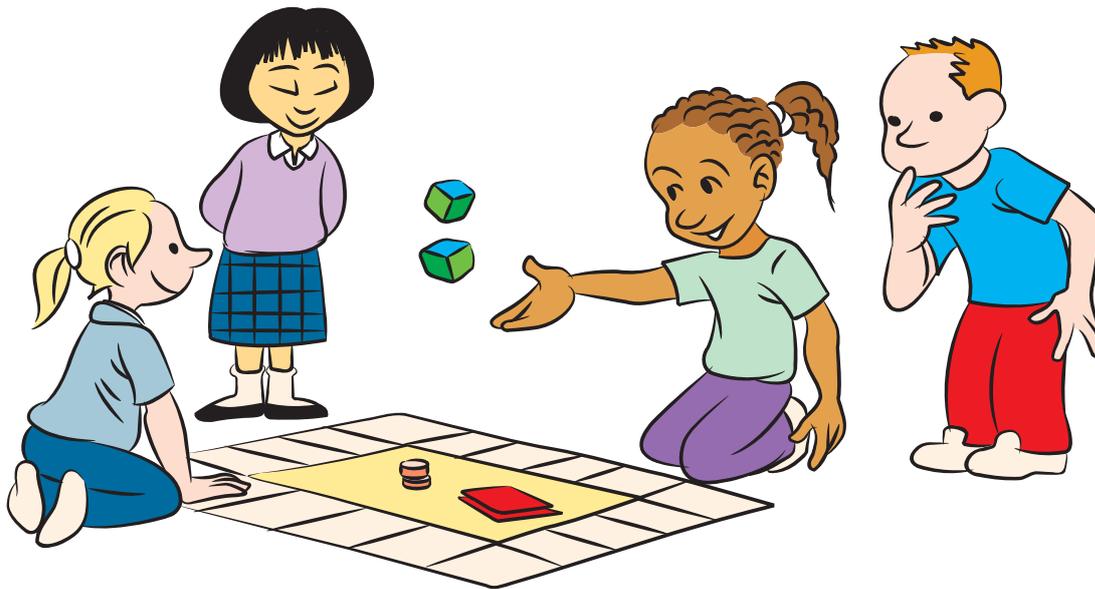
Put a picture or object related to a specific topic in a folder or bag. Reveal a little at a time. The pupils have to guess what it is. They can make predictions when they think they have some idea.

## Hunt the thimble

Pupil A leaves the room. The rest of the class decide where to hide a picture or an object relating to a specific topic. Pupil A returns to the room. The rest of the class say the word for the picture or object in a very low voice, if pupil A is far from it, and more loudly as the pupil gets nearer. This game is excellent for oral language practice as the word is said repeatedly.

## Hiding and finding

An alternative to 'Hunt the thimble' is to hide an object or picture and ask the class to give directions to help pupil A to find it.



# Categorising activities

## Beetle drive

This is a game for 2-6 players. Sets of pictures are needed, 6 pictures per set and a dice. The sets of pictures are a collectable group of items such as parts of the body, parts of a plant, classroom objects, rooms of the house and so on.

The sets of cards are numbered 1-6 on the reverse side.

Put all the ones, twos, threes and so on together, face down on the table.

Each player takes a turn to throw the dice. He/she then picks up a card corresponding to the number thrown and tries to get the other 5 cards in that category as the game continues.

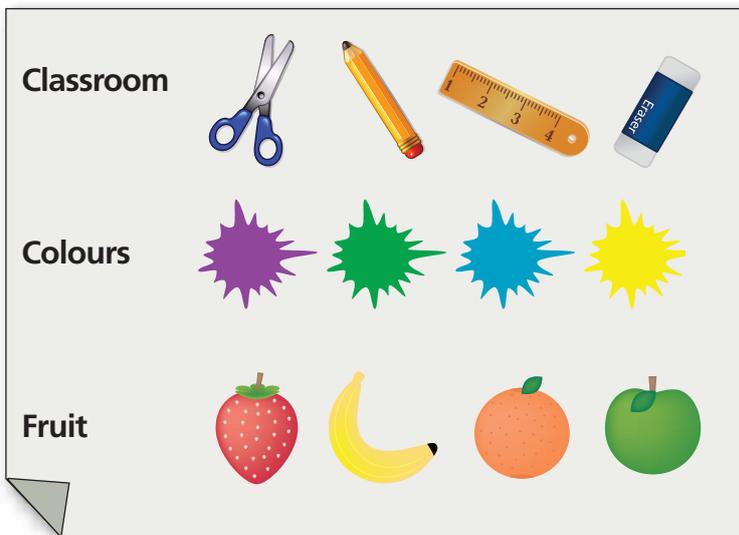
If the card picked up does not match the category, it must be placed back on top of the set.

If a player repeats a number he/she must miss a turn.

The winner is the person with a complete set of cards and he/she must name all the items before being declared a winner.

## 'Go fish'

This game is for 2-6 players. Sets of pictures are needed, 3-6 pictures per set. The sets are a collectable group of items as above. The players need a sheet showing what is in each set, either in a list or in pictures:



All the cards are shuffled and then each player is given 5 cards. The deck is set in the centre. Players sort their cards according to the categories listed and place any matching category cards face down beside them

The first player asks the player to the left if they have a specific card. For example, if they have one or more fruit cards, they might ask, 'Have you got an apple?'

If the person to the left has an apple, they must hand it over. If not, they say, 'Go fish'. The first player must 'go fish' in the deck of cards in the centre. If the card lifted doesn't match any category, it is replaced. If it matches, the player keeps the card.

The winner is the first person to get a full set; alternatively, the game can be extended until all cards are used up. The winner is then the person with the most cards.

# Memory activities

## Kim's game

Put a number of pictures on the board or objects on a desk. Make sure that you name each object or picture for pupils with less English. Give the pupils 10 seconds to memorise them. Ask them to cover their eyes and then remove one. They have to guess what's missing. You can cover more than one picture.

## What's in the bag? What's in the folder?

Put a number of objects in a bag or pictures in a folder, one by one. Remember to name them as you put them in. Then ask pupils if they can remember what you put in.

## Chain games

Chain games are good for practising verbs, constructions, prepositions and word families. The teacher starts with a statement, pupils in turn repeat the statement and add one more item. Some suggestions:

I went to town and I bought .....

I'm making a cake and I'm putting in .....

Last night I saw a ..... in the garden

# Reinforcing rules and routines

## Simon says

This is a good game to practise rules and routines. Pupils new to English will hear the instruction and observe the other pupils following it.

## Miming game

One pupil is given a card with an instruction in writing or in picture form. They must mime this for the others to guess.

## Follow the leader

The teacher or another pupil leads the line and the pupils must follow copying the actions. It is important to say the instruction as you do the action so that pupils new to English can learn to associate the instruction and the action.

## Kim's game, Bingo, Hunt the thimble, Pairs, Snap

Pictures relating to rules and routines can be used for Kim's game, Bingo, Hunt the thimble, Pairs and Snap. These help familiarise pupils with rules and routines.

# Inclusive teaching strategies

## Handy teaching references

You may wish to keep some things close by for quick improvised references throughout your day. The following is a list of items that are useful in supporting curriculum access:

- Map, atlas or globe
- Picture/photo dictionary (refer to the dictionary section)
- Children's encyclopaedia
- Topic-specific pictures and charts
- Draw your own (pictures, diagrams, mind maps and flow charts)
- Calendar
- Signposts

## Signposting your lesson

This simply means making the activities that you have planned clear to the pupils. You can do this by using command flashcards.

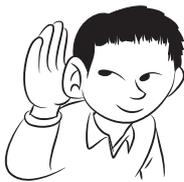
For example, you may have 4 activities in your lesson:

- General class discussion to begin
- Some group or pair work
- Written activity
- Correction of work



These can be represented by 4 pictures:

1



2



3



4

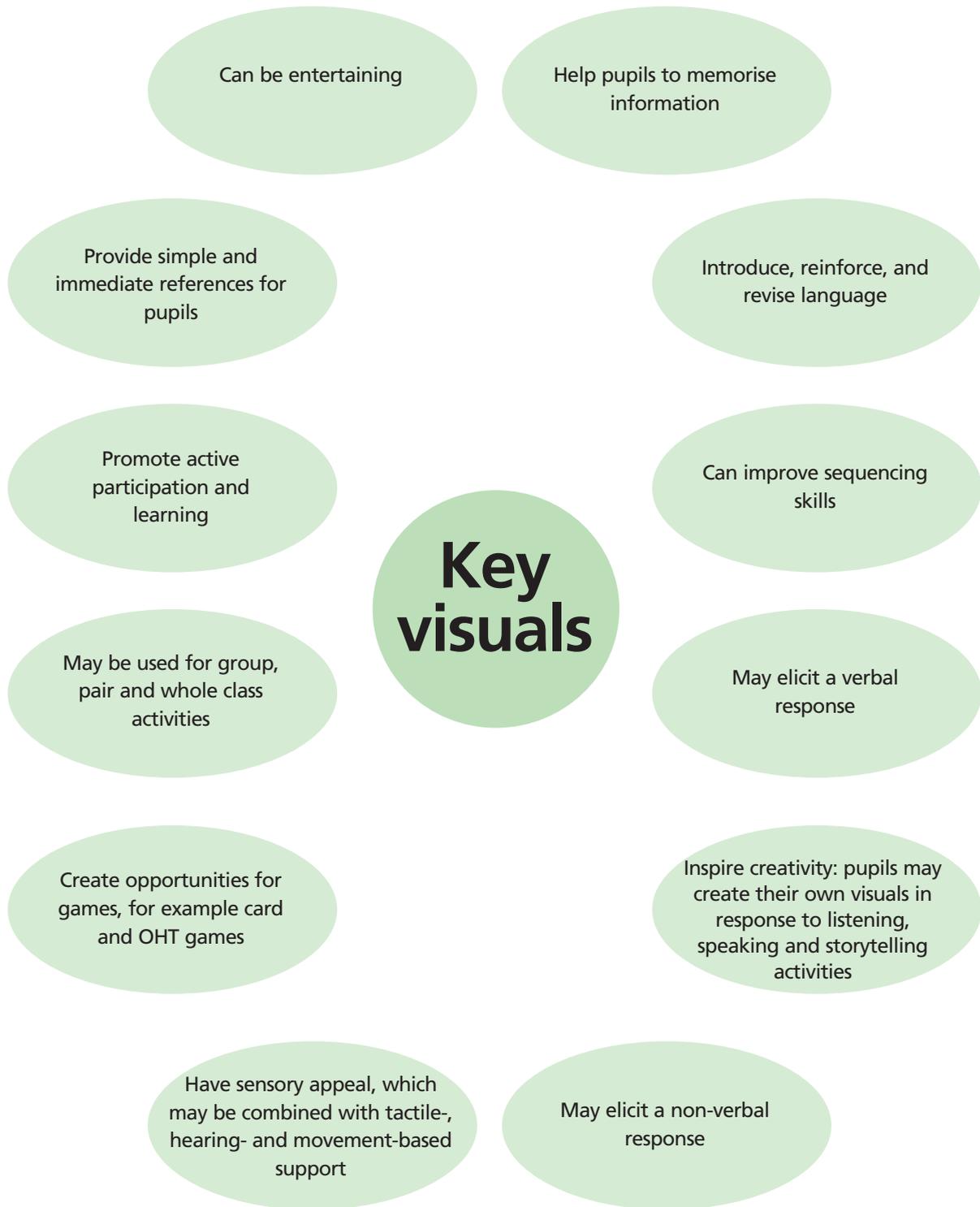


Pupils with limited English now have some idea of what is going to happen and, as a result, they will feel more secure.

You should remove the pictures as each phase of the activity ends. This makes the progression of a lesson clear to everybody.



# The importance of using visual support



# Maintaining Interest

## Pre-teaching/prior knowledge

- Using pictures to introduce and reinforce key vocabulary
- Memory games:
  - Kim's game
  - Slow reveal
  - Pairs
- Oral starters: Large picture related to topic on board. Ask class to say what they know about it. Write key words around picture.
- Quickwrites: Give groups or pairs a large page. Display word and picture. Groups write word in centre of page and write or draw ideas around the page that are related to the word/picture. Alternatively, the page is passed around the group and each child writes or draws something.



## Active listening

- Give younger children a picture of a character in the story. When they hear the character mentioned, they hold up a picture.
- Distribute colour cards. When pupils hear their colour, they raise the card.
- Keep children involved through repetition, mime, counting, and choral work.
- Hide the next page and invite pupils to guess what happens next.
- Using a set of pictures or key words, pupils sequence these as/after they hear a story.
- Give pupils a sheet with a selection of pictures or words. They tick what they hear in the story.
- Listen and mime
- Listen and draw



## Whole/class practice

### Oral practice

- Oral gap fill (pupils supply the next word or phrase)
- Retell story or poem
- Recite poems and clap rhythm (whole class activity)
- Making new poems/songs with frame provided, for example:
 

*The mouse eats cheese, cheese, cheese*

*The cat eats fish, fish, \_\_\_\_\_*

*The bird eats \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_*

*The \_\_\_\_\_ eats \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_*
- True/false

### Working with pictures/text (talk through processes)

- Distribute pictures or text on cards to pupils, for example days of week/letters of alphabet. Pupils must put in the correct order.
- Group/pair discussion matching pictures and text, titles and text, questions and answers.
- Cloze procedure orally as a whole class activity

## Consolidation

- Pupils write or draw three things they remember from the lesson
- Class discussion, teacher summarises key points on board.
- Say or draw one thing you enjoyed in the lesson.
- Match 4-5 key words from the lesson to pictures or definitions
- Record any/all of the above in Home School Journal
- Record



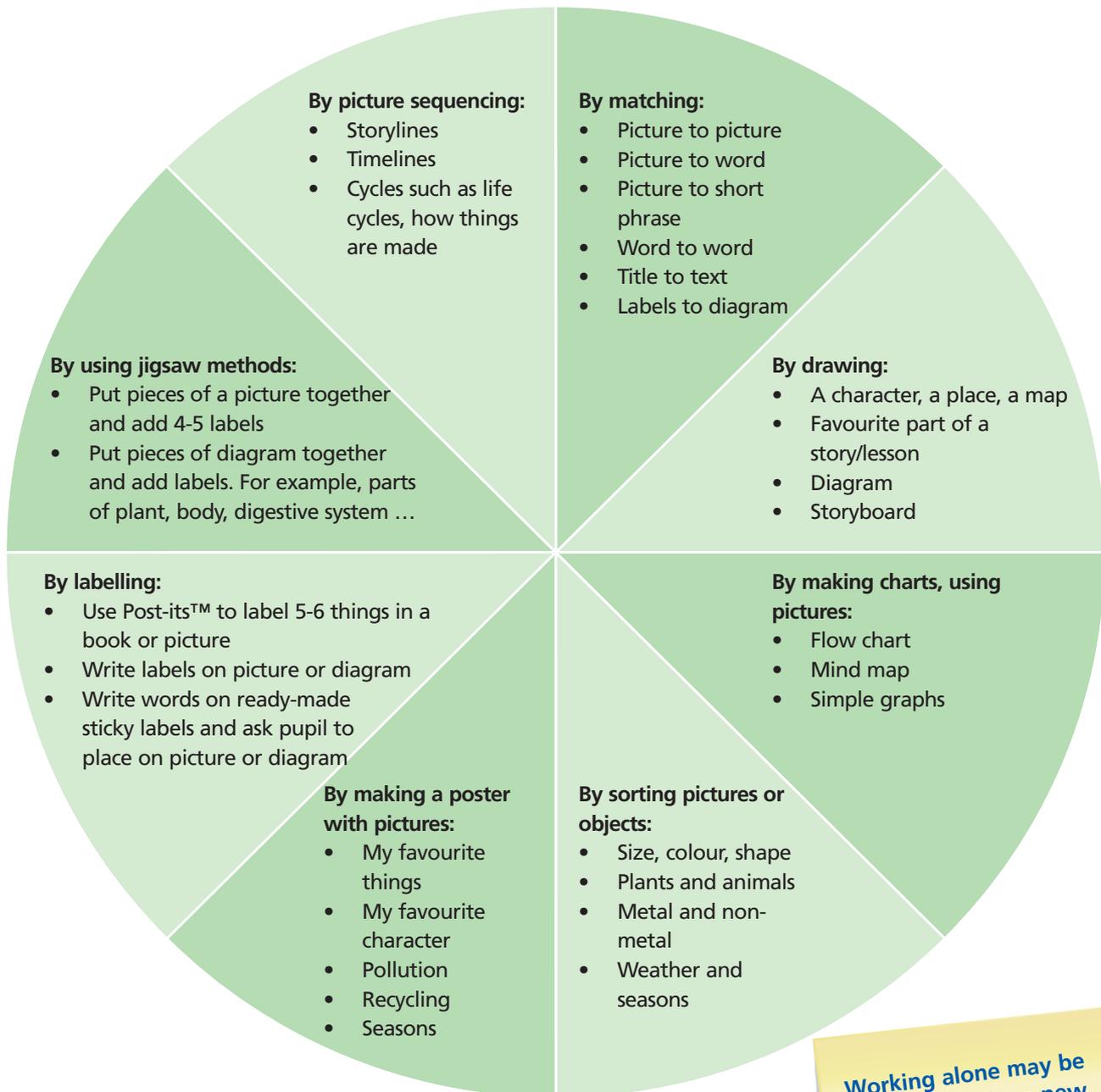
## Paired work

- Picture sequencing using guided worksheet.
- Cutting and matching pictures or pictures and words/short phrases
- Pupils create storyboards together
- Pupils explain favourite part of story to partner
- Sorting activities with pictures or words based on size, colour, plants, animals, weather, etc.
- Information gap activity
- Picture bingo
- Cloze procedure



# Demonstrating understanding

In their early days in school, pupils with little English will have limited capacity to communicate orally, but they may well understand some of the lesson. It is important to find ways to allow them to demonstrate their understanding, other than by writing or speaking. The activities below suggest how this might be done.



