



English as an additional language

Good Practice Network

A compilation of resources and strategies to support schools working with children developing English as an additional language

Compiled by teachers working in schools in the London Borough of Hammersmith & Fulham, the Royal Borough of Kensington and Chelsea, and the City of Westminster

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Issue 2 - Working with new arrivals: the first few days/weeks

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What is it?

A comprehensive admission form that asks useful questions to gain appropriate information about the child and their family.

What do you need?

Admission form, plus time for EAL/Inclusion Coordinator to complete with parent/carer.

How does it work?

Ideally, a member of staff meets with the new family before starting the school. At the meeting information is shared and the admissions form is completed together. Careful questions can be asked in a safe environment and any concerns or misconceptions are clarified.

Why do it?

The admissions form can provide the school with vital information about the family. When completed with a member of staff it allows a dialogue between the parents and the school offering opportunities to share personal and sensitive information.

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Admission induction form

Name:	Date of entry:	Class on entry:
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BACKGROUND INFORMATION

Birth place of child:	Birth place of mother:	Birth place of father:
Language first heard by the child in the home:	Other languages the child is/has been exposed to	
Language/s read and written by the child:		
Date of arrival in the UK (if relevant)	(Anything significant about the move to the UK, such as circumstances of leaving previous home, migration through more than one country etc.)	
What are your reasons for coming to the UK?		
Have you lived in any other countries? If so, for how long?		
Any information about the family's current accommodation that may impact on the child's development:		

FAMILY INFORMATION

Language spoken by the person the child is closest to:
Languages spoken with other close family members such as siblings:
Languages read/written by parents/carers and extended family:
Any speech and language difficulties in the family in home language:

PARENTAL INFORMATION

Mother Parenting Priority (1 Y/N)-(2 Y/N) (No Access)	
Surname:	Forename:
Occupation:	First Language:
Ethnicity:	Interpreter Required? Y/N
Nationality:	Asylum Seeker / Refugee?
Marital Status:	Country of Origin:
Date of Entry to UK:	Passport Number:

Father Parenting Priority (1 Y/N)-(2 Y/N) (No Access)	
Surname:	Forename:
Occupation:	First Language:
Ethnicity:	Interpreter Required? Y/N
Nationality:	Asylum Seeker / Refugee?
Marital Status:	Country of Origin:
Date of Entry to UK:	Passport Number:

SIBLING INFORMATION

Name:	Class (if at he same school):
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PREVIOUS SCHOOLING

Name of previous school:	Country:	Length of time attended:	Medium of instruction:
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What is it?

At Brackenbury Primary School, EAL children arriving from abroad are welcomed to the class with a very short IWB flipchart about the new child's country of origin/ language as a means of introducing themselves to the class. Sometimes, children also prepare welcome cards to give to the new EAL child on their first day. This could be extended to all new arrivals, not only those arriving from another country.

What do you need?

All you will need is basic information about where the new child is from and an interactive whiteboard. It's useful to know which city or town the new child is from, in order to make the flipchart even more personal to that child. It's good to include a few basic words in the new child's first language (check out Newbury Park's Language of the Month site: <http://www.newburyparkschool.net/langofmonth/>)

How does it work?

On the first day the child arrives, the flipchart is shown to the class whilst the new child is present. The class welcomes the new EAL child in the child's first language. Depending on how confident the new child feels and his/her proficiency in English, he/she may want to teach the class the everyday phrases on your flipchart and answer questions about their country arising from pictures on the flipchart. If the child is new to English, she/he can simply listen and look at the pictures whilst you discuss the flipchart with the rest of the class.

Why do it?

The child will feel welcome and 'known' and the child's first language and culture is valued. As well as being introduced to the new child, the class may learn something new about another country and its language.

Hello	Hej
Goodbye	Hejdå
Good morning	God morgon
Good afternoon	God eftermiddag
How are you?	Hur mår du?
Yes	Ja
No	Nej
Thanks	Tack
Excuse me (to get past)	Ursäkta mig

What is it?

At Brackenbury Primary School, parents of EAL children arriving in KS2 from abroad are emailed an outline of what will be happening in English, maths and possibly science for the following week, often with key documents attached so that they can discuss them at home with their children.

What do you need?

Whoever is sending the plans needs to know in advance what the class is going to learn the following week and you'll need a parent's email address and the parent's permission to use it for this purpose.

How does it work?

Emails outlining plans for the following week (two or three sentences per subject) are sent on a weekly basis, usually on Friday or at the weekend, to parents who are literate in English, or who live in homes where other members of the family/extended family can help.

If there is a key text that the children will be using in English, or a key worksheet in maths, for example, then this will also be attached to the email.

