

Speaking and listening

- Speak slowly but make sure that normal intonation and stress patterns do not become distorted
- Pause often to allow pupils to process what they hear
- Seat pupil in front of the class with clear access to teacher and visuals
- Provide as much visual support as possible – objects, pictures, gestures, facial expressions
- Do not worry if the pupil does not participate. The pupil may undergo an initial silent phase. This is an essential part of acquiring another language
- Provide a paper copy of key words to be used in an explanation/instruction and send home for translation prior to activity: ensure that the key words are entered into an indexed glossary
- Create a positive environment where the pupil feels confident in asking, and responding to questions. Ask closed questions in the earlier stages

General

- Find cultural contexts for learning that are relevant to pupils' background and language
- Encourage communication rather than accuracy
- Provide plenty of opportunities for paired and group work
- Adapt homework assignments: the pupil may translate key vocabulary, label bilingually, translating key points in L1

Support strategies for beginners in English at KS 2



Vocabulary

- Display key vocabulary around the classroom
- Help the pupil compile a picture dictionary of vocabulary related to the subject
- Pre-teach key vocabulary. Before introducing a new topic provide the pupils with key word lists or worksheets with key words highlighted
- Send home a topic book or worksheet for preparation. Pupils can familiarise themselves with the vocabulary, look up meanings, note these down in the word-book and discuss it with their family
- Highlight key vocabulary on worksheets
- Reinforce with games, glossaries, word searches and cross words. *See 'Resource' sheet for useful websites*
- Provide annotated diagrams and combine with visual cloze activities as reinforcement

Writing – the pupil can:

- Copy key points of lesson in English and translate for homework
- Write something relevant to the lesson in the first language and translate for homework
- Trace or draw pictures, maps /diagrams. Label these with words, phrases or short sentences supplied by you, and /or label bilingually
- Provide tables/matrix/flow charts/timelines so that the pupil may record a limited amount of information
- Copy sentences by choosing one of two alternatives
- Answer simple questions with yes/no answers. Later this can be extended to a phrase
- Sequence pictures and/or text to form a short continuous piece of writing

Reading

- Establish how the pupil has learnt to read in the first language –build on strategies the pupil already has
- Initially an emphasis on phonic reading material may be confusing
- Reading in English needs to be at a much simpler level while reading in L1 needs to be maintained
- Ask parent/sibling or TA to pre-read class text with the pupil so that key vocabulary is understood
- Provide simple texts with story tapes to listen to
- Time table a regular slot when the pupil can use software such as Oxford Reading Tree Talking Stories
- Select texts with visual support where possible
- Provide key sentences to understand main themes, ideas and characterisation. Encourage pupil to use a translation website in class if bilingual support is not available
- Support pupils in class by modifying texts, e.g. by using shorter sentences, summarising texts, highlighting main points on IWB, presenting texts as pictures/diagrams etc.