Working alone may be intimidating for a new pupil. Working with a partner allows opportunities to use specific language and to check understanding.

# Using group work

## Why?

- Pupils benefit from observing learning strategies used by their peers
- Pupils benefit from hearing language modelled and used for a specific purpose
- It promotes face-to-face verbal interaction in a meaningful context
- It takes the pressure off individuals because responsibility is shared
- Pupils are encouraged to show understanding, express opinions and feelings, and acknowledge the contributions of others
- Pupils learn how to take turns
- Pupils learn how to assume responsibility for their allocated role within the group

## Ideas for providing a 'safe' environment for group work

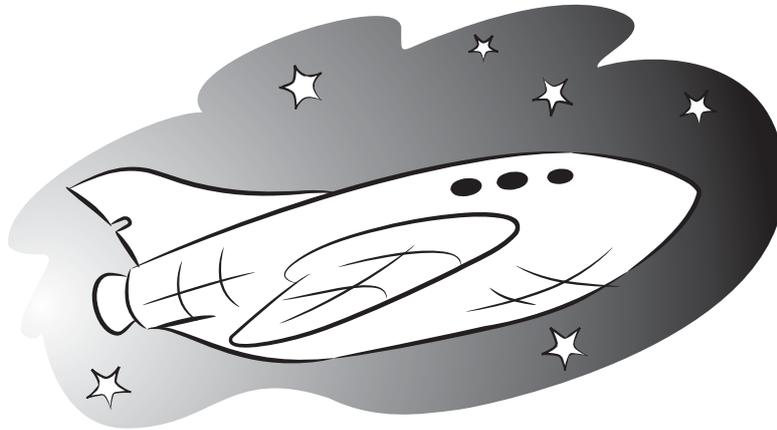
1. Agree the rules for group work with the class and re-establish these each time they work in groups
2. Select groups carefully so that pupils with less English will experience good models of language, behaviour, and learning
3. Assign roles within groups so that each person has a task: time keeper, collator, illustrator, scribe, reporter, chair. Two pupils may take on the same role.
4. Limit the materials to increase the need to share
5. Give each group task instructions (visual if possible)
6. Break the task down into shorter activities
7. Provide a framework for recording ideas
8. Place a time limit
9. Leave enough time for oral feedback

## Possible difficulties

- Newcomer pupils may not have had any experience of group work
- Group work may be intimidating and some pupils may be reluctant to participate
- Some pupils may not understand the value of group work

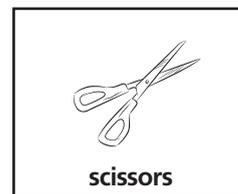
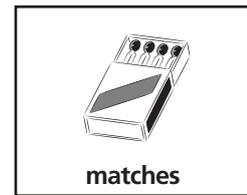
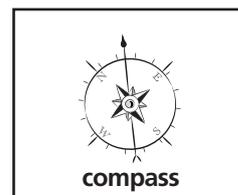
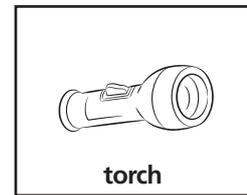
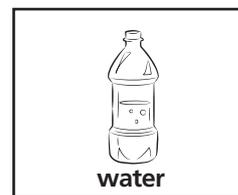
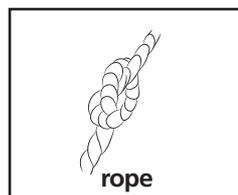


## Sample group activity: Spaceship crash scenario



Your space ship has crashed! Your group must decide on which **five** objects you would salvage from your craft to complete the 300km journey to the moon base.

In your group, **agree** on **five** things to take on your 300km journey to the moon base. You have 20 minutes to explain to each other **why** you would like to keep or leave each item.



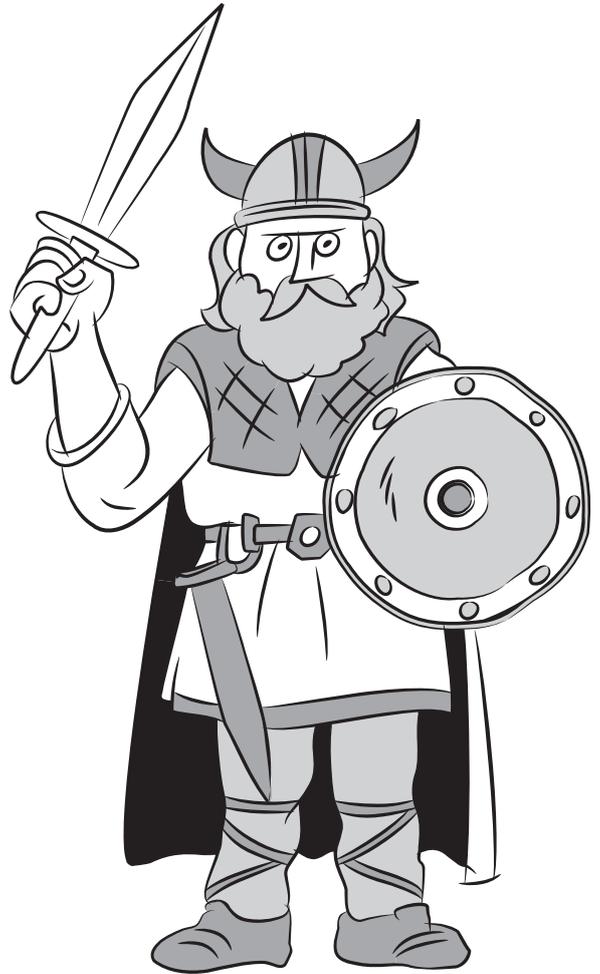
Enlarge and cut out these pictures separately to hand around the group.

## Sample activity: our museum

Your group is in charge of a local museum. Your museum has four objects from Viking times, but has space to put only two of these on display. Your group has to:

- Decide on two objects
- Make a large drawing of the objects
- Use the questions below to help you explain why you chose them

You have 15 minutes. Then you will have to report back to the class.



### First Choice

1. We have chosen to display the \_\_\_\_\_ .

2. People will be interested in looking at this because

---



---

3. If people ask us about this object we will tell them these things:

---



---

### Second Choice

1. We have chosen to display the \_\_\_\_\_ .

2. People will be interested in looking at this because

---



---

3. If people ask us about this object we will tell them these things:

---



---

# Communication with home

Maintaining good communication with home is vital, but this may be difficult when there is a language barrier. The following suggestions can make communication a little easier.

## Explaining routines

Some class routines are culture-specific and may be misunderstood. It is important to explain these by:

- Talking through the class rules and expectations. You may prefer to present this as a mini-book, using photographs of pupils working in typical ways.



- Talking through the Home-School Journal. Show parents how they can help their child by using their home language
- Walking the parents around the class, showing them how you manage rewards, morning routines (such as greetings, calendar work, homework, money collection), and group work
- Showing where PE takes place and what the PE kit looks like. Explain when it takes place, using the visual timetable
- Explaining trips and visits by showing visual letters (see page 86) and the calendar for the school year
- Explaining the value of group work because it may be considered inappropriate by parents from other countries

## Overview of the year ahead

Give the parents of newcomer pupils an overview of the work to be covered during the year. Then they will be more able to help and make links to previous learning. For younger pupils use pictures only and increase to A3 size.

<b>Literacy</b>	Writing about myself	Writing letters	Fairy tales	Myths and legends	Plays	Poetry
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<b>Numeracy</b>	Multiplication $4 \times 6 = 24$	Graphs	Division $9 \div 3 = 3$	Shapes 	Fractions $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	Measurement 
-----------------	-------------------------------------	--------	----------------------------	--	--	--

<b>History</b>	The Greeks	The Egyptians	The Victorians
----------------	------------	---------------	----------------

<b>Geography</b>	Weather	The water cycle	Pollution	Map skills
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<b>Science</b>	Electricity	Light and shadow	The skeleton	Organs	Parts of a flower	Pollination
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**Include pictures to explain the curriculum.**  
**A wide selection of illustrations and clipart may be found on-line.**

# Home-School Journal

## Homework

Parents of newcomer pupils expect that their child will have homework. It is important, therefore, to assign homework to them even though their English may be very limited.

Younger pupils may take home picture books and discuss these with their parents in the home language. Older pupils may label, draw, fill in, tick, colour, or sequence pictures. Homework may simply be to talk about, illustrate or, for older pupils, translate the key words in the Home-School Journal.

## What is a Home-School Journal?

This is a booklet into which you put the pupil's visual timetable and key pictures or words for the work ahead.

It may contain a section where teachers write comments on pupil progress. Parents may use this booklet to communicate with the teacher.

It may also contain a homework section, so that all essential information is in one place.

## Why use a Home-School Journal?

It provides the pupil and parents with information on the work to be covered in school. The pupil is then more ready to participate. It also involves parents more fully in their child's education and encourages both pupils and parents to discuss school and make connections with prior learning experiences.

Dear Parent or Guardian

This is \_\_\_\_\_ talking and listening book.

In this book you will see some pictures and words about the things we are going to talk about in class.

Please talk about these at home in English or in your home language.

If you have any questions, please write them in the book.

Thank you

Key words	Geography	Weather
English word	Picture	My language
sun		
rain		
wind		
snow		
frost		
stormy		

# Visual letters

## School-home communication

You may find it helpful to use visual letters when communicating with newcomer parents. It is important that these should not be seen as patronising; they are intended to meet a very critical need on the part of the parents as well as the school. Therefore, it should be explained to parents that these letters are used to help everybody, before one is sent home for the first time.

The best way of sending a visual letter is to photocopy it onto the back of the original letter so that the parent receives both versions.

When visual letters have been prepared for different purposes, it is a good idea to put a master copy into a shared folder, or keep a file centrally at the school office. Then the letters will be readily available for different purposes throughout the school year.

Typical information includes:

Book fair	School closures	Dentist
Nurse	School trips	Feis
Sports day	Prize day or night	Concert
Confirmation	Permission for photo	Internet permission
Optician / Eye test	Hearing test	Religious service
First Confession and Holy Communion	Permission to provide extra help	
School report with symbols	Parent meeting with an interpreter	

## Home-school communication

If parents are failing to communicate with the school when, for example, a child is absent regularly due to a medical condition, it is necessary to find an effective way of supporting communication (e.g. informal interpretation, formal interpretation, Home-School liaison, use of Home-School Journal, blank template for parent to fill in details).

(Sample visual letter)

Date: \_\_\_\_\_

Dear \_\_\_\_\_

The dentist  will visit the school on \_\_\_\_\_

Please sign this reply slip below to say if you want \_\_\_\_\_ to see the dentist or not.

Yours sincerely \_\_\_\_\_

Reply

Yes, I would like \_\_\_\_\_ to see the dentist 

No, I would not like \_\_\_\_\_ to see the dentist 

Signature \_\_\_\_\_



# The Silent (non-verbal) Period

For some children, immersion in a new language causes them to become 'silent'. This well-researched response may last for a relatively short time but may also persist for many months. Research suggests that the younger the child, the longer the Silent Period may endure. A non-verbal response does not signal that a pupil has special learning needs. When the pupil begins to speak the teacher will be able to identify learning that has taken place weeks, or even months, previously.

This checklist allows the teacher to monitor a pupil's responses in the absence of spoken communication. If the pupil is demonstrating some of these responses and actions, even if they are only occasionally apparent, it is important not to intervene but to allow the pupil to emerge from the Silent Period when he/she is ready.

## Checklist for observing progress during the Silent Period

Name of pupil: \_\_\_\_\_ Age: \_\_\_\_\_

The pupil is:

(Write the date of observation in the relevant column)

	NOT AT ALL	OCCASIONALLY	REGULARLY
Using his/her mother tongue with teacher/peers despite their inability to understand			
Making eye contact with the teacher			
Watching other pupils closely			
Imitating other pupils' actions			
Using facial expressions to communicate feelings			
Bringing particular objects, books, etc. to teacher			
Responding to communication through gesture/mime by teacher or other pupils			
Attention-seeking by interacting with other pupils or teacher (e.g. handing them objects)			
Requesting help by making signs, pointing, etc.			
Indicating dislike of an object or activity			
Protesting by making sounds or appearing aggressive			
Imitating non-verbal behaviour of other pupils			
Experimenting with sounds of English			
Repeating and rehearsing words or phrases			
Following verbal instructions			



# MOVING ON

# Moving On



# Introduction

When newly arrived pupils feel safe and secure in their new environment, it is time to consider support for language development and curriculum access.

## What does effective support include?

- A knowledge of the skills involved in language learning and how to develop these
- An awareness of the stages of language development
- Planning for inclusion: curriculum access for all

## Contents of this section

### Language skills

- Listening
- Speaking
- Reading
- Writing

### Planning for language in the curriculum

#### Stages of language development

- Overview of the Common European Framework of Reference for Languages
- Levels A1 – B1

### Literacy planner adapted

### Geography planner adapted

### Celebrating diversity in the classroom and at whole-school level

### Assessing progress

# Language skills

**Oracy precedes literacy!**

The four skills of language learning are:

- listening
- speaking
- reading
- writing

The language skills are all inter-related and cannot be developed in isolation. It is likely, however, that they will not all develop at the same rate. Teachers need to consider each language skill and how it may be developed.

## Points to think about

### Listening

Pupils in the early stages will understand much more than they can say, so non-verbal responses are very important. The more opportunities provided to hear the language, the better. Each opportunity that a pupil has to hear English spoken in the classroom is also an opportunity for the pupil to acquire new language and absorb the sounds and patterns used.

### Speaking

In order to use language effectively and in meaningful interaction, newcomer pupils will use teachers, other pupils and adults as models for their own oracy development. Planned oral activities in the classroom are of particular importance.

If a pupil has not heard certain sounds within the first few years of learning to speak, he/she may find it extremely difficult to hear or reproduce these sounds when taught at a later stage. In fact, he/she may never be able to reproduce these sounds accurately.

### Reading

Approaches taken to develop reading skills depend on pupils' literacy backgrounds in the home language. It is a good idea to find out as much as possible about previous educational experiences. If the home language uses the Roman alphabet and the pupil has already learned how to read, then the focus should be on reading for meaning. Teaching phonics in this case is not necessary. However, be aware that there may be different word order and sound/symbol relationships in different languages.

If the home language does not use the Roman alphabet, then the teacher will need to spend time on this. The methods used to teach any child to read are appropriate. It's important to be aware that we use world and cultural knowledge to understand what we read. Newcomer pupils may not have this knowledge.

It is also important to choose age-appropriate materials when teaching the alphabet and basic literacy to older pupils.

### Writing

When learning to write, pupils have to pay attention to finger control, the relationship between sound and spelling, the direction of English script, word order and the message.

Pupils will make mistakes with handwriting, spelling and word order. These can be corrected over time and with practice.

Praise all efforts, no matter how small, and display as much of the pupils' writing as possible.

Written work may provide stimuli for other activities such as reading or oral presentation and discussion.

Pupils need time to listen to others talking about writing and to talk about their own writing.

Pupils should write about things they have already talked or read about.

# Developing the literacy skills of pupils who are not literate in the home language

## Developing world knowledge

- Introduce regular news-telling sessions. Encourage pupils to bring a prop (book, toy, photo) to support speaking
- Make use of nursery rhyme and fairy tale books, audio recordings and software

## Developing basic vocabulary

- Plan authentic opportunities for language development; make, do, cook, visit and so on
- Use rhyme and repetition in games, songs and poems to help memory development
- Retell stories with puppets or masks
- Link words, actions and stories to the home language when possible

## Listening for individual sounds

- Demonstrate how to pronounce a difficult sound
- Play 'hunt the thimble' to focus on initial sound
- Aim to sing or say a rhyme or song every day

## Developing reading

- Start with words in context: environmental print, e.g. class labels, displays
- 'Read around the room' – pairs walk around the room with a reading stick, pointing to and reading aloud what they recognise
- Cut up pupils' own dictated sentences for them to sequence, read and glue into work book

## Extending home language pre-literacy skills

- Borrow dual language books from, for example, the Library Service
- Encourage parents to continue literacy development in the home language through storytelling

## Forming letters

- Use an alphabet card to show capital letters, lower case, height, direction, and starting points when forming letters
- 'Rainbow writing' by tracing the same letter in many different colours
- Sing or chant: 'My name is A and my sound is a' and so on

## Sound-symbol recognition

- Work with vocabulary already familiar to the pupil.
- Pupils sort known words and pictures into the same initial sounds
- Use a feely bag containing items with the same initial sound. Pupils try to say word before extracting item from bag. Model saying and writing these words, emphasising initial sound

## Text orientation

- Model text orientation during reading and writing activities
- Compare differences in text between English and other languages, e.g. Arabic or Chinese

# Developing the literacy skills of pupils who are literate in the home language

## Getting to know the Roman alphabet

- Use an alphabet card to refer to capital and lower case letters, height, direction and starting points when handwriting. Compare the Roman alphabet with the alphabet of the home language and make a poster

## Becoming familiar with sounds in English

- Demonstrate how to pronounce a difficult sound in English
- There is no need to teach a formal phonics programme

## Home language maintenance

- Allow pupil to write in his/her own language (e.g. in a personal diary). You may not be able to read it, but it gives pupils the opportunity to express and demonstrate their identities

## Assessment for learning

- Ask pupils to make predictions prior to reading and see if their predictions were correct
- Set up peer reading and writing opportunities
- After tasks ask, 'How did you get on?' , 'What was easy/difficult?'
- Set up peer mentoring or conferencing sessions to talk through writing each week
- Set a writing goal in the pupil's work book and review this regularly

## Develop basic vocabulary

- Use visual media, group work and hands-on activities
- Circle chants, raps and clapping songs
- Pupils make their own bilingual glossaries
- Practise and present play scripts in groups

## Reading for detail

- Use familiar texts. Pairs prepare questions about the text for others to answer
- Play dictionary games looking for key words, with a time limit
- Complete a grid based on the text, within a time limit

## Develop note taking skills

- Practice note taking regularly
- Conduct dictagloss activities

## Develop reading

- Set the scene by providing information about the context/subject, e.g. using pictures, non-fiction texts, paired internet searches
- Identify text, purpose and audience with pupils
- Explore different texts and, with pupils, identify genres
- Pupils may sort, cut up and re-form texts; pupils may write in pairs using a scaffold; pupils may write own rules for a particular genre type

## Develop cultural knowledge

- Discuss local life
- Be aware of cultural references and idiomatic language
- Encourage pupils to make contributions from their own cultural experience to enrich classroom activities and projects

# Listening

Understanding what is heard depends on pre-existing as well as new knowledge.

