



## Inclusive Classrooms

### English as an additional language / Newly arrived students

#### Key Information

Newly arrived students come from a variety of cultural, ethnic and economic backgrounds. As a result, they are all individual and require individualised interventions. The term EAL is applied to students whose first (home) language is not English, although this does not necessarily mean that they struggle with the language; they may be fluent speakers and writers. This, it is important for the teacher to be differentiated between those whose EAL status is causing a barrier to learning, or where there are cultural misconceptions, or those for whom there is a different learning need.

EAL learning access the full curriculum whilst also having to learn the basics of the language. This means that the cognitive demands on these students are high and these pupils may need additional nurture or support in making friends or getting used to school routines. They require a lot of all-round support.

A range of help is offered to pupils who are newly arrived. They may have external agency support, have tutor interventions, literacy or phonics work, as well as programmes such as Lexia and other reading programmes or nurture groups. However, they will still be in most of their lessons and the teacher must consider what is possible for newly arrived students to achieve, and differentiate accordingly.

#### Classroom

- Offer consistency – make your classroom a safe place where the same things happen each lesson
- Know and welcome newly arrived students with a smile
- Place newly arrived students near supportive role models in your seating plan
- Encourage use of bilingual dictionary or software
- Consider how newly arrived students can be involved in the lesson through roles, jobs etc
- Reflect the answers of other students so that they can hear responses

#### Clarity

- Short and clear instructions using concrete and clear language
- Use simple language
- Use a variety of scaffolding to support language development such as visuals, active reading or audio cues

- Practise conversational skills, both spontaneous and structured
- Regulate tone and level of voice

### **Content**

- Unambiguous lesson/task key aims/question so students know that they are learning and why
- Emphasise structures, methods and techniques, modelling and scaffolding gradually
- Demonstrate how to do things in a variety of ways, repeating yourself numerous times
- Have your name visible when the students first arrive
- Use visual cues as often as possible in class
- Display key learning words
- Avoid using cloze exercises

### **Checks**

- Ask student to repeat back what they have understood – ‘show me, tell me’ strategy
- Encourage them to signal if they need help physically by raising their hand
- Encourage the use of group or paired work where possible before feeding back ideas
- Give clear targeted questioning to check understanding
- Start them off with sentences and ask them to finish the work

### **Completion of tasks**

- Allow thinking time and extra time to answer questions
- Provide simple comprehension style questions to ensure understanding
- Set alternative homework based upon language acquisition
- Consider how material can be presented in alternative ways such as images, mind maps, posters etc

### **Other things to consider**

- Newly arrived students may find it hard to make friends, so encourage interaction whenever possible
- They will be getting support in the Inclusion Centre with their learning during interventions with basic language skills
- Look for ways of hooking the student through their own interests
- Ask students to participate whenever possible, such as reading out loud or answering questions
- Find out what access arrangements they may have, such as bilingual dictionaries.