

## Use of first language

- Show and familiarise the student with the Bracknell Forest booklet 'Phrases for School', available in many languages.
- Ensure the student has, and uses, a dual language dictionary or electronic translator and subject-specific indexed glossary books.
- Provide a wide range of curriculum based materials: dual language with visual support. Display these where possible. See [www.bfinclusion.org.uk](http://www.bfinclusion.org.uk)
- Encourage the student to draft their work in their first language if literacy skills in L1 are developed.
- Plan for some tasks to be completed at home where parents may be involved: pre-teaching of key vocabulary; annotated diagrams.
- Promote the notion that the student should endeavour to maintain and develop his/her first language literacy skills. Give details of translation websites, dual/first language publishers and online news websites.
- Make sure your written comments are understood: be consistent in the terms you use and encourage the student to translate these or provide your own list in English and L1.

## Speaking and listening

- Seat the student towards the front of the class. Provide plenty of visual support: objects, pictures, and non-verbal gestures, use of facial expression.
- Speak clearly and moderate your speed of delivery.
- Buddy the student with peers who provide strong models of English language usage.
- Appreciate that the student may choose to offer little, if any, English; some students undergo a 'silent' period.
- Involve the student in other ways e.g. giving out equipment; accompanying a fluent peer to take a message.
- Provide plenty of small group collaborative activities: give clearly delineated roles and allow the new arrival to take on a passive role - they will be learning a great deal simply through listening.
- Give the student the chance to rehearse any verbal responses by positioning them last in any turn taking activities.
- Familiarise the student with, and give them the opportunity to use, software that provides both visual and aural stimuli and language reinforcement of curriculum content. See '*Resources*'.
- Give verbal support: repetition closed questioning requiring minimum response but engaging student in class discussion.

## Support strategies for beginners at KS 3/4



## Writing

- Students literate in their first language need access to a dictionary and subject-specific wordbooks.
- Focus on key vocabulary and ideas. The student can:
  - trace, draw pictures, maps or diagrams and label them with words, phrases or short sentences supplied by the teacher and/or label in L1;
  - write true and false about a given statement,
  - fill in blanks with words and phrases from a given list;
  - copy sentences by choosing one of two alternatives;
  - sequence pictures and/or sentences.
- Use culturally relevant materials and topics wherever possible.
- Ensure that the student has the keyboard skills required to use a computer for writing tasks and has their password for use of the school computers in the LRC.

## Reading

- Read any assessment and school reports in order to establish the reading skills the student possesses in their first language.
- Provide key ideas and summaries; these may be in the form of clear and simplified text books with visual support, or photocopies.
- Demonstrate how to highlight key words for translation and provide photocopies with the essential words highlighted when any lengthy text is being studied: this will direct him/her to the words to look up in his/her dual language dictionary.
- Direct the student towards story CDs and linked books; establish with the parent whether a CD player is available at home.
- Video/DVD is a useful medium as an alternative form of presentation and often provides a range of first language sub-titles.
- Monitor his/her reading choices (use a LRC retrieval system) and recommend books/resources.