**Difficulties encountered when listening and suggested activities to help.**

## Difficulties

Distinguishing sounds

Following instructions

Understanding oral introductions to lessons

Short concentration span

Difficulty following unfamiliar topics or stories

**Pupils find it difficult to hear sounds that do not exist in their first language and will need extra practice and time with these.**

## Suggestions

- Make comparisons with sounds in home language
- Sound bingo for initial sounds, rhyming sounds, practising vocabulary
- Sorting objects or pictures according to sound
- Listen and identify the correct picture/letter
- Identify the odd one out
- Use recordings and age-appropriate software

- Support instructions with gestures or pictures
- Write instructions on the board
- Give one instruction at a time
- Ask another pupil to clarify
- Use pictorial clues along with written instructions
- Listen and do, draw, or colour activities

- Send a picture or book home that is related to the new topic, or ask another adult to talk it through in advance
- Send key words and pictures home in Home-School Journal
- Pre-teach key concepts and vocabulary
- Use visuals and activities suggested under 'Inclusive Teaching Strategies'

- Give younger pupils a picture of a character or object in the story. Each time they hear or see the character or object, they hold up the picture
- Give pupils colour cards. When they hear or see something that colour, they raise the card; ask them to explain
- Keep pupils involved by inviting, at intervals, someone to show something, 'Show me the ...'
- Involve pupils in repetition, actions, and so on.
- Older pupils may use a sequencing sheet to put of appearance characters, objects or events in order
- Give pupils a page with a selection of characters or objects. They have to tick or circle what they hear in the story or account
- Listen and mime the actions in the text
- Provide frameworks to encourage listening for gist or a specific purpose:
  - Circle the correct picture(s)
  - Put pictures in order
  - True/false questions
  - Gap-fill
  - Spot the mistakes
  - Multiple choice questions

**It is a good idea to record some stories, rhymes, songs and listening activities, so that the pupils can practise independently.**



# Speaking

Teachers can support pupils when they are starting to speak English by:

- Modelling the language needed
- Repeating full and correct phrases if the pupil uses incomplete or incorrect ones, e.g. 'Me go toilet?' 'Oh, you would like to go to the toilet?'
- Talking through actions and activities
- Encouraging all efforts made to speak English, no matter how small
- Listening carefully when pupils speak and not interrupting to correct small errors

## Difficulties encountered when speaking and suggested activities to help

### Difficulties

Rhythm and intonation

### Suggestions

- Use familiar songs, rhymes and chants at whole-class level, in groups and in pairs
- Encourage groups to perform and dramatise whole or parts of familiar rhymes and chants
- Encourage groups to make up their own rhymes and chants and present to class
- Encourage pupils to clap or click in rhythm, for example to practise syllable stress
- Provide recordings with familiar songs, rhymes
- Choral speaking

Pronunciation

- Provide opportunities for activities such as sound lotto, sorting games, hunt the thimble, Chinese whispers, to give pupils time to try out and play with new sounds
- Show pupils how to articulate difficult sounds
- Praise all attempts at new sounds
- Correct pronunciation by repeating the correct sound and asking the pupil to do so, from time to time. However, over-correcting and interrupting can discourage pupils.
- Play games such as 'I spy with my little eye' or 'I hear with my little ear'. Rather than say the first letter, make the first sound, such as 'something beginning with sh...'. These games can be with the class, in groups or in pairs

*It can be very difficult to produce sounds that do not exist in the home language, for example 'th' or the glottal stop.*

Sentence structure and grammatical mistakes

- Provide opportunities for pupils to hear sentences modelled correctly
- Correct mistakes by repeating the correct structure, sometimes asking the pupil to repeat
- Provide opportunities for pupils to play around with words and sentences through age-appropriate software programmes, magnetic boards, cut-up sentences, creating songs and poems
- Practise sentence ordering activities at whole-class and group level using enlarged words on cards

Adjusting speech to appropriate register: formal/informal, adults/peers

- Provide opportunities to hear speech modelled for specific purposes: the teacher, other pupils, recordings
- Correct register by repeating phrases using correct register
- Provide frameworks to scaffold talk
- Use drama to model register for specific contexts
- Send pupil and buddy on messages to other adults in the school
- Focus on formality and repeat phrases during registration



# Sample frameworks to scaffold talk

Pupils with less proficiency in English may prepare orally or in writing with a partner, other adult or at home.

**Tell us what you made**

*Pupils show object*

What is it called?

What does it look like?

How do you use it?

What do you like best about it?

Anything else?

Storyboard template for thought sequencing

**Tell us what you made**

*Pupils show object*

We made a .....

It is .....  
(big, small, round, long, colour etc.)

To use it you have to .....

The thing I like best about it is .....

One other thing about it is .....

Less structured scaffold for older pupils

Title			
1	2	3	4

**My favourite person**

My favourite person is .....

He/she is from .....

He/she is .....

He/she has .....

Some interesting things about this person .....

I like ..... because .....

*Pupils could use a picture or something related to the topic as a further prompt.*

Some of the templates provided for the reading section may be useful as a stimulus for speaking activities.

Pupils may wish to write ideas in the smaller boxes or simply use pictures.

# Partner news telling

Partner news telling is time set aside in the day when children work in pairs and tell each other about a topic chosen by the teacher. The topic should be short and familiar to all.

## Procedure

- Organise pairs and allocate each person a number, either 1 or 2
- Explain the activity, for example: We're going to do some partner talking. In a minute I am going to ask you to talk about a topic I've chosen for today. This is a time when we have to remember the rules for speaking and listening
- Introduce the topic and nominate one child in each pair to share their ideas first, for example: Partner 1, I want you to tell your partner what you did before you came to school this morning
- Allow 2-3 minutes for the children to complete sharing, then instruct the other child to have a turn
- Invite 2-3 children to share their partner's information with the whole group. This gives practise in moving between first to third person narratives
- When children are familiar with the news sharing procedure, they may come up with self-initiated topics

## Some ideas for children with limited English:

- Give time to prepare a picture or 2-3 short sentences with an adult or peer prior to the session
- Use a speaking frame
- Make sure the partner speaks first
- The child may not be able to contribute but may well understand what their partner said. They may wish to record this in a drawing. The partner can then help put 2-3 words or phrases with the drawing
- Include the child in a group of 3 and allow him/her to listen

### Ideas

#### Personal information:

Where I live  
My family  
My routine  
My home/my school in...

#### Likes and dislikes:

Two things I like to do in school  
My favourite...  
When it's raining ...

#### Self esteem:

Things I'm good at doing  
Things I'd like to do  
A job I'd like and why

#### Experiences:

What I did at the weekend  
A good film I saw  
My last holiday

#### Explaining:

A game  
Your favourite room  
How to make your favourite sandwich

# Reading



# Reading

Pupils will need many opportunities to *listen* to and *use* the new language in meaningful ways before they are ready to read. Therefore it is wise to avoid formal reading in the early stages.

Exposure to reading can occur naturally in the classroom in various ways: posters, environmental print, big book reading, or the library. These will all precede formal reading.

Pupils often encounter difficulties with reading texts because the context is unfamiliar. For example, a child arriving from the Philippines does not understand the word 'autumn' because this is not part of his/her culture. He/she is only familiar with a wet or dry season. Once the pupil has experienced autumn, he/she will understand the word.

**Remember:**  
Don't ask me to say what I haven't heard.

**Don't ask me to read what I haven't said.**

**Don't ask me to write what I haven't read.**

## Difficulties

Not familiar with Roman alphabet

## Suggestions

- Have the classroom and school clearly labelled and refer to these labels regularly
- Ensure that the pupil has an alphabet strip or card on the desk
- Teach the letter sound, not the letter name in the initial stages
- Put the letter sounds on tape or use age-appropriate software to teach the letter sounds
- Allow the pupils to play with letter sounds: saying it loudly, softly, quickly, slowly, whispering
- Build up letter sound books. Use one page for each letter and ask the pupils to find pictures of objects that they know beginning with that sound. Stick these around the letter
- Play alphabet games
- Feel the letter: children close their eyes and touch cut-out textured letters on card

Unfamiliar with clusters and blends

- Make the pupils aware of patterns such as rhyming words
  - Use games and songs that focus on sounds
  - Help them focus on visual sound patterns such as cl cluster in class, clap, clock and identify these in songs, poems and shared book activities
  - Colour and highlight the patterns on words/cards and display some of these
  - Encourage pupils to play around with magnetic or tactile letters, making words found in environmental print around them
- Change the initial/end letter or cluster to make new words: cat – bat, cup – cut, block – clock

**It can be very difficult to produce sounds that do not exist in the home language, for example 'th' or the glottal stop.**

### Word recognition

- Refer to labels in the classroom and on pictures around the room
- Mix up the labels in the room and see if the pupils notice, then ask them to fix the labels
- Have lists of common words with visuals displayed
- Use picture dictionaries
- Ask pupils to label pictures using familiar words
- Use Post-its™ to label pictures in reading books
- Match picture and word at whole-class, group and individual level
- Scan for and highlight key words in a photocopied text
- Play word games such as hunt the thimble, snap, pairs, bingo, odd one out
- Point to and repeat words regularly and encourage other pupils to do the same
- Use a regular bank of familiar words when writing comments on pupils' work. These may be illustrated at the front of the book or with stickers, and could possibly be taken home to be translated

### Reading phrases

- Timetable diary or news writing on a regular basis
- Make the pupils aware of repetitive phrases during big book reading and have them join in and repeat these. Trace your finger along the phrase as it is said aloud
- Ask small groups of pupils to chorus specific phrases from a story
- Put words from familiar phrases in a story on cards and practise sentence ordering following the story. This can be done in pairs or individually
- When talking to individual pupils about a book, write down what they say on strips of card and read with the pupil
  - Let the pupils read these aloud
  - Cut the strips up and ask pupils to put them together
  - Keep the cards as flash cards or glue into work book for regular review
  - Refer to what pupils have written for phrase recognition
- Put bits of phrases from familiar stories on cards and let the pupils put together in various combinations
- Matching activities: phrase to picture
- Shared reading with a peer or older pupil
- Use age-appropriate computer software

### Reading for meaning

- Set tasks for the pupils so that they have to read to complete them:
  - Read two reading cards or part of a story and tell others what they are about
  - Read a set of instructions to make, draw or colour something
- Set tasks related to readers, stories or magazines that require reading for a specific purpose
- Play games where reading is needed to play the game
- To check understanding of the gist, use storyboards or copy pictures for picture sequencing
- Matching text to pictures
- True/false statements
- Gap-fill activities
- Character profiles
- Book reports

## Tackling unfamiliar texts

- Try to make links with prior knowledge before approaching the text. Talk through the pictures first or, if possible, send home a small version of the big book or a copy of the text in advance
- Send home pictures, a picture book or key words related to the new text in advance
- Arrange for a peer, older pupil or adult to talk about key words and pictures related to the text in advance
- Read the text aloud with the whole class first or ask another pupil to read with a partner
- Encourage pupils to use titles as clues
- Enlarge the text so that it is easier to read
- Number the lines and refer to specific lines where they may find answers
- Cut up the text and use for re-ordering, matching titles with paragraphs, matching paragraphs with pictures
- Be clear about what you want the pupil to get from the text and provide frameworks to help elicit this information
- Encourage older pupils to build up a personal dictionary of new words and phrases and to use this when reading

## Poor motivation to read

- Try to build up a bank of multicultural books reflecting various cultures including books in other languages
- Have books and magazines that the pupils can read for pleasure
- Factual books with plenty of pictures
- Have famous people, favourite sport cards available. The pupils can fill these in, stick on pictures and display, after having read a story or article
- Award certificates or prizes for reading

**Pupils should be encouraged to record their response to reading in their home languages. This is excellent for their self-esteem. It is also good for other pupils to see different languages written. You can use what has been written as a basis for discussion/explanation.**



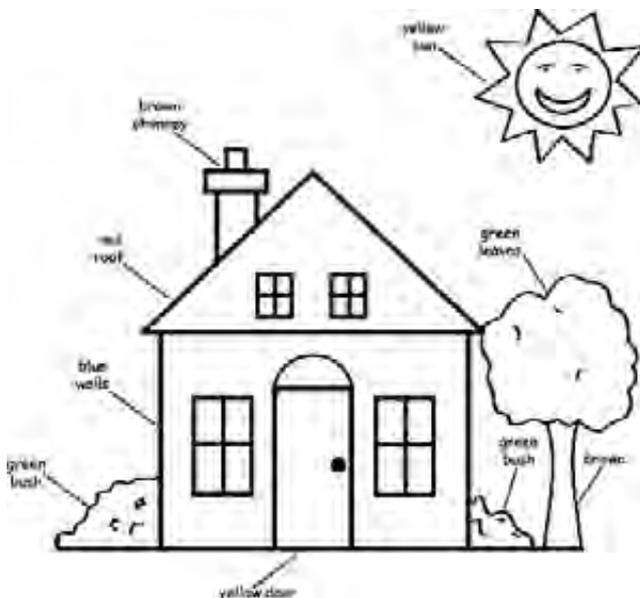
# Reading phrases

Put segments of phrases from the pupils' accounts from familiar stories onto cards and keep them. The pupils can work with these cards in pairs, groups, or alone, to make and sequence new sentences.

She's	This is	at home	sometimes	a lot	walking
Honey	my dog	She lives	She licks	I like her	She loves
Jack	fell asleep	Jack	planted	his cow	was
the giant's money	Jack's mother	stole	very angry		
The giant	sold	on the table	wanted to eat	the beans	

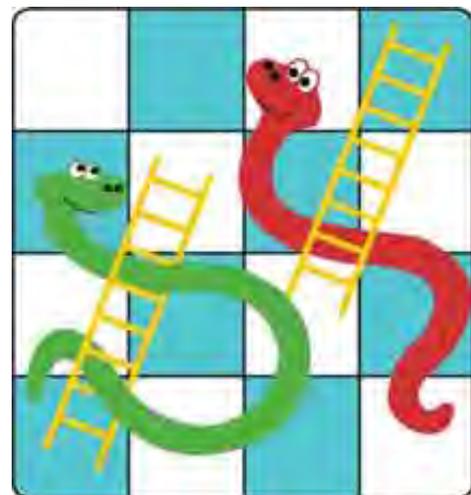
Games where pupils must read instructions in order to play.

## Colour the house



Pupils must read labels to carry out tasks

## Example of snakes and ladders board with instructions put at the junctions



Pupils must read and follow the instructions in order to move around the board. A larger template and full explanation are available on the accompanying CD.

Other games that require reading are suggested in the 'Games' section.

# Reading schemes

**Look for:**

- Books with clear, unambiguous pictures
- Text that is very closely related to what is happening in the pictures
- Words in the text that can be matched to the pictures

**Look for:**

- Constant repetition of text
- Age-appropriate texts for older pupils
- Lower level readers using the present tense

Newcomer pupils will want to bring a reading book home, just like the others in the class. Do not send highly visual books home. Books with pictures only are good for beginner readers. The pupil can talk about the book in the home language. Pupils may not be ready to read text until they have developed a good bank of vocabulary in English.

When the pupils are ready to read, you may find activities like these useful.

### Activity 1

Select five words from the book that you would like the pupil to read. Use the template below to help the pupil understand the words.

For younger pupils you could put the words on Post-its™ and stick them on to pictures in the book.

Key Words		
Word in English	Picture	My language

### Activity 2

Put the five words you selected in the smaller boxes. Copy pictures from the book that correspond. Ask the pupil to stick the correct picture with the correct word.


# Writing

Pupils need time to think about and talk through ideas before committing them to paper.

Pupils must understand what they are writing.

Writing about things of personal interest and for a specific audience is more meaningful.

