

Speaking and listening

- Restate complex sentences as a series of simple sentences.
- Avoid or explain use of idiomatic expressions
- When needed, restate at a slower rate.
- Pause often to allow pupils to process what they hear
- Provide explicit explanations of key words and special or technical vocabulary, using examples and props when possible
- Provide as much visual support as possible – objects, pictures, gestures, facial expressions
- Pre-teach any vocabulary needed to understand listening activities
- Encourage pupils to model language by repeating instructions for a partner to follow - (applies particularly to Science investigations)
- Create a positive environment where the pupil feels confident in asking, and responding to questions. Ask closed questions in the earlier stages
- Give pupils at least 10 seconds of think time about their response before answering a question - position last in turn taking activities

Vocabulary

- Display key vocabulary around the classroom
- Highlight key vocabulary on worksheets for entering into word book or for finding meanings of in a dual-language dictionary
- Reinforce with games, glossaries, word searches and cross-words. See *'Resource' sheet for useful websites*
- Where possible make explicit the verbs associated with subject specific nouns, e.g. *temperature increase/decrease*
- Provide annotated diagrams and combine with visual cloze activities as reinforcement
- Provide simplified wordlists for the language used in instructions and assessment tasks

General

- Build on pupil's previous education, cognitive abilities and their language proficiency levels
- Find cultural contexts for learning that are relevant to pupils' background and language
- Provide plenty of opportunities for paired and group work
- Keep a dual language dictionary available

Support strategies for developing bilinguals at KS 2

Writing

- Provide a list of key words to be used in writing
- Encourage pupils to use an indexed book as a subject-specific glossary with translated and simplified definitions and an example of use in context
- Suggest pupils draft ideas and plans in their first language
- Provide tables/matrix/flow charts/timelines so that the pupil may record information in an organised form and refer to these when planning written work
- Encourage pupils to outline, verbally how they will approach a task (paired work)
- Provide extensive modelling and guidance as to what is required
- Use writing frames such as partially completed grids charts, sentences
- DARTs activities are very supportive of bilingual pupils

Reading

- Pre-read class text with either parent/sibling or TA so that key vocabulary is understood
- Monitor choice of reading books and make sure the texts are comprehensible
- Select texts with visual support where possible
- Provide the vocabulary needed to understand main themes, ideas and characterisation
- Make explicit the context of the writing and provide an explanation of any cultural references that the pupil may not understand
- Provide activities for homework prior to reading that develop pupil's vocabulary
- Support pupils in class by modifying texts – e.g. by using shorter sentences, summarising texts, putting keywords in bold print, presenting texts as pictures/diagrams etc.