Families find summaries of class novels particularly useful, or at least advance notice of the title of the book. Parents/family members then discuss the week's forthcoming lessons with their children in their first language. Sometimes, this continues for two years or more if the family finds it helpful. Where parents of EAL beginners are not literate in English, the EAL Coordinator briefly meets them every week after school to discuss plans, rather than emailing them.

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Why do it?

EAL learners get an opportunity to discuss the week's forthcoming lessons, key vocabulary and concepts in their first language with their parents. They will also feel more confident when they go into a core lesson as they will hopefully already have an idea of what the lesson is about. Parents like the system as they realise that it is beneficial for their children, and they appreciate knowing what their children are learning.

What is it?

A list of ideas for parents who ask 'How can I help my child learn English at home?'

What do you need?

A photocopied sheet of ideas to distribute

How does it work?

You can update this with whichever websites you or your school favours. Some schools have subscriptions to *Mathletics*, *Spellodrome* or similar. Your school may have its own school Virtual Learning Platform. Hand it out to newly arrived families or even have it translated by someone in your school community.



Watch *cbeebies* or *cbbc* with your child. Make sure all screen time is in English.



- Arrange a play date with another child from the class
- Encourage your child to join an after school club



- Play *Youtube* recordings of nursery rhymes; Twinkle Twinkle Little star, Five little monkeys, Head, shoulders, knees and Toes
- Play Cbeebies or CBBC games and stories on your computer
- <https://learnenglishkids.britishcouncil.org/en/helping-your-child>
- Play Cbeebies or CBBC games and stories on your computer

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Why do it?

It empowers families and encourages constructive use of time outside the school day.



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What is it?

Welcome booklets are a great way for new arrivals to familiarise themselves with the school and get to know other children in their class one-to-one. They consist of several pages folded into a double sided book, with spaces for adding photos and writing headings

What do you need?

- A camera and a language buddy.
- Ideally, also access to a computer where the children can work with you to choose the photos to go in their book.
- A colour printer to print the book once photos have been added.
- Optional extra: use a Mantra Lingua Penpal to add recordable stickers that the children can record on to add information or ask questions.

How does it work?

The children work with their language buddy, and take photographs around the school. They choose which ones to place in the booklet and where to place them. They add headings and/or descriptions to each page (e.g. 'My Classroom', 'My Teacher', 'The Playground', etc.) or descriptions, in English and/or in their home language, as appropriate.

Why do it?

The principle of creating the book with the children is to allow each new arrival to get to know their school in a relaxed way that gives them ownership of the experience, whilst also giving them an opportunity to showcase what they know of English in a non-academic situation. Having a buddy to tour with them (and the teacher) each time also means that they can get to know other children in the class more individually and/or speak their home language if there are other children in the class or school who share it. Writing information about each picture provides opportunities for the children to work in their home language, use the English they know, and can provide a teaching opportunity to help them with new vocabulary, grammar, etc.



What is it?

A system of pairing parents of new arrivals with other parents sharing the same language, who can support and help them to understand the school system.

What do you need?

Parents who share the same language as the newly arrived family, with some experience of the school and its systems, and a willingness to help

How does it work?

I have used a buddy system where another parent takes responsibility for ensuring that important information is relayed to a parent in their home language. This is reliant on having someone who speaks the same language as the new family, but you can find the buddy from another class.

Why do it?

If parents do not have an understanding of English they may need help with learning school routines. Reading letters is particularly important as schools use the written word as a medium to share most information. If parents are unable to access the school systems they and their child may miss important things like parents' evenings, school trips and other events.

In addition to supporting the family settle into school life, there are also social benefits. One particularly successful friendship resulted in the new parent teaching the buddy how to swim and they both have said how good it was to have met each other.

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What is it?

Linking the school mentor with an EAL new arrival.

What do you need?

- School based Learning Mentor
- EAL Resource Pack (See Issue 1 P4)
- Welcome Booklet
- 'All about Me' booklet
- 1x week 30 mins for 10 weeks.

How does it work?

The learning mentor meets the newly arrived EAL learner on their first day, and they go through the Welcome booklet together. This contains pictures of the staff that will be working with them, a picture of their Buddy, lunchtime routines, special learning places as well as timings for break, lunchtime, home time etc.

They continue to meet for 10 weeks, the pupil completing a section of the 'All about Me' booklet at each session.

Why do it?

It is hugely beneficial for several reasons:

- it facilitates conversation about the pupil's family, the country they have travelled from, their previous school and friends etc.
- a supportive relationship between the pupil and mentor is established
- any concerns and questions can be discussed in private.
- the mentor is able to convey any concerns, likes, dislikes, strengths and weaknesses to the class teacher.
- The pupil feels welcomed, included and safe in their new school.

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