*Pupils who are new to English may need to develop computer skills through English. They will need to become familiar with keyboard layout and the language needed to use computers in an English-speaking context.*

## Difficulties

Writing Roman script if unfamiliar

Using familiar words in the writing context

Spelling and grammar

## Suggestions

- Make sure that the alphabet is displayed clearly in the room and/or pupils have an alphabet strip on their desk
- Practise letter shapes by:
- Rainbow writing - a large letter is traced over with many different colours. It is important to identify starting point first.
  - Tracing over dotted letters, around cut out letters, making the shape in the air
  - Asking pupils to put their initials on their work
  - Palm writing: One pupil closes his/her eyes. Another pupil traces a letter on his/her palm and then has to guess the letter
  - Back writing: same principle as palm writing
  - Use small whiteboards and markers so that pupils can experiment. They can rub it clean and start again

- Use Post-its™ to label familiar pictures
- Label familiar pictures and diagrams
- Crosswords with visual cues
- Hangman
- Writing lists: recipe, shopping list, favourite things
- Filling in missing letters in words

- Spell aloud at the board and ask pupils to help
  - Ask pupils to highlight specific spellings or grammar items in a text
  - Encourage pupils to build up their own word glossaries and use these
  - Concentrate on one or two specific spelling or grammar mistakes when correcting.
    - o Either indicate that it is incorrect and ask the pupil to correct it, if they can
    - o Or, write the correct version and give a second example where the pupil has to write in the correct version
- DON'T CORRECT EVERY MISTAKE**
- Practise sentence ordering, punctuation and other grammar activities at whole-class and group level using enlarged words and punctuation cards

Moving from speaking and reading to writing

**Discussing ideas with a same-language partner can help pupils clarify ideas in their home language before writing. Encourage writing in the home language from time to time. Pupils can explain orally what they have written.**

- During whole-class discussions, write pupils' ideas on the board and encourage choral reading of this
- When talking with pupils, write what they say and read through with them. The pupil may copy what you have written and read with a partner or at home
- Paired writing encourages pupils to talk about what they want to write first
- Encourage pairs or groups to write puzzles or questions for the class or other groups, following an oral or reading activity
- At the end of an activity, ask pupils to write a word that they remember on a card. They must not let others see. The class can then play a question-and-answer game to guess the word  
Pupils may wish to do this with a partner for extra support

Moving from words to phrases/sentences

- Write phrases that the pupils have used on strips of card. Cut up and ask pupils to put in order. This helps with sentence structure and can be done at whole-class, group or individual level
- Give pupils copies of pictures from familiar stories or other texts. Ask them to find the phrase to match the text and write it below
- Cloze procedure with familiar phrases or sentences
- Make up slogans and posters
- Add captions to cartoon strips
- Replace words in short sentences to make new sentences
- Match beginnings and ends of sentences
- Complete the sentence

Moving from phrases to paragraphs and longer pieces of writing

- Whole-class rewriting of a story, event or process
- Picture sequencing and adding text at whole class, group and individual level. Pupils may need to be given text to match to the pictures
- Create own storyboards
- Put sentences in the correct order to give a set of instructions, explain a process or retell a story
- Cut up paragraphs from a text and ask pupils to put in the correct order
- Provide writing frames

Writing more freely

**Encourage pupils to read each other's work. This provides a real audience and encourages pupils to make it interesting and to present work well. Activities may be done on computer or by hand.**

- Encourage pupils to write for fun, for example:
  - Write instructions for making, colouring or drawing something
  - Write clues for a treasure hunt
  - Make up crosswords
  - Write letters, notes, e-mails to other pupils
  - Pen-pals
  - Create 'Who am I?' quizzes
  - Code-breakers
  - Write in the home language – a personal diary for example
- Personal books: pupils can make their own or work collaboratively on topics such as:
  - Our favourite things
  - Our favourite people
- Rewrite and illustrate familiar stories
- Create own short stories or comic strips

## Writing in different genres

### Dictagloss is good for:

- Involving all four skills
- Presenting new factual information across the curriculum
- Listening for key points
- Supporting less confident writers
- Involving talk about content and language
- Encouraging collaborative work
- Modelling language needed for writing

It is important to teach genre where appropriate.

- Think aloud while writing in front of the class, for example, 'What should I put next?' 'Is that right?'
- Construct a piece of writing with the class or a group of children. Wall stories are a good idea
- Read aloud from a variety of texts. This provides models of writing for a range of purposes
- Give the pupils good quality models of the written product
- Set topics for writing as well as allowing free choice.
- Set writing tasks for pairs and groups. This allows less competent writers to work with pupils who will provide good models
- Allow pupils to write in their home language. They can explain what they have written to others
- Dictagloss
  - Read a text several times at normal speed. On first reading pupils listen and don't write anything
  - During the next reading they each write as much as they can while listening
  - In pairs, pupils discuss their notes and try to make them as complete as possible
  - Each pair then joins with another pair to pool information
  - Finally the group of four reconstruct the text in writing, containing as much of the original information as possible
  - Don't tell the pupils to use their own words as part of the value of this exercise is that the pupils have an opportunity to use the language modelled by the text.

### Famous person profile



Name

.....

Country

.....

Hair .....

Eyes .....

3 other facts

.....

.....

.....

.....



Name

.....

Age .....

Hair .....

Eyes .....

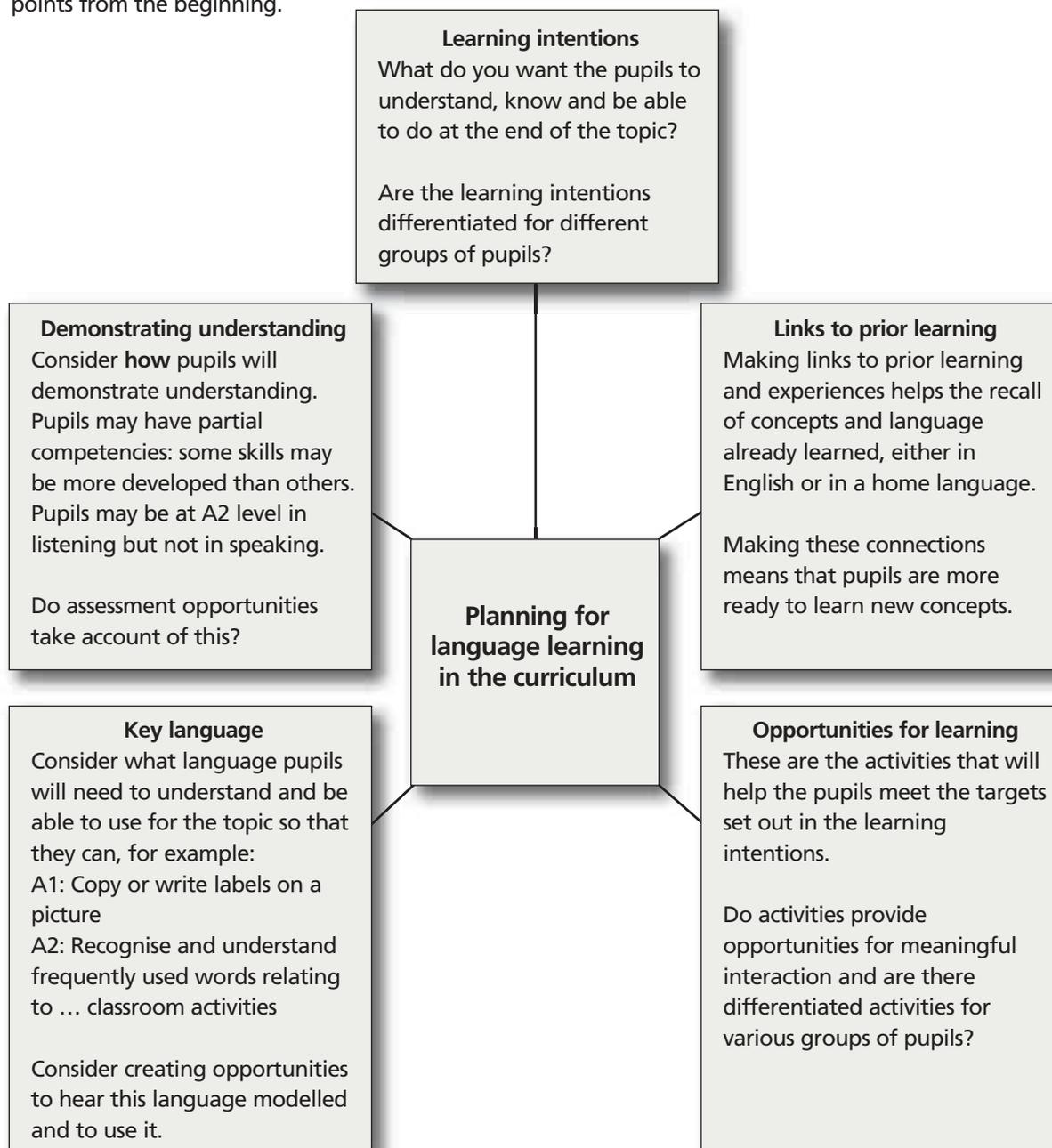
Big or small.....

# Planning for language learning in the curriculum

All teachers plan for learning and teaching. This section is designed to help you adapt your planning to make the curriculum accessible for all pupils, and the planners on pages 111–112 illustrate how to plan for language learning in the curriculum.

All planners contain common elements and this section will show you how to adapt these. It will also draw your attention to other things for consideration when addressing the needs of newcomer pupils, particularly those at levels A1 or A2 in the Common European Framework of Reference for Languages (see pages 106 and 110).

The diagram below illustrates points to bear in mind when planning for all pupils, including those with limited English. You may adapt existing plans to include these. However, if starting anew, consider these points from the beginning.



# The Common European Framework of Reference for Languages and the European Language Portfolio: an overview



## What is the Council of Europe?

The Council of Europe is an intergovernmental organisation whose principal aims are:

- To protect human rights, pluralist democracy and the rule of law
- To promote awareness of Europe's cultural identity and diversity
- To seek solutions to problems facing European society
- To help consolidate democratic stability in Europe

Founded on 5 May 1949, the Council of Europe now has 47 member states. Its headquarters are in Strasbourg. See [www.coe.int](http://www.coe.int) for further information.

The Council of Europe should not be confused with the European Union. The two organisations are quite distinct, though the member states of the European Union are all members of the Council of Europe.

## What is the Common European Framework of Reference for Languages (CEFR)?

The CEFR is a tool for describing language proficiency. It distinguishes five communicative skills: listening, reading, spoken interaction, spoken production, writing. There are six levels of proficiency within each skill:

A1 Breakthrough	A2 Waystage
B1 Threshold	B2 Vantage
C1 Effective Operational Proficiency	C2 Mastery

The benchmarks in the pupil's European Language Portfolio, adapted from the CEFR, do not reflect the full range of proficiency achievable, but rather the minimum proficiency required for full participation in mainstream classrooms. For this reason, the benchmarks correspond to the first three levels of the Common European Framework only (A1, A2 and B1) and the global descriptors for these three levels may be found on the following pages.

## What is the European Language Portfolio (ELP)?

It is a tool that will help learners to develop an understanding of how and what they are learning through activities like setting learning goals, thinking about learning and recording progress and achievement. It also helps teachers to learn more about how pupils learn so that they can support them in becoming better learners. The ELP:

- Is about whole learning, not just 'school learning'. It takes account of a learner's previous experience and learning outside the school context.
- It recognises and includes diverse backgrounds, experiences and learning needs.
- It can provide an excellent means of communicating information about a learner's progress to parents and involve them in their child's learning.
- It can be used as a focus for discussion between teachers, as well as supporting the mobility of pupils between schools and between countries. This ensures that learning will continue from where it had previously ended.

The specific purpose of the ELP for primary pupils, who are learning the language of the host community, is to support learners whose home language is not English as they meet the challenge of learning English in order to participate fully in mainstream education. As with all ELPs, it comprises three parts:

- A language passport that summarises the owner's linguistic identity, language learning experiences and language qualifications in an internationally transparent manner
- A language biography that enables the owner to set learning targets, record learning and intercultural experiences and regularly assess his/her progress
- A dossier in which the owner keeps samples of his/her work in the languages he/she has learned or is learning

# Global benchmarks of communicative proficiency

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
UNDERSTANDING	<b>Listening</b> <ul style="list-style-type: none"> <li>• Can recognize and understand basic words and phrases concerning him/herself, family and school.</li> <li>• Can understand simple questions and instructions when teachers and other pupils speak very slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognize and understand frequently used words relating to him/herself and family, classroom activities and routines, school instructions and procedures, friends and play.</li> <li>• Can understand a routine instruction given outside school (e.g. by a traffic warden).</li> <li>• Can understand what is said in a familiar context such as buying something in a shop (e.g. price).</li> <li>• Can follow at a general level topics covered in the mainstream class provided key concepts and vocabulary have been studied in advance and there is appropriate visual support.</li> <li>• Can follow and understand a story if it is read slowly and clearly with visual support such as facial expression, gesture and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main points of topics that are presented clearly in the mainstream classroom.</li> <li>• Can understand the main points of stories that are read aloud in the mainstream classroom.</li> <li>• Can understand a large part of a short film on a familiar topic provided that it is age-appropriate.</li> <li>• Can understand detailed instructions given in all school contexts (classroom, gym, playground, etc.).</li> <li>• Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification.</li> </ul>
	<b>Reading (if appropriate to the age of the pupil)</b> <ul style="list-style-type: none"> <li>• Can recognize the letters of the alphabet.</li> <li>• Can recognize and understand basic signs and simple notices in the school and on the way to school.</li> <li>• Can recognize and understand basic words on labels or posters in the classroom.</li> <li>• Can identify basic words and phrases in a new piece of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and understand very short and simple texts that contain a high proportion of previously learnt vocabulary on familiar subjects (e.g. class texts, familiar stories).</li> <li>• Can use the alphabet to find particular items in lists (e.g. a name in a telephone book).</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and understand the main points in texts encountered in the mainstream class, provided the thematic area and key vocabulary are already familiar.</li> <li>• Can read and understand descriptions of events, feelings and wishes.</li> <li>• Can use comprehension questions to find specific answers in a piece of text.</li> <li>• Can use key words, diagrams and illustrations to support reading comprehension.</li> <li>• Can follow clearly written instructions (for carrying out a classroom task, assembling or using an object, following directions, etc.).</li> </ul>

*This toolkit focuses, in particular, on levels A1 and A2. The full range of descriptors, including those for vocabulary control, grammatical accuracy, and phonological and orthographic control may be found on the accompanying CD.*

(continued)

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
SPEAKING	<b>Spoken Interaction</b> <ul style="list-style-type: none"> <li>• Can greet, say 'Please' and 'Thank you', and ask for directions to another place in the school.</li> <li>• Can respond non-verbally to basic directions to a place in the school when the other person supplements speech with signs or gestures.</li> <li>• Can give simple answers to basic questions when given time to reply and the other person is prepared to help.</li> <li>• Can make basic requests in the classroom or playground (e.g. for the loan of a pencil) and respond appropriately to the basic requests of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for attention in class.</li> <li>• Can greet, take leave, request and thank appropriately.</li> <li>• Can respond with confidence to familiar questions clearly expressed about family, friends, school work, hobbies, holidays, etc., but is not always able to keep the conversation going.</li> <li>• Can generally sustain a conversational exchange with a peer in the classroom when carrying out a collaborative learning activity (making or drawing something, preparing a role-play, presenting a puppet show, etc.).</li> <li>• Can express personal feelings in a simple way.</li> </ul>	<ul style="list-style-type: none"> <li>• Can speak with fluency about familiar topics such as school, family, daily routine, likes and dislikes.</li> <li>• Can engage with other pupils in discussing a topic of common interest (songs, football, pop stars, etc.) or in preparing a collaborative classroom activity.</li> <li>• Can keep a conversation going, though he/she may have some difficulty making him/herself understood from time to time.</li> <li>• Can repeat what has been said and convey the information to another person.</li> </ul>
	<b>Spoken Production</b> <ul style="list-style-type: none"> <li>• Can use simple phrases and sentences to describe where he/she lives and people he/she knows, especially family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a series of phrases and sentences to describe in simple terms his/her family, daily routines and activities, and plans for the immediate or more distant future (e.g. out-of-school activities, holiday plans).</li> </ul>	<ul style="list-style-type: none"> <li>• Can retell a story that has been read in class.</li> <li>• Can retell the plot of a film (or book) he/she has seen (or read) and describe his/her reactions.</li> <li>• Can describe a special event/celebration in the family (religious festival, birthday, new baby, etc.).</li> <li>• Can give an account of an experience or event (travel, an accident, an incident that occurred, etc.).</li> <li>• Can briefly give explanations and reasons for opinions and plans.</li> </ul>
WRITING	<b>Writing (if appropriate to the age of the pupil)</b> <ul style="list-style-type: none"> <li>• Can copy or write his/her name.</li> <li>• Can copy or write words and short phrases that are being learnt in class.</li> <li>• Can copy or write labels on a picture.</li> <li>• Can copy short sentences from the board.</li> <li>• Can spell his/her name and address, and the name of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Can enter newly-learnt terms in a personal or topic-based dictionary, possibly including sample sentences.</li> <li>• Can write short texts on specific or familiar topics (e.g. what I like to do when I'm at home).</li> <li>• Can write a short message (e.g. a postcard) to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a diary or news account with accuracy and coherence.</li> <li>• Can write a short letter describing an event or a situation.</li> <li>• Can write a brief summary of a book or film.</li> <li>• Can write an account of his/her feelings or reactions to an event or situation.</li> <li>• Can write a short dialogue to be performed by puppets.</li> </ul>

The planners on the following pages have been adapted for pupils at levels A1 and A2.

Use of the ELP is dealt with in greater detail in the 'What next?' section.

# Celebrating diversity in the classroom

## CLASS PROJECT 1: Making a welcome display for the foyer

**Objective:** To recognise and understand the values of the cultures and backgrounds of all pupils in the school

1. Pupils visit classrooms, by prior agreement with all teachers, and carry out a survey of the countries and languages represented by pupils in the school.
2. Working in groups, pupils take a number of the countries represented by pupils and research the basic details during IT sessions – e.g. geography, population, principal language(s), climate, currency, name of television station, national flag, main industries and so on.
3. Each group prepares contributions for a large poster which will contain this information.
4. The project could also include the collection of postcards, samples of currency, pages from a newspaper from each country.
5. Pupils pool their contributions and create a visual display based, for example, on a world map and include the school population statistics, photos of pupil groups, sports teams and greetings in each of the languages represented.

## CLASS PROJECT 2: Learning the basics about different religions

**Objective:** To recognise that there are a number of world religions, some of which are represented in the school and each of which is significant for its own followers

1. Using the internet, a digital or paper encyclopaedia, pupils work in groups to research a number of major world religions –



Christianity



Islam



Buddhism



Confucianism



Judaism



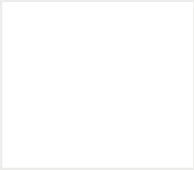
Hinduism



Shinto

2. Pupils, working in groups, are assigned a particular religion and make a poster containing the principal points about the religion in question (e.g. where it is based, how many followers, important days of celebration/commemoration, main events of the religion).
3. A calendar is created of the main religious festivals of the world and this is copied and distributed to all classes so that important days for pupils in particular classes may be noted throughout the year.

## Sample Calendar (2007)

<p><b>January</b></p> <p>New Year</p> 	<p><b>February</b></p> <p>18th Chinese New Year</p> 	<p><b>March</b></p> <p>17th St. Patrick's Day</p> 	<p><b>April</b></p> <p>8th Easter</p>  <p>3rd Passover</p> 
<p><b>May</b></p> <p>2nd Buddha Purnima</p> 	<p><b>June</b></p> <p>10th Portugal Day</p> 	<p><b>July</b></p> <p>School holidays</p>	<p><b>August</b></p> <p>School holidays</p>
<p><b>September</b></p> <p>Ramadan</p> 	<p><b>October</b></p> <p>Confucius' birthday</p> 	<p><b>November</b></p> <p>11th Independence Day Poland</p> 	<p><b>December</b></p> <p>4th-12th Hannukah</p>  <p>25th Christmas</p> 

## CLASS PROJECT 3: Making a 'community tree' (ages 7–12)

**Objective:** To find out about the wide range of people who have lived or live in the local community and to understand about local cultural heritage.

Method:

1. Introduce the topic of 'the local community' by looking at pictures of important places locally, reading some local history information, going on a walk to gather information, looking at the names on local shops, taking photos.
2. Pupils are encouraged to bring photographs to school which show their families (past or present), their homes, their family or personal involvement in a local activity (sporting, arts etc.).
3. Children who have arrived more recently in the area should also engage in this activity in order to reinforce their sense of belonging to the area.
4. Pupils begin to identify important local events (past or present), local families of importance, newly arrived families and their surnames.
5. They prepare a large poster (or set of posters) which illustrates local facts and history, local people, local activities, and includes the 'new' members of the community.

## CLASS ACTIVITY FOR YOUNG CHILDREN (ages 4–6): Making little people

**Objective:** Making personal puppets as a basis for exploring similarity, difference, emotions.

What you need:

A 'front' and 'back' picture of each child.

Empty rolls (e.g. from kitchen towels) or empty milk/juice cartons which have been well washed.

Glue

Method:

- Using a digital camera, take front and back photographs of each child
- Children stick their own photos to the front and back of the tube/carton to make a 'little person'
- Children put their 'little people' together
- Teacher asks questions such as: 'How many children have dark/blonde hair?', 'How many children have straight/curly hair?', 'Can you see anything that we all have?' (2 eyes, 1 nose, 2 hands, 2 feet.)
- Teacher asks questions like 'What makes Tiago sad?', 'What makes Magda happy?' and children reply through their own 'little people.'
- 'Little people' can be used in Circle Time to explore feelings and worries or to explain something that has happened

## At whole-school level

### Preparation ...

1. Plan a day for late in the school year which will involve pupils, teachers and parents
2. Notify parents of this event well in advance (get brief notes translated, if possible) and request that they support children in identifying objects from home, assembling national costumes, creating foods etc., that are traditional or specific to different cultures (including Irish cultural /historical items)
3. Use music, PE and art classes to work on contributions for the day: sing songs in different languages, create art work for exhibition, demonstrate how to put on a traditional garment or headgear, practise traditional dances
4. Get older children to prepare a 'passport' for the day, on computer if possible, which lists the different events. The passport will be distributed to each class (see example below)

### On the day ...

5. Organise the activities on a class-by-class basis or combine two or three classes
6. Ensure that the programme allows for everybody to circulate and experience all the events (repeating where necessary)
7. Assign a parent to help with appropriate activities
8. Each class teacher organises his/her pupils to circulate around the different activities taking the passport
9. The passport is stamped/signed when the child has participated in the activity
10. The objective is for each child to participate in as many activities as possible and to have these recorded in the passport

### Sample passport for Intercultural Activity Day

My name _____	I learnt some Irish dancing steps <input type="checkbox"/>
My class _____	I sang a song with my class <input type="checkbox"/>
What I am doing today at the festival: _____ _____ _____	I learnt how to say hello and goodbye in (Polish) <input type="checkbox"/>
	I tasted some cakes from (Brazil) <input type="checkbox"/>

## Creative and expressive exhibition

### Preparation ...

1. Teachers are asked to assign time regularly, for a period of several weeks, to the preparation of an exhibition that reflects the diversity of the school community
2. Pupils research what they will produce for the exhibition to identify a focus that reflects their cultural, national or family background. Pupil activities may include:
  - a. the preparation of a poster or picture
  - b. teaching other pupils a song from the country of origin
  - c. giving a demonstration of traditional dress
  - d. teaching a traditional dance (not forgetting to include Irish examples)
3. The exhibition is opened to parents and other visitors and all pupils circulate to view the exhibits and experience the activities of other classes.

# Intercultural portfolio for pupils

The following activities may form part of an 'intercultural portfolio' for pupils



## Objective

The objective of these activities is to develop the pupils' awareness of the need to understand and acknowledge what is important to others – such as names, words in the mother tongue, special celebrations.

A full and rich intercultural portfolio may be developed over time through classes in geography, SPHE, history, citizenship etc. Teachers should try to take advantage of all opportunities to explore and highlight issues such as:

- Respect for others
- Acknowledgement of the values of others
- Understanding of both difference and similarity

## My intercultural portfolio

### People, places and languages

Find out about the people in your class and the languages that they know. Learn how to say 'hello', 'goodbye' and something else in some other languages. Then note down what you have learnt.

<b>My friend's name</b> _____
<b>The country that his or her family comes from</b> _____
<b>The languages he or she speaks</b> _____

### People, places and languages

Language	What I know	What this means in English

### Things that are important

1. First fill in the information for yourself
2. Then ask some of your friends the same questions and find out what is important for them. You should choose some friends from Ireland and some from other countries.

	How these things are important for me and my family
People:	
Places:	
Foods:	
Books:	
Objects in my home:	
Celebrations:	

## A day in school

Fill in the answers to the questions about your school day

Find somebody who:

- went to another school in your town
- went to school somewhere else in Ireland
- went to school in another country

Ask your friends the same questions, and find out the similarities and differences between schools in different places

<b>Time my school starts</b>	
<b>Days I go to school</b>	
<b>Times of the year when I have holidays</b>	
<b>Number of pupils in my class)</b>	
<b>The teachers I have for my classes</b>	
<b>Subjects I learn in school</b>	
<b>What I like best about school</b>	
<b>What I don't like about school</b>	
<b>Time school ends</b>	
<b>Activities I do after school</b>	

### Now find out about your friends' schools

	Name: In another school in	Name: In another school in Ireland	Name: In school in
Time school starts			
Days pupils go to school			
Times of the year for school holidays			
Number of pupils in my class there			
My class had: (✓the correct answer)	All boys All girls Boys and girls	All boys All girls Boys and girls	All boys All girls Boys and girls
The teachers I had for my classes			
Subjects I learnt in school			
What I liked best about school			
What I didn't like about school			
Time school ended			
Activities I did after school			

# Assessing Progress

This section looks at ongoing assessment and considers how teachers may assess pupils' progress and help them to assess their own learning. It also suggests ways of communicating progress to parents.

Accurate assessment of a pupil's proficiency is unlikely in the early days for the following reasons:

- The pupil may be suffering from 'shock' and may be unable to communicate
- The pupil's previous formal education may have been non-existent, minimal or interrupted
- The pupil may have been told by parents not to give information
- Concepts in different curriculum areas are not necessarily taught in the same order in other educational systems and the pupil may not be familiar with what is being taught in class
- A 'Silent Period' often occurs when children are immersed in a new language and does not necessarily indicate a learning difficulty. Emphasising the situation through assessment may worsen the situation. See *The Silent Period in Early Days*

The abilities of newcomer pupils should be viewed in relation to the peer group. It is important to identify what skills, other than language proficiency, the child may need to learn, or, conversely, may have gained ahead of the peer group.

# Observation

Teachers may find the following observation sheets useful in assessing a pupil's progress in the early days and thereafter. The answers to the questions on these sheets will help identify on-going areas of priority for the pupil. These areas may be addressed by a language support teacher or classroom assistant, if available. This information would be useful at intervals throughout the year.

It is not necessary for teachers to complete these forms in writing as information may be exchanged informally. The forms are merely to provide guidance.

The ***What Next?*** section illustrates how the European Language Portfolio may be used for more detailed monitoring.

## Mainstream observation sheet for the first 6-8 weeks after arrival of a newcomer pupil

Name of teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Name of pupil: \_\_\_\_\_

Date: \_\_\_\_\_

	YES	NO	SOMETIMES
Is there evidence of this pupil mixing with other pupils?			
Has the pupil volunteered information in class?			
Has this pupil asked for clarification or help in class?			
Is there evidence of this pupil making progress in general?			
Are there any insights into what the pupil already knows in different curriculum areas?			
What curriculum areas does the pupil seem most comfortable with?			
What curriculum areas are creating the most difficulty?			
If support were available, what areas would benefit from language support? If possible, some key words and sample tasks would be helpful.			

**Remember that requests by pupils for clarification or help may be non-verbal.**

## Mainstream observation sheet for ongoing monitoring

Name of teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Name of pupil: \_\_\_\_\_

Date: \_\_\_\_\_

	YES	NO	SOMETIMES
Is there increased evidence of this pupil mixing with other pupils?			
Is this pupil responding more frequently in class?			
Does this pupil asked for explanation or clarification either in class or individually after class?			
Is there increased evidence of this pupil making progress in general?			
Is this pupil doing homework and any other work that is assigned?			
In which curriculum areas is this pupil performing well or at a satisfactory level?			
What curriculum areas are creating the most difficulty?			
If support is available, what areas would benefit from language support? If possible, some key words and sample tasks would be helpful.			



These forms have been adapted from those produced by Integrate Ireland Language and Training



# Underachieving?

Teachers may find the following questions useful in deciding whether underachieving is due to a language or a learning difficulty. If answers are generally 'yes', then the difficulties experienced are probably related to English language development alone. If answers are generally 'no', then there may be a learning difficulty. It is important to collect evidence in a variety of situations and over a period of time.

*A meeting with parents, using an interpreter where necessary, would help clarify questions about home language skills and previous education. Observing interaction with same-language peers may also be informative.*

## Listening and responding

- Has the pupil had less than 6 months' exposure to English?
- Is the language used by the teacher too complicated for the pupil's stage of language development?
- Is the content of classroom discussions culturally unfamiliar to the pupil or beyond his/her experience?
- Does the pupil listen attentively to other pupils or adults who are using the home language?
- Does the pupil respond through body language, signs, symbols or drawing?

## Difficulty with oral expression over a range of skills

- Has the pupil had less than two years' exposure to English?
- Could the pupil feel uneasy with the classroom situation?
- Are the pupil's errors in speaking generally typical of those produced by pupils learning English?
- Do the errors appear to be influenced by the home language?
- Can the pupil use his/her home language over a range of skills appropriate to age and educational experience?

## Difficulty in progressing in other areas of the curriculum

- Are instructions and explanations too complicated for the pupil's level of language development?
- Can the pupil understand the task when supported by visual materials or if the task is language-free?
- Can the pupil understand the task if it is explained by a peer using the same home language?
- Does the pupil understand the essential stages leading to the task?

## Slow or little progress with reading

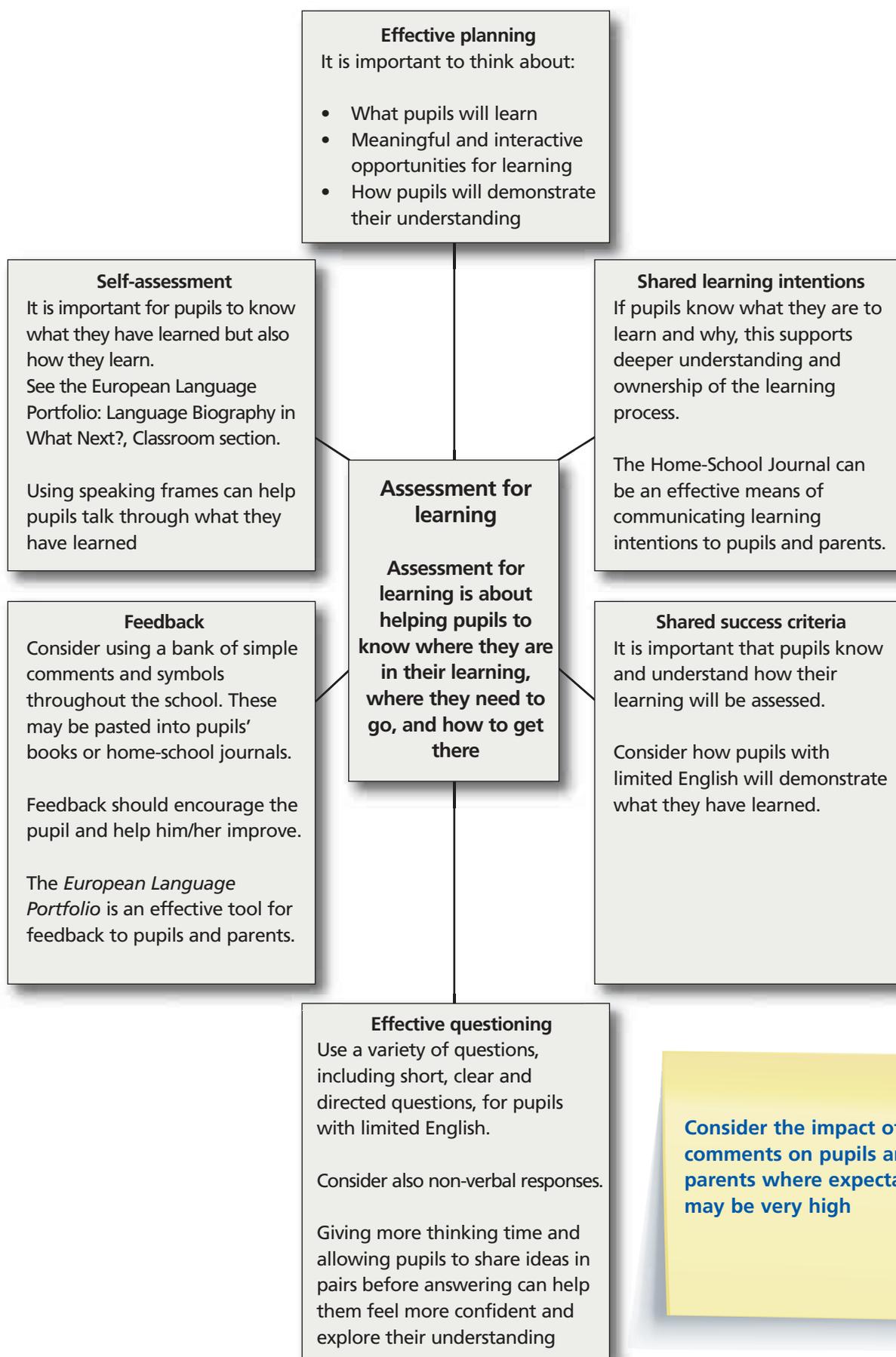
- Does the pupil lack sufficient vocabulary to make a meaningful start?
- Has the pupil little exposure to English text or letter forms?
- Does the pupil read text in the home language?
- Do reading books contain specific cultural information, content or idiomatic language beyond the experience of the pupil?

## Difficulties with writing

- Is the pupil unfamiliar with the Roman alphabet?
- Is it possible that the pupil has not had previous formal schooling which included opportunities to write?
- Does the pupil's home language use a script with a different orientation, for example right to left or top to bottom?
- Can the pupil sequence events and ideas orally or pictorially?
- Do difficulties with structure in writing reflect similar difficulties in oral expression?
- Can the pupil write in the home language at an age-appropriate level?

## Behavioural, emotional or social difficulties

- Is the pupil experiencing trauma or confusion?
- Has the pupil had only a short experience of formal education?
- Has the pupil come from a very different educational experience?
- Is the pupil's lack of skill in oral English causing frustration?
- Is the pupil being asked to carry out an activity that is beyond his/her previous experience or in conflict with cultural or religious beliefs?
- Does the pupil feel pressured to respond orally?
- Are the tasks chosen appropriate for the pupil's language and cognitive level?



## Communication with parents

- Arranging parent-teacher meetings
- Communicating progress

It is most important to achieve a means of communicating with newcomer parents, as they may feel excluded from their child's education due to their own lack of proficiency in English.

### Points to remember for parent-teacher meetings:

- Parent-teacher meetings may not be a feature of some education systems and parents may feel that something is wrong if they are invited to the school. It is important to explain the purpose and importance of such meetings during the initial meeting with parents.
- It may be difficult for some parents to attend meetings due to working patterns. Is it possible to arrange alternative meeting times?
- Some parents do not feel that they could cope with a meeting. If it is possible to arrange for interpreters to be available, it is important to communicate this at the initial meeting with parents.
- Do not ask another pupil to interpret.
- Newcomer parents may not be familiar with the routines of parent-teacher meetings, such as where to go, where to wait and so on. Make sure that there is a helper to smooth the way.
- Create a welcoming environment in the room and remember that the parent will be depending on visual cues from the teacher.
- Set aside additional time for interpreting and extra explanations. Remember that newcomer parents are new to the education system and may not be aware of some of the most basic routines and procedures. Consider whether there is anything that you may need to explain.
- Have some examples of the child's work, such as the European Language Portfolio, books or resources that are used, and the pictorial report form shown on the following page.

### Encourage parents to:

- use their home language with their children
- talk to their children about what they are learning using the Home-School Journal. In doing so, parents can keep contact with what is happening in school and understand what is important to their child
- contact the school if there are any concerns

## Parent-teacher meeting report

Teachers may find pictorial reports useful in communicating with parents either during parent-teacher meetings or when sending written reports home.

It may be appropriate to send home a standard report accompanied by a pictorial one, depending on the level of English at home.

This is a sample only. Full versions are available on the accompanying CD.

Name of pupil: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Punctuality and attendance



### Interaction with other pupils



### Interaction/answering in classroom activities



### Reading



### Writing



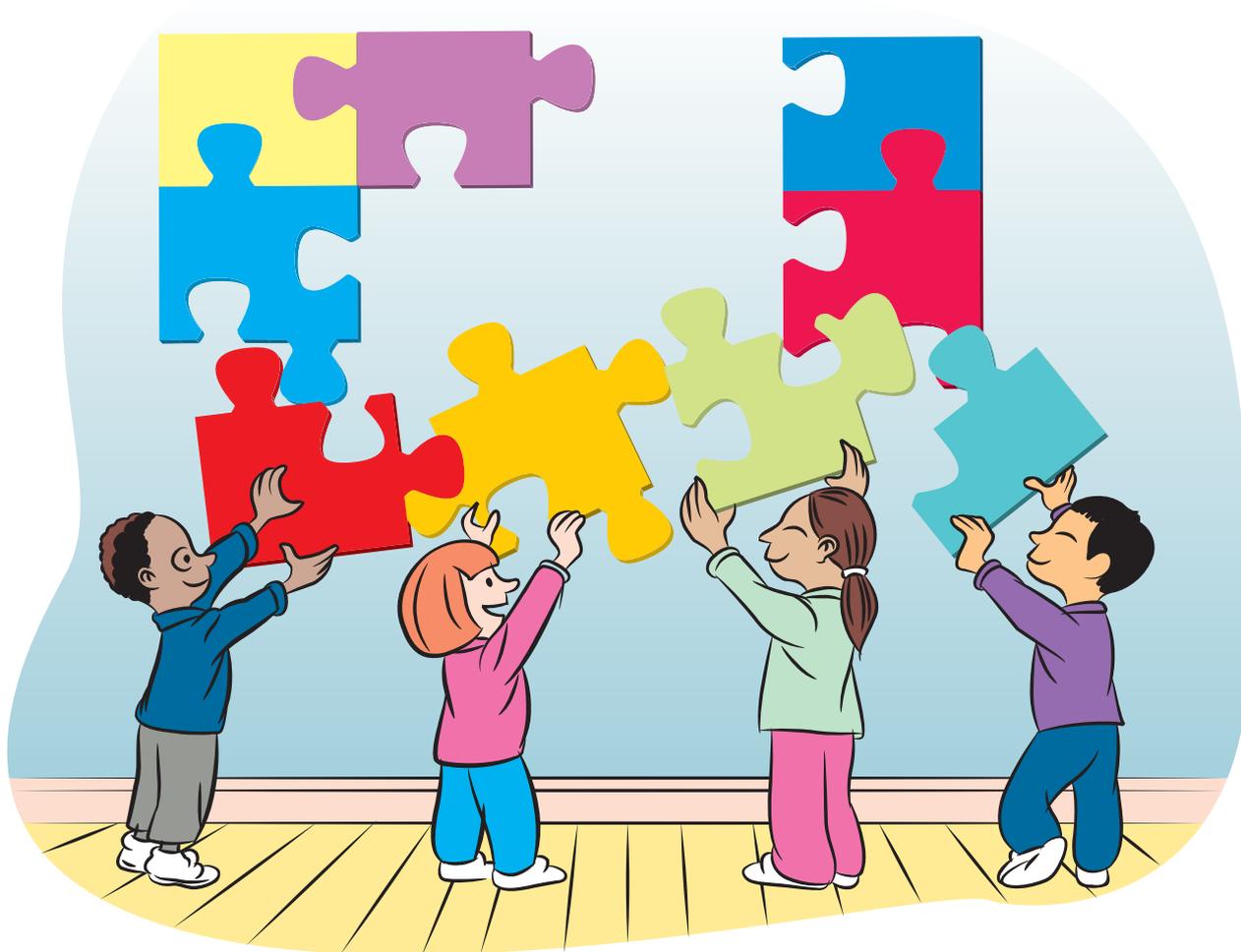
### Speaking





**WHAT NEXT?**

## What next? – the school



# Introduction

It is important to consider planning for inclusion of all pupils. This section aims to guide schools through the planning process.

## Planning for inclusion entails

- auditing current practice
- action planning for priority areas of development
- staff development
- celebrating diversity

# Contents of this section

## Planning for inclusion

- steps in the process
- audit of current provision and practice
- priorities for action
- an action plan
- implementation and review
- what next: the evaluation process
- coordinating provision for newcomer pupils

## School and community

- intercultural activities at class and whole-school level
- using the European Language Portfolio to promote intercultural awareness
- international links

All templates used in this section are available on the accompanying CD



# Planning for inclusion

Look at the School Development Plan. Does it need an inclusion focus?

Where are we now? Consider an audit of provision and practice

Prioritise 1-2 areas for more immediate development

Draw up an action plan with clear and simple goals

Implement the action plan and keep an eye on progress

Evaluate the effectiveness of the action plan and consider the next steps

# The Inclusive School: audit of current provision and practice

Name of School \_\_\_\_\_ Date \_\_\_\_\_

Ethos	Comments
In what ways does the school ethos reflect the linguistic, religious and cultural diversity of its pupils and community?	
Is there a focus on inclusion in the school development plan or in policies? e.g.: Attendance Homework Admissions Induction	
<b>Teaching and learning</b>	
What opportunities are there for celebrating diversity?	
How are home languages recognised in school?	
How are strategies and resources adapted?	
Are appropriate resources selected? (e.g. texts and visuals)	
Are school assessments adapted to suit the needs of all pupils? How is feedback communicated to pupils with limited English?	
Does assessment for learning take place?	
<b>Home/school/community links</b>	
Are induction procedures in place in the school for newcomer pupils and parents? e.g.: Welcome book Welcome interview Communicating information to staff	
What efforts are made to inform parents with limited English about: <ul style="list-style-type: none"> <li>• the curriculum?</li> <li>• their child's progress?</li> <li>• school activities and events?</li> </ul>	
<b>Professional development</b>	
What are the training needs of the staff?	
How will training be disseminated to all staff?	

# The Inclusive School: prioritising

Consider 1-2 very clear and relevant areas of focus

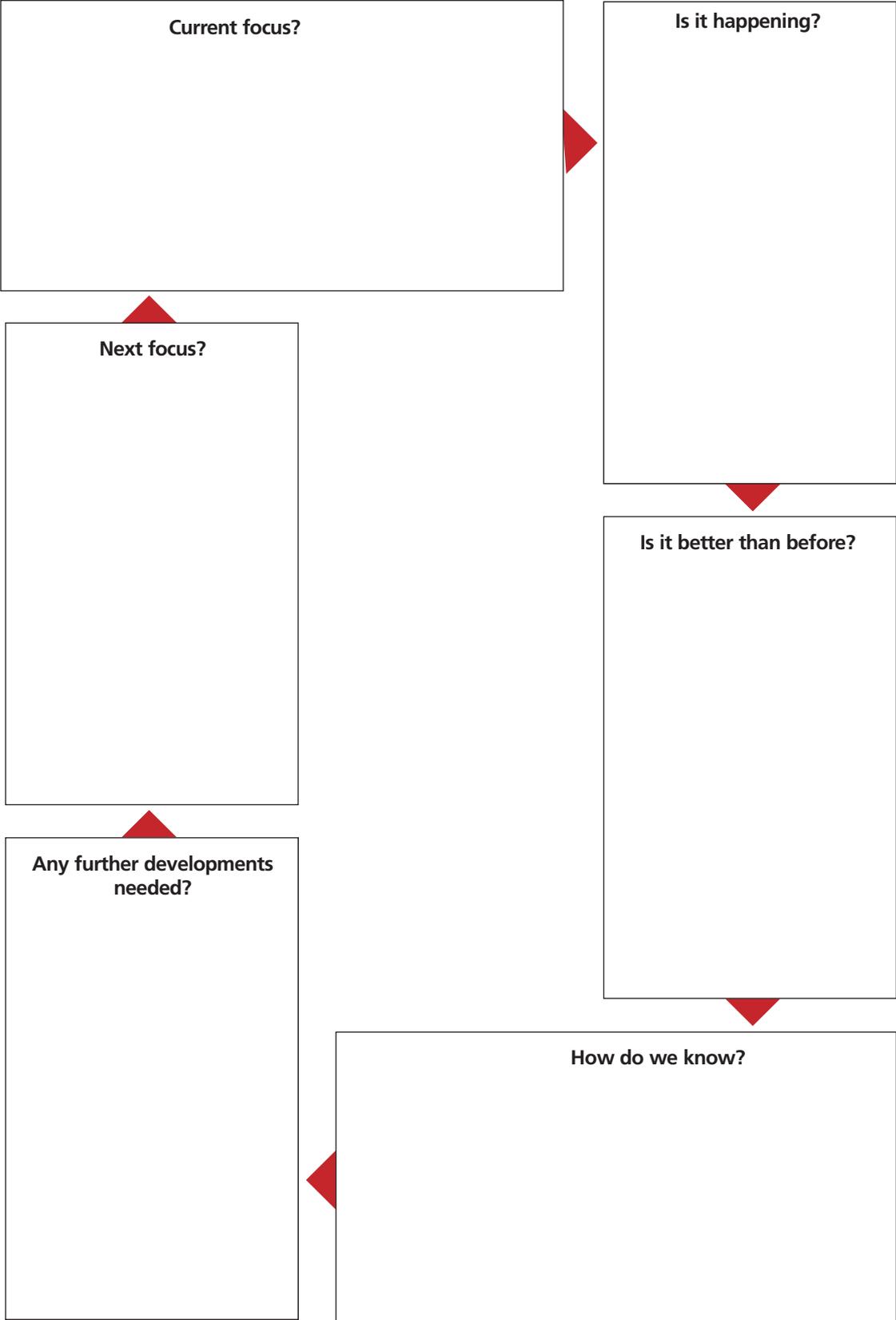
	Priorities arising from the audit
<b>Ethos</b>	
The learning environment	
Links with parents	
Pastoral care	
<b>Learning and teaching</b>	
Opportunities for celebrating diversity and home languages	
Teaching strategies	
Selection and adaptation of resources	
Assessment and feedback	
<b>Home-school links</b>	
Communicating with parents	
Parental involvement	
<b>Professional development</b>	
Identifying staff training needs	
Disseminating information	

## The Inclusive School: Action Plan

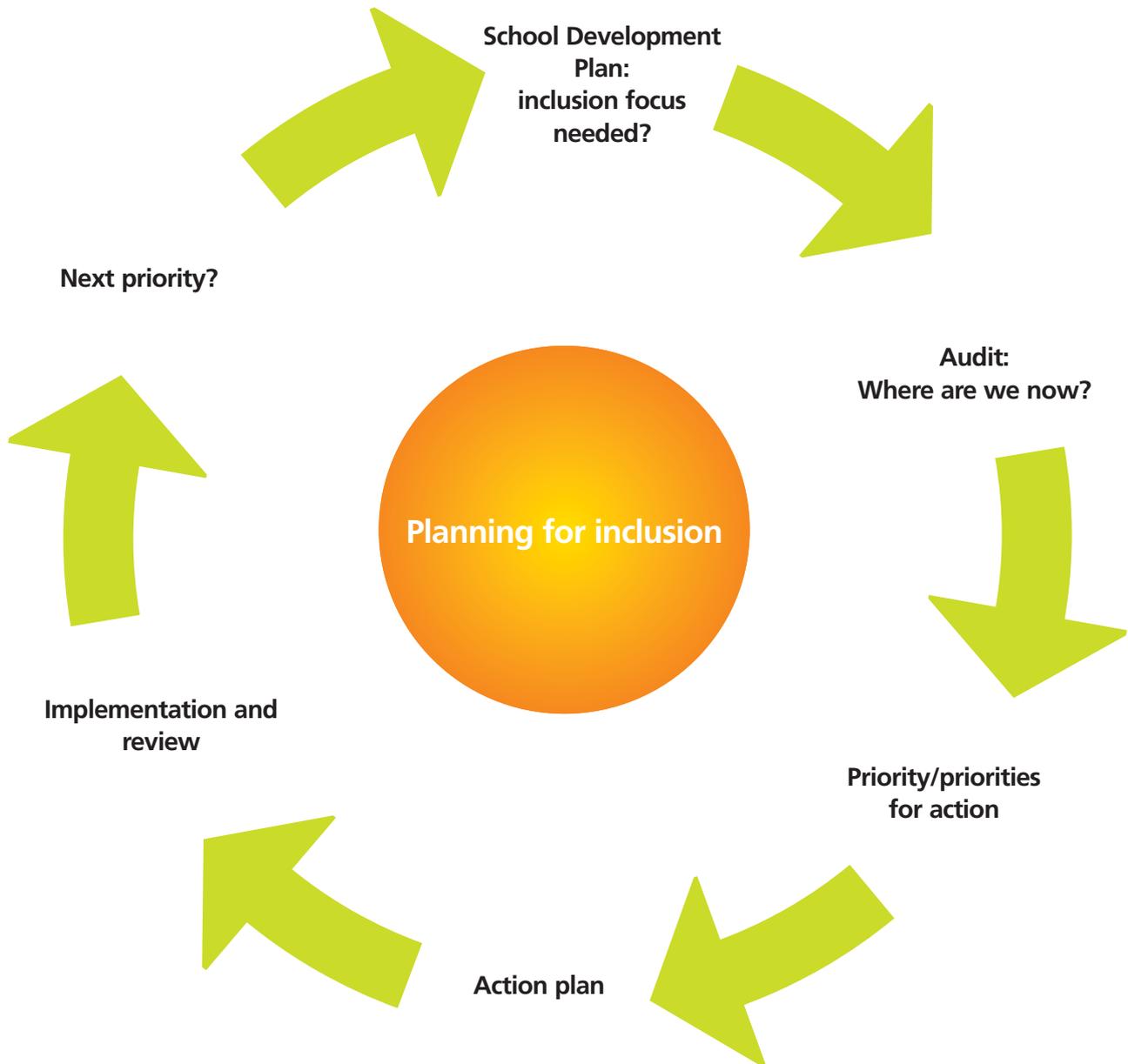
School:				
What is the focus?	Who will be involved?	What will their roles be?	Resources? e.g. time, staffing, materials, administration	Monitoring and evaluation? e.g. pupil/parent feedback, teacher meetings, pupil progress

You may like to choose one priority for action and focus on this issue in detail.

# Implementation and review



## The evaluation process



# Coordinating provision across the school

The principal, a senior teacher or the school coordinator may find the following checklist useful in coordinating provision for newcomer pupils and parents.

	<b>Ethos</b>	<b>Who?</b>	<b>How?</b>
Pastoral care issues	First contact with parents Meeting with parents to collect and give essential information Communication with parents throughout the year Welcome of new pupils: <ul style="list-style-type: none"> <li>• Welcome displays/posters/signs/world map/assemblies</li> <li>• Informing classmates</li> <li>• Buddy system</li> <li>• Playground</li> <li>• Dealing with pastoral or behavioural issues</li> </ul>		
Induction	Induction programme <ul style="list-style-type: none"> <li>• Visual timetable</li> <li>• Tour of school</li> <li>• Labels and visuals in rooms</li> <li>• Assemblies</li> </ul>		
Classroom interaction	<ul style="list-style-type: none"> <li>• Observations of classroom interaction</li> <li>• Observations of initial progress</li> <li>• Helping pupils to join in class activities</li> <li>• Home-school journal</li> <li>• Assigning classroom buddies</li> </ul>		
English language support	<ul style="list-style-type: none"> <li>• Timetabling for extra support if appropriate</li> <li>• Monitoring progress in English language acquisition using the European Language Portfolio</li> <li>• Language support across the curriculum</li> </ul>		
Cross-curricular learning	<ul style="list-style-type: none"> <li>• Arrangements for reduced curriculum if appropriate</li> <li>• Strategies and resources adapted if necessary</li> <li>• Overview of year's work</li> <li>• Provision of key words/phrases</li> <li>• Pre-teaching of key language</li> <li>• Monitoring of progress across curriculum/assessment for learning using the European Language Portfolio</li> </ul>		
Assessment arrangements	<ul style="list-style-type: none"> <li>• Assessment, adapted if necessary</li> <li>• Communication of progress to parents</li> <li>• Using the European Language Portfolio</li> </ul>		
Intercultural awareness	<ul style="list-style-type: none"> <li>• Opportunities for pupils to share cultural experiences</li> <li>• Promotion and celebration of all languages spoken by the school community</li> <li>• Opportunities to use home languages</li> <li>• Resources: bilingual books, dictionaries, posters, signs, interfaith posters or displays</li> </ul>		

## Intercultural awareness

All pupils should develop an understanding of the similarities and differences between their own and other cultures. All language and intercultural experience should be valued.

This section aims to provide further ideas for promoting intercultural awareness through

- using the European Language Portfolio
- developing international links

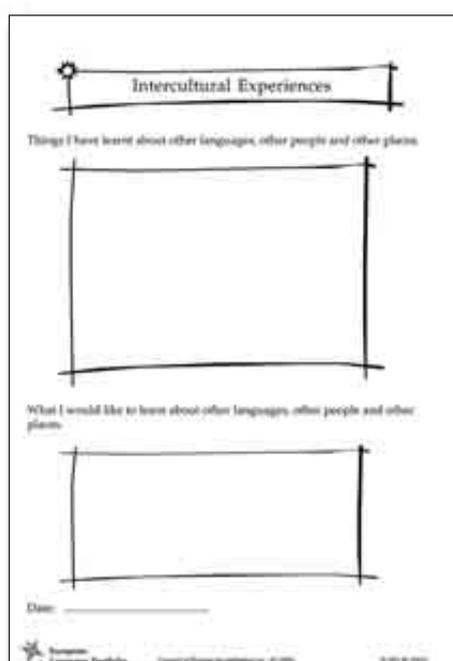
## Developing intercultural awareness: European Language Portfolio

The European Language Portfolio values out-of-school learning. It encourages the learner to recognise opportunities for learning outside the classroom and allows this learning to be recorded.

The portfolio helps pupils to:

- develop a sense of personal identity
- develop a sense of curiosity and a desire to know more about others and oneself
- develop positive attitudes towards self and others
- acknowledge the contribution others make
- recognise and respect linguistic and cultural diversity

Samples of activities from the portfolio are displayed below.



**Intercultural Experiences**

Things I have learnt about other languages, other people and other places.

What I would like to learn about other languages, other people and other places.

Date: \_\_\_\_\_

European Language Portfolio University of Cambridge ESOL Examinations © 2005




**Languages I know**

These are the languages I know:

I speak \_\_\_\_\_ with my family.

I speak \_\_\_\_\_ in school.

I also know \_\_\_\_\_

 I can read in \_\_\_\_\_

I can write in \_\_\_\_\_ 

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Younger pupils may express their ideas through pictures. The teacher, another adult, parent or older child may write on their behalf.

Some of the templates may be enlarged and used with the whole class or with groups, 'We speak ... languages in our class' 'Things we know about other people and other places'

Why not have some of the pupils write in their home language?

# International links

The primary school curriculum provides many opportunities for developing intercultural awareness through

- individual projects
- thematic and cross-curricular work
- whole-school activities
- contact with schools in other countries

Developing a link with a partner school in another country provides a natural focus for activities which will integrate the international dimension in a very real way into all aspects of school life.

Activities should encourage pupils' direct involvement with their partners through exchanging

- autobiographical material
- surveys, graphs, charts
- cards and postcards
- poems and songs
- paintings and drawings
- maps
- plans (homes, schools, towns)
- videos and photos



**Why not consider links with schools from the newcomer pupils' home countries?**

For information about joint school projects contact:

**The Education Service – Léargas**  
189 Parnell St. Dublin 1.

Tel: +353+1 - 8731411  
Fax: +353+1 – 8731316

Email: [education@leargas.ie](mailto:education@leargas.ie)

Website: [www.leargas.ie/education](http://www.leargas.ie/education)

**British Council**  
Norwich Union House  
7 Fountain Street  
Belfast BT1 5EG

Tel: +44 (028) 90 248220  
Fax: +44 (028) 90 240341 / 90 237592

Email: [nireland.enquiries@britishcouncil.org](mailto:nireland.enquiries@britishcouncil.org)

Website: [www.britishcouncil.org](http://www.britishcouncil.org)

## What next? – The classroom



# Using the European Language Portfolio: introduction

## The European Language Portfolio (ELP) for primary learners

This chapter looks at the use of the ELP to support pupils for whom English is not the home language. Reference is made to two versions of the ELP specifically designed for use in primary language learning: one developed by IILT and one by SELB. Both are available on the accompanying CD.



## The ELP helps pupils

- record what they can do in languages, including their home languages
- understand what they need to learn so that they can join in all classes and activities in the school
- record what they have learned and what they need to learn
- organise their work so that they can use it to remind themselves about what they have already learned
- learn the English that they need for school subjects
- show teachers what they can already do in English, particularly if they change class or school

## The ELP helps teachers

- see what languages pupils already know and what they can already do
- help pupils understand and plan what they need to learn
- promote intercultural awareness

## The ELP helps parents

- see how their children are progressing in school

## Contents of this section

### Using the ELP to record progress

- The self-assessment grid of the Common European Framework of Reference for Languages (CEFR), A1–C2. This grid provides an overview of six levels of language development, including the three levels of particular importance to newcomer pupils in primary education, levels A1, A2 and B1.
- Using the ELP descriptors to record learning

### Using the ELP to promote learner autonomy by making pupils active participants in their own learning

- Overview of the Global Benchmarks for levels A1-B1
- English Language Proficiency Profile for use by teachers
- The Language Passport
- The Language Biography
- The Dossier

As stated in the section 'Moving On: The Classroom', the benchmarks used in the ELP refer only to the first three levels of this Framework, A1-B1. These levels reflect the minimum proficiency required by pupils for full participation in mainstream classrooms.

Using the ELP to record progress: The self-assessment grid of the Common European Framework of Reference for Languages

		UNDERSTANDING					
		A1	A2	B1	B2	C1	C2
Listening		I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of very immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Spoken Interaction		I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing		I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text; expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
	Writing						



# Using the ELP descriptors and recording learning

## The global benchmarks

The global benchmarks of communicative proficiency suggest the content and delivery of English language support for pupils whose home language is not English. The benchmarks specify stages in the acquisition of the minimum proficiency required for full participation in mainstream primary classrooms.

## The benchmark statements

The benchmark statements specify five language skills at three levels. The skills are:

- Listening and Reading, the receptive skills required for understanding
- Spoken Interaction, Spoken Production and Writing, the productive skills

In addition, global scales of underlying linguistic competence summarise developing control of vocabulary, phonology (pronunciation and intonation etc.) and orthography (writing, directionality, capitalisation etc.).

## The levels

The benchmarks are specified at levels A1, A2 and B1. Level A1 is the lowest and it automatically becomes the first 'target' for pupils who enter school with little or no existing English language proficiency. For some pupils, the lowest levels of the benchmarks may not be relevant, particularly if they have previously attended another primary school.

The language proficiency benchmarks provide an ongoing reference point for teachers, as they continually monitor pupils' progress.

Newly arrived pupils may be overwhelmed in the first few weeks and may not display their full linguistic competence for some time. The ELP is designed to support learning over a two-year period at least, so there is no need to hurry.

## Partial competence and plurilingualism

The Council of Europe's Common European Framework of Reference for Languages promotes cultural and linguistic diversity. A learner may have competence in, for example, listening and speaking but not in reading and writing in a particular language. This must be recognised as partial competence. He/she may have, for example, a written competence only in another language. This too must be recognised as a partial competence. In order to promote cultural and linguistic diversity, all competences must be recognised.

Pupils may reach different levels of competence across the five language skills at different rates.

## Recording progress

Pupils record their progress through 'can do' statements in their own ELP. The teacher may wish to use the English Language Proficiency Profile to get an overall picture of a pupil's progress.

It may be useful to shade or partially shade boxes to reflect full or partial competency in particular skills.

# Global benchmarks of communicative proficiency for primary level learners: levels A1 – B1

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
UNDERSTANDING	<b>Listening</b> <ul style="list-style-type: none"> <li>• Can recognize and understand basic words and phrases concerning him/herself, family and school.</li> <li>• Can understand simple questions and instructions when teachers and other pupils speak very slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognize and understand frequently used words relating to him/herself and family, classroom activities and routines, school instructions and procedures, friends and play.</li> <li>• Can understand a routine instruction given outside school (e.g. by a traffic warden).</li> <li>• Can understand what is said in a familiar context such as buying something in a shop (e.g. price).</li> <li>• Can follow at a general level topics covered in the mainstream class provided key concepts and vocabulary have been studied in advance and there is appropriate visual support.</li> <li>• Can follow and understand a story if it is read slowly and clearly with visual support such as facial expression, gesture and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main points of topics that are presented clearly in the mainstream classroom.</li> <li>• Can understand the main points of stories that are read aloud in the mainstream classroom.</li> <li>• Can understand a large part of a short film on a familiar topic provided that it is age-appropriate.</li> <li>• Can understand detailed instructions given in all school contexts (classroom, gym, playground, etc.).</li> <li>• Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification.</li> </ul>
	<b>Reading (if appropriate to the age of the pupil)</b> <ul style="list-style-type: none"> <li>• Can recognize the letters of the alphabet.</li> <li>• Can recognize and understand basic signs and simple notices in the school and on the way to school.</li> <li>• Can recognize and understand basic words on labels or posters in the classroom.</li> <li>• Can identify basic words and phrases in a new piece of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and understand very short and simple texts that contain a high proportion of previously learnt vocabulary on familiar subjects (e.g. class texts, familiar stories).</li> <li>• Can use the alphabet to find particular items in lists (e.g. a name in a telephone book).</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and understand the main points in texts encountered in the mainstream class, provided the thematic area and key vocabulary are already familiar.</li> <li>• Can read and understand descriptions of events, feelings and wishes.</li> <li>• Can use comprehension questions to find specific answers in a piece of text.</li> <li>• Can use key words, diagrams and illustrations to support reading comprehension.</li> <li>• Can follow clearly written instructions (for carrying out a classroom task, assembling or using an object, following directions, etc.).</li> </ul>

The themed descriptors in the ELP are intended for use with and by the pupils themselves.

# Global benchmarks of communicative proficiency for primary level learners: levels A1 – B1 (continued)

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
SPEAKING	<b>Spoken Interaction</b> <ul style="list-style-type: none"> <li>• Can greet, say 'Please' and 'Thank you', and ask for directions to another place in the school.</li> <li>• Can respond non-verbally to basic directions to a place in the school when the other person supplements speech with signs or gestures.</li> <li>• Can give simple answers to basic questions when given time to reply and the other person is prepared to help.</li> <li>• Can make basic requests in the classroom or playground (e.g. for the loan of a pencil) and respond appropriately to the basic requests of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can ask for attention in class.</li> <li>• Can greet, take leave, request and thank appropriately.</li> <li>• Can respond with confidence to familiar questions clearly expressed about family, friends, school work, hobbies, holidays, etc., but is not always able to keep the conversation going.</li> <li>• Can generally sustain a conversational exchange with a peer in the classroom when carrying out a collaborative learning activity (making or drawing something, preparing a role-play, presenting a puppet show, etc.).</li> <li>• Can express personal feelings in a simple way.</li> </ul>	<ul style="list-style-type: none"> <li>• Can speak with fluency about familiar topics such as school, family, daily routine, likes and dislikes.</li> <li>• Can engage with other pupils in discussing a topic of common interest (songs, football, pop stars, etc.) or in preparing a collaborative classroom activity.</li> <li>• Can keep a conversation going, though he/she may have some difficulty making him/herself understood from time to time.</li> <li>• Can repeat what has been said and convey the information to another person.</li> </ul>
	<b>Spoken Production</b> <ul style="list-style-type: none"> <li>• Can use simple phrases and sentences to describe where he/she lives and people he/she knows, especially family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a series of phrases and sentences to describe in simple terms his/her family, daily routines and activities, and plans for the immediate or more distant future (e.g. out-of-school activities, holiday plans).</li> </ul>	<ul style="list-style-type: none"> <li>• Can retell a story that has been read in class.</li> <li>• Can retell the plot of a film (or book) he/she has seen (or read) and describe his/her reactions.</li> <li>• Can describe a special event/celebration in the family (religious festival, birthday, new baby, etc.).</li> <li>• Can give an account of an experience or event (travel, an accident, an incident that occurred, etc.).</li> <li>• Can briefly give explanations and reasons for opinions and plans.</li> </ul>
WRITING	<b>Writing (if appropriate to the age of the pupil)</b> <ul style="list-style-type: none"> <li>• Can copy or write his/her name.</li> <li>• Can copy or write words and short phrases that are being learnt in class.</li> <li>• Can copy or write labels on a picture.</li> <li>• Can copy short sentences from the board.</li> <li>• Can spell his/her name and address, and the name of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Can enter newly-learnt terms in a personal or topic-based dictionary, possibly including sample sentences.</li> <li>• Can write short texts on specific or familiar topics (e.g. what I like to do when I'm at home).</li> <li>• Can write a short message (e.g. a postcard) to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a diary or news account with accuracy and coherence.</li> <li>• Can write a short letter describing an event or a situation.</li> <li>• Can write a brief summary of a book or film.</li> <li>• Can write an account of his/her feelings or reactions to an event or situation.</li> <li>• Can write a short dialogue to be performed by puppets.</li> </ul>

# Global scales of underlying linguistic competence

	<b>A1 BREAKTHROUGH</b>	<b>A2 WAYSTAGE</b>	<b>B1 THRESHOLD</b>
<b>Vocabulary control</b>	Can recognize, understand and use a limited range of basic vocabulary which has been used repeatedly in class or has been specifically taught.	Can recognize, understand and use a range of vocabulary associated with concrete everyday needs or learning experiences (e.g. topics or routines that have been introduced and practised in class).	Can recognize, understand and use a range of vocabulary related to familiar classroom themes, school routines and activities. Errors still occur when the pupil attempts to express more complex ideas or handle unfamiliar topics.
<b>Grammatical accuracy</b>	Can use a very limited number of grammatical structures and simple sentence patterns that he/she has learnt by repeated use (e.g. 'My name is...').	Can use simple grammatical structures that have been learnt and practised in class. Makes frequent basic mistakes with tenses, prepositions and personal pronouns, though when he/she is speaking or writing about a familiar topic the meaning is generally clear.	Can communicate with reasonable accuracy on familiar topics (those being studied or occurring frequently during the school day). Meaning is clear despite errors. Unfamiliar situations or topics present a challenge, however, particularly when the connection to familiar patterns is not obvious.
<b>Phonological control</b>	Can pronounce a very limited repertoire of learnt and familiar words and phrases. Native speakers who are aware of what the pupil has been learning and familiar with the pronunciation patterns of pupils from different language backgrounds can understand his/her pronunciation, but sometimes with difficulty.	Can pronounce familiar words (those being learnt in class or used in the school generally) in a reasonably clear manner, though with a noticeable foreign accent. It is sometimes necessary to ask the pupil to repeat what he/she has said.	Can pronounce words with confidence in a clearly intelligible way. Some mispronunciations still occur, but in general he/she is closely familiar with the sounds of English.
<b>Orthographic control</b> (if appropriate to the age of the pupil)	Can copy key words from the board, flash cards or posters.  Can copy or write his/her name, address and the name of the school.	Can copy or write short sentences or phrases related to what is being studied in class. Sentence breaks are generally accurate.  Words that he/she uses orally may be written with phonetic accuracy but inaccurate spelling.	Can produce short pieces of continuous writing that are generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

# English Language Proficiency Profile

Teachers may wish to copy and use this template to build up a picture of the developing proficiency of pupils in English across the curriculum.

<b>Pupil name</b>	<b>Skills</b>	<b>A1</b>	<b>Date</b>	<b>A2</b>	<b>Date</b>	<b>B1</b>	<b>Date</b>
	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
	Vocabulary Control						
	Grammatical Control						
	Phonological Control						
	Orthographic Control						
<b>Pupil name</b>	<b>Skills</b>	<b>A1</b>	<b>Date</b>	<b>A2</b>	<b>Date</b>	<b>B1</b>	<b>Date</b>
	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
	Vocabulary Control						
	Grammatical Control						
	Phonological Control						
	Orthographic Control						
<b>Pupil name</b>	<b>Skills</b>	<b>A1</b>	<b>Date</b>	<b>A2</b>	<b>Date</b>	<b>B1</b>	<b>Date</b>
	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
	Vocabulary Control						
	Grammatical Control						
	Phonological Control						
	Orthographic Control						
<b>Pupil name</b>	<b>Skills</b>	<b>A1</b>	<b>Date</b>	<b>A2</b>	<b>Date</b>	<b>B1</b>	<b>Date</b>
	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
	Vocabulary Control						
	Grammatical Control						
	Phonological Control						
	Orthographic Control						
<b>Pupil name</b>	<b>Skills</b>	<b>A1</b>	<b>Date</b>	<b>A2</b>	<b>Date</b>	<b>B1</b>	<b>Date</b>
	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
	Vocabulary Control						
	Grammatical Control						
	Phonological Control						
	Orthographic Control						

# Language passport

The language passport in every ELP is summative. The learner records:

- language learning experiences
- intercultural experiences
- achievements
- aspirations

It also contains a self-assessment grid related closely to the reference levels of the Common European Framework.

Teachers, another adult or an older pupil with the same language may mediate and scribe for younger pupils. Pupils may wish to add a picture and then say what it is about.

The following examples are taken from the ELPs produced by IILT and SELB.

**My Language Passport**

Place a photograph of you in the space below

My name is: \_\_\_\_\_

I live at: \_\_\_\_\_

My birthday is: \_\_\_\_\_

My school is: \_\_\_\_\_

My hair is: \_\_\_\_\_

My eyes are: \_\_\_\_\_

© IILT 2004



**Language Passport**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Languages, People and Places

I speak \_\_\_\_\_ at home

I speak \_\_\_\_\_ at school

I can also speak \_\_\_\_\_

I have learnt \_\_\_\_\_ at school

I have learnt \_\_\_\_\_ outside school

Date: \_\_\_\_\_

© IILT 2004



**Languages I know**

These are the languages I know:

I speak \_\_\_\_\_ with my family

I speak \_\_\_\_\_ in school

I also know \_\_\_\_\_

I can read in \_\_\_\_\_

I can write in \_\_\_\_\_

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**Intercultural Experiences**

Things I have learnt about other languages, other people and other places:

What I would like to learn about other languages, other people and other places:

Date: \_\_\_\_\_

© IILT 2004



Pupils may use this self-assessment grid as a reference to record their progress in other languages on the template shown on the next page.

Self-Assessment Grid		
	Level A1	Level A2
Listening	I can understand simple words and phrases concerning myself, my family and where I live when people speak slowly and clearly.	I can understand words and phrases concerning myself, my family and where I live. I can understand short, simple messages.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read and understand very short, simple texts eg. advertisements, menus, simple personal notes and letters.
Spoken Interaction	I can have a simple conversation with someone who speaks slowly and clearly and helps me to say what I want. The other person may need to repeat or say it in a different way. I can ask and answer simple questions on very familiar topics, for example, family. I can express my needs and feelings simply.	I can have a simple conversation with someone on familiar topics and activities. I can take part in very short conversations but cannot keep the conversation going myself.
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in a simple way my family and other people, where I live and my school.
Writing	I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, entering my name, nationality and address in, for example, a questionnaire.	I can write short simple notes and messages. I can write a very simple personal letter or e-mail, for example, thanking someone.

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European Language Portfolio 

- If you speak another language at home you can record it on this sheet.
- If you are learning another language, you can record it on this sheet.
- You may use the Checklists in the Biography to help you with your self assessment.
- If you think you are more than level A2, check the main self assessment grid on page 5 or discuss with your teacher.
- You may use the Self Assessment grid on page 25.

Language \_\_\_\_\_

	Level A1	Level A2	Level B1
Listening			
Reading			
Spoken Interaction			
Spoken Production			
Writing			

Teacher's Use

Language \_\_\_\_\_

	Level A1	Level A2	Level B1
Listening			
Reading			
Spoken Interaction			
Spoken Production			
Writing			

Teacher's Use

Language \_\_\_\_\_

	Level A1	Level A2	Level B1
Listening			
Reading			
Spoken Interaction			
Spoken Production			
Writing			

Teacher's Use

Language \_\_\_\_\_

	Level A1	Level A2	Level B1
Listening			
Reading			
Spoken Interaction			
Spoken Production			
Writing			

Teacher's Use



The page references are from the SELB European Language Portfolio.

Council of Europe Accreditation (CEA) 2001  
European Language Portfolio (ELP)

Council of Europe Accreditation (CEA) 2001  
European Language Portfolio (ELP)

Council of Europe Accreditation (CEA) 2001  
European Language Portfolio (ELP)



# The language biography

The language biography is formative, providing details of language and intercultural experiences both within and outside the classroom. It informs the ongoing learning process and encourages pupils to identify their own learning style and reflect on their learning.

It helps pupils to think about the language they need for school and for everyday life outside school.

The language biography helps pupils to think about

- where they learn language
- how they like to learn
- what they have learned
- what they need to learn

The sample activities on the following pages illustrate how pupils may reflect on their experiences and achievements. The teacher, using the CEFR descriptors, offers an objective, external measure of these experiences and achievements.

In helping pupils 'learn how to learn' it is worth considering these five questions for evaluating learning:

- what are we doing?
- why are we doing it?
- how are we doing it?
- with what results?
- what are we going to do next?

## Where I can learn language

These activities help the pupils realise that they learn language in different contexts and value learning outside school.

**WHERE I use and learn languages**

When I get up in the morning I speak \_\_\_\_\_

On my way to school I hear \_\_\_\_\_

With my friends I speak \_\_\_\_\_

In my class I hear \_\_\_\_\_

At home I see  these things written: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ in these languages: \_\_\_\_\_  
 \_\_\_\_\_

On the street I see  these things written: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ in these languages: \_\_\_\_\_  
 \_\_\_\_\_

At home I hear  these things: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ in these languages: \_\_\_\_\_  
 \_\_\_\_\_

I speak  these languages: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ in these places: \_\_\_\_\_  
 \_\_\_\_\_

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Younger pupils may be able to record their ideas in pictures. They might draw their friends or relations, and an adult or older pupil might help by inserting writing.

**Intercultural Experiences**

Languages, People and Places

I have friends/relations who speak \_\_\_\_\_  
 \_\_\_\_\_

I sometimes meet people who speak \_\_\_\_\_  
 \_\_\_\_\_

People I know who live in other countries, for example, \_\_\_\_\_  
 \_\_\_\_\_

I know how people from other countries greet each other, for example, \_\_\_\_\_  
 \_\_\_\_\_

I can find some countries on a map, for example, \_\_\_\_\_  
 \_\_\_\_\_

I know stories from \_\_\_\_\_  
 \_\_\_\_\_

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## How I learn

These activities help pupils reflect on their learning styles and may promote useful discussions about how different pupils learn. Again, mediation for younger pupils may involve drawing, writing or labelling.



### Learning to Learn

You may tick more than one box.

I prefer to work

- on my own
- with a partner
- in a group

I am more likely to learn and remember a new word if I

- hear it
- say it
- use it
- write it

I set myself learning targets

- always
- sometimes
- never

It would help I usually ask

- my teacher
- a friend
- a family member

Learning activities that I enjoy \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### HOW I learn

W O R D S L E A R I N G	<input type="checkbox"/> When I want to learn and remember new words I ...	<input type="checkbox"/>	Write the date!
R E A D I N G	<input type="checkbox"/> When I want to read something I ...	<input type="checkbox"/>	
L I S T E N I N G	<input type="checkbox"/> When I want to understand what I am hearing I ...	<input type="checkbox"/>	
S P E A K I N G	<input type="checkbox"/> When I want to speak I ...	<input type="checkbox"/>	
W R I T I N G	<input type="checkbox"/> When I want to write something I ...	<input type="checkbox"/>	

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## 'Can do' statements

These statements, or checklists, help pupils to reflect on what they can do now, and to identify new learning targets and goals. They also help the teacher to monitor progress.

An adult or older peer with the same language might help mediate for younger pupils or those with less English. The pupils shade the symbols or boxes partially or completely, depending on how confident they feel about the statement.

**Myself** 

**A1**

- I can understand questions about myself
- I can understand what the teacher tells me to do something that I already know
- I can find my name on a list or on the classroom wall
- I can answer some questions about myself and my family and say if I like something
- I can tell the teacher if I need something
- I can copy words from the board

**A2**

- I can understand what my friends are saying
- I can read words that I already know
- I can answer lots of questions about myself and my family
- I can tell my parents about what I did in school
- I can tell my teacher if I have a problem
- I can talk about the colour of my hair and eyes and how tall I am
- I can write a little about myself and my family and about things I like doing

**B1**

- I can easily understand my teachers and my friends
- I can read stories about children in other places
- I can answer questions about my life and what I like doing
- I can tell other people about something nice that happened to me
- I can write about things that happen and the things I like and don't like

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Statements are available for different topics. The IILT ELP includes 13 themed checklists linked to the primary curriculum.

**Checklist**  
Enter the date in the first box when you can do this with some help.  
Enter the date in the second box when you can do this with no help.

**Family**

- I can introduce people in my family   A1
- I can say who is in my family   A1
- I can talk about my pet   A2
- I can say how I feel eg. happy/angry   A2
- I can express surprise   A2
- I can perform a rhyme or song in a group   A2
- I can say a rhyme from memory   A2
- I can ask someone about his/her family   A2
- I know a little bit about family life in other countries   A2

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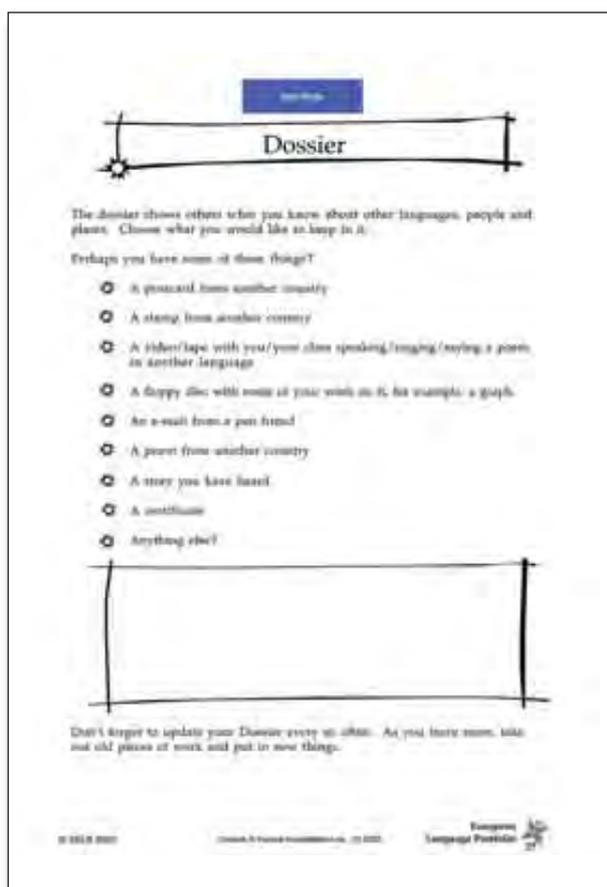
# The dossier

The dossier is where pupils collect materials and examples of work which illustrate their language learning, intercultural experiences and achievements. It encourages each pupil to value his/her work. It also helps to develop presentation skills. Pupils are encouraged to organise, update and edit the dossier regularly as part of the learning process.

Some activity pages are provided for suggestions but the main contents are developed throughout the school year so that each pupil has a substantial file of his or her work.

A dossier might typically contain

- drawings with labels
- word lists
- poems or stories written by the pupil
- news
- projects
- information charts or grids for different subjects
- other





# NOTES



# Contents of CD

Getting Ready - School	Pictures	<ul style="list-style-type: none"> <li>• People and symbols</li> </ul>
	School Environment	<ul style="list-style-type: none"> <li>• Welcome Book (North) Publisher file</li> <li>• Welcome Book (South) Publisher file</li> <li>• Welcome Book (North) Word file</li> <li>• Welcome Book (South) Word file</li> <li>• School labels</li> </ul>
	Staff Involvement	<ul style="list-style-type: none"> <li>• Staff involvement checklist</li> </ul>
	Admissions	<ul style="list-style-type: none"> <li>• Appointment card</li> <li>• Data capture form</li> <li>• Overview of year template</li> <li>• Start card</li> <li>• Checklist for admissions</li> </ul>
Getting Ready - Classroom	Pictures	<ul style="list-style-type: none"> <li>• Classroom command flashcards</li> <li>• Numbers 1-100 flashcards</li> <li>• Help symbols</li> </ul>
	The Welcoming Class	<ul style="list-style-type: none"> <li>• Languages, people and places record sheet</li> <li>• Template for class welcome book</li> <li>• Template for explaining games</li> <li>• Template for poster on local area</li> <li>• Buddy leaflet using Publisher</li> <li>• Buddy leaflet using Word</li> <li>• Letter to parents of selected buddy</li> </ul>
	Everyday Activities	<ul style="list-style-type: none"> <li>• Template for visual timetable (lower primary)</li> <li>• Template for visual timetable (upper primary)</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• High frequency words list</li> <li>• Resources at 'Sparklebox'</li> <li>• Overview of year template</li> </ul>
Early Classroom Days	Pictures	<ul style="list-style-type: none"> <li>• Classroom command flashcards</li> </ul>
	Sense of Place	<ul style="list-style-type: none"> <li>• Template for ID card</li> <li>• Template for 'listen and choose' activity</li> <li>• Template for 'word and picture' match activity</li> <li>• Activities with school plan</li> <li>• School symbol and coordinates activity</li> <li>• Template for local area poster</li> </ul>
	Games	<ul style="list-style-type: none"> <li>• Template for bingo</li> <li>• Template for snakes &amp; ladders</li> <li>• Template for blockbusters with numbers</li> <li>• Template for blockbusters blank</li> <li>• Template for dominoes</li> </ul>
	Communication with Home	<ul style="list-style-type: none"> <li>• Home-School Journal letters with and without visuals</li> <li>• Visual letters</li> <li>• Overview of year template</li> </ul>
	Initial observations	<ul style="list-style-type: none"> <li>• Checklist for observing progress during the Silent Period</li> </ul>

Moving On	Language Skills	<ul style="list-style-type: none"> <li>• Listening templates</li> <li>• Speaking templates</li> <li>• Reading templates</li> <li>• Speaking, reading, and writing templates</li> <li>• Topic planning template</li> </ul>
	Celebrating diversity in the classroom and school	<ul style="list-style-type: none"> <li>• Template for intercultural day passport</li> <li>• Templates for intercultural portfolio</li> </ul>
	Assessing progress	<ul style="list-style-type: none"> <li>• Initial and ongoing observation sheets</li> <li>• Parent-teacher meeting report</li> </ul>
What Next - School?	Planning for Inclusion Templates	
What Next - Classroom?	Using the ELP to Record Progress Using the ELP to promote Learner Autonomy	<ul style="list-style-type: none"> <li>• Overview of global descriptors A1-C2</li> <li>• Overview of global benchmarks A1-B1</li> <li>• Language proficiency profile for teacher's use</li> </ul>
	Sample European Language Portfolios	<ul style="list-style-type: none"> <li>• European Language Portfolio (ILT)</li> <li>• European Language Portfolio (SELB)</li> </ul>
Appendices	Useful websites Useful phrases in different languages	

# Terminology

There are many acronyms used to refer the teaching of English in different contexts and for different purposes.

ESL	English as a Second Language	English is a second language when the English language replaces the first or home language for important or critical aspects of daily life, such as education or work. Learners are generally learning English in order to access daily communication needs in an English-speaking environment. This does not necessarily imply that the learner knows only one other language, it is the use to which the language is put that accords it the 'second' place.
EAL	English as an Additional Language	This term is used to refer to learners who may have more than one other language. English is therefore an additional language and may be a third, fourth etc. language. Typically learners begin with zero or little English.
EFL	English as a Foreign Language	This term refers to learners who are learning English as a foreign language, comparable with the foreign languages curricula in school. In general, learners of English as a foreign language return to their own country of origin and may continue to use English in that country for educational or work purposes.
ESOL	English for Speakers of Other Languages	This is a broad term, generally used to refer to classes for learners of English in an English-speaking country. It may include English as a Foreign Language and English as a Second Language. It is often used to describe classes held for adult learners.
TEFL	Teaching English as a Foreign Language	This term refers to teachers who are teaching English either in a country where English is not the first language or in language schools offering courses to children and adults.
TESOL	Teaching English to Speakers of Other Languages	This term refers to teachers who are teaching English to speakers of other languages in an English speaking country. Learners may be either foreign language or second language learners.
	Inclusion and Diversity Service	This term refers to the advisory and support services for schools (NI). The support focuses on the whole pupil and includes provision for pastoral, language and curriculum needs.

# Some useful websites

## **[www.wikipedia.com](http://www.wikipedia.com)**

The Wikipedia website can provide some brief background information about newcomer pupils' countries, cultures and education systems. Follow the link for geography, choose a continent and then a country.

## **[www.migrationhistory.com/lm](http://www.migrationhistory.com/lm)**

The Learning Migration network is a network of schools and educational authorities across Europe which shares ideas, projects and new initiatives regarding provision for migrant pupils and families.

## **[www.eurydice.org](http://www.eurydice.org)**

This website provides good information about education systems across Europe and may be helpful in finding out about pupils' educational backgrounds.

## **[www.milet.com](http://www.milet.com) and [www.mantralingua.com](http://www.mantralingua.com)**

These websites contain information about dual language and multicultural resources. A catalogue may be ordered on-line or you may wish to order by phone. Contact details are listed on the websites.

## **[www.eslkidstuff.com](http://www.eslkidstuff.com)**

This is an American website for young learners of English. It provides flashcards for many topics as well as activity sheets to practise vocabulary. There is a small yearly subscription.

## **[www.bogglesworld.com](http://www.bogglesworld.com)**

This is a website for older pupils who are learning English. It goes a step further than the above site in the level of activities. Contains flashcards, crosswords, grammar activities, games and so on.

## **[www.britishcouncil.org/kids](http://www.britishcouncil.org/kids)**

This site for pupils learning English has animated stories, alphabet and grammar activities suitable for different ages. There is a section called Story Maker, under 'Get Writing' where children can choose pictures for various elements of their story and the programme writes their short story.

## **[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)**

The BBC schools site has wealth of highly visual and interactive material for all areas of the curriculum. It is suitable for all pupils including those with little English.

## **[www.bbc.co.uk/schools/laac](http://www.bbc.co.uk/schools/laac)**

This is specifically for young learners. It has animated stories and activities that are also suitable for young learners of English.

## **[www.dltk-kids.com](http://www.dltk-kids.com)**

This site is for young learners and has pictures, puppets and activities for many common stories: Hungry Caterpillar, Brown Bear, Three Little Pigs and so on.

You can also make your own custom-made bingo cards with pictures available on many topics.

## **[www.kizclub.com](http://www.kizclub.com)**

This website has pictures and activities for young learners, including stories and general language development. There are also some talking books for different age groups on topics such as myself, my school, my neighbourhood and so on. A printable version of each book is also available.

## Some useful websites (continued)

**[www.sparklebox.co.uk](http://www.sparklebox.co.uk)**

This website has printable resources for early years learning including literacy, numeracy, classroom signs and labels and picture books.

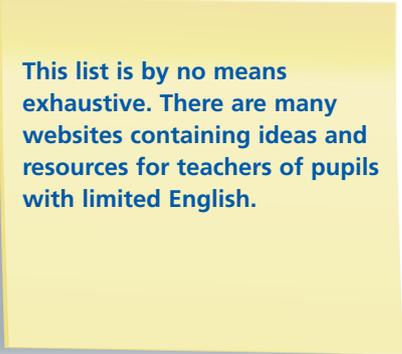
**[www.primaryresources.co.uk/letters](http://www.primaryresources.co.uk/letters)**

Useful website for some translated letters. This is a temporary address and may change.

**[www.enchantedlearning.com](http://www.enchantedlearning.com)**

This site has many activities for various curriculum areas starting at a very basic level. There is a selection of mini-books with clear pictures which provide opportunities for pupils to add or copy text below.

\*Further details on how to access websites on accompanying CD



**This list is by no means exhaustive. There are many websites containing ideas and resources for teachers of pupils with limited English.**







NEELB  
Antrim Board Centre  
17 Lough Road  
Antrim BT41 4DH

Tel: 028 94482210  
Tel: (from R. of I.): 048 94482210  
E-mail: [ids@neelb.org.uk](mailto:ids@neelb.org.uk)



126 Pembroke Road  
Ballsbridge  
Dublin 4

Tel: 01 667 7232  
Tel: (from N.I.): 003531 6677232  
[www.iilt.ie](http://www.iilt.ie)  
E-mail: [info@iilt.ie](mailto:info@iilt.ie)



3 Charlemont Place  
The Mall  
Armagh BT61 9AX

