

## Early Years Workshop - Nursery 1

Teachers' TV (2005) *Early Years Workshop - Nursery 1*

<http://www.teachersmedia.co.uk/videos/nursery-1>

### Synopsis

At Canterbury Cross Nursery, Handsworth, Birmingham, children are predominantly Muslim and between them speak up to ten languages other than English. The programme shows a range of provision to support pupils' language development in the early years with a focus on using children's first languages as well as English. This programme can be used to support trainees to understand that young children learning English as an Additional Language will benefit from opportunities to use and develop both their first languages and English and that these two aims are not contradictory. It will help them to consider how to make effective provision to meet children's language needs whether they themselves are monolingual or bilingual and how they may work with additional specialist staff to create language development opportunities.

<http://www.naldic.org.uk/eal-initial-teacher-education/resources/early-years> provides useful pre or post session reading for trainees.

### Relevant sections

1.06 – 2.45 Staff introduce their setting and children and explain their approaches to assessment.

2.45 – 4.30 Bilingual displays and scripts around the nursery promote awareness of languages other than English and encourage children to make connections between their first and additional languages. During the story session, the bilingual assistant uses her first language to retell the story.

8:30 – 9:42 With a bilingual teaching assistant, children add words in Bengali to familiar English rhymes and songs

### Principles of Good Practice

- Activating bilingual pupils' prior knowledge of oral and written language
- The provision of a rich contextual background to make input comprehensible
- Actively encouraging comprehensible output

### Teaching Points

2.45 - 4.30 The nursery environment and story time promote awareness of a variety of languages. During the story session, the bilingual assistant uses her first language to retell the story. Some trainees may feel that the continuing use of first language will impede children's acquisition of English as an additional language. Trainees may benefit from an opportunity to discuss this point (with reference to their own experience of additional or second language learning). Draw attention to Cummins' theory of common underlying proficiency. The article 'Why support bilingualism' examines bilingualism in an early years context and may spark a useful discussion. <http://www.naldic.org.uk/eal-initial-teacher-education/resources/early-years>

8:30 - 9:42 In this sequence, we see another way in which a variety of languages are given status within the setting. With a monolingual teacher and a bilingual teaching assistant, children and adults learn words in Bengali to familiar English rhymes and songs and add these to their singing. In these teaching sequences, we mainly see the bilingual assistant operating as a support to the monolingual teacher and we do not have the chance to observe her interactions with children in her own right. Trainees may want to reflect on what they see as the role of bilingual adults in early years and other classroom settings. Material to support the development of collaborative working with specialist staff can be found at <http://www.naldic.org.uk/eal-initial-teacher-education/ite-programmes/working-with-others>

The focus of this programme is assessment in early years settings. However, relatively little discussion in the two programmes relates to the assessment and process of additional language development. You may want to follow this programme by introducing trainees to the stages of additional language acquisition which young children may be expected to go through and explore ways in which their progress through these stages may be observed. <http://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/Stagesofearlybilinguallearning.pdf>

### **Task**

Trainees on placement can be asked to find out how the language development of bilingual children in their settings is recorded and assessed. They may have an opportunity to carry out observations of an individual EAL learner for themselves. Alternatively, trainees could be asked to review this video focussing on an individual EAL learner. Trainees could make notes on their focus child's language and interactions as evidence of their stage of additional language learning.

### **Why this resource is useful for training on EAL**

- Supports trainees to begin to learn how to identify the needs of children learning English as an additional language
- This programme can be used to support primary trainees to understand that children learning English as an Additional Language will benefit from specific development of their first and additional languages
- It will help them to consider how to make effective provision to meet these needs through collaborative work with others

### **Possible issues in using the material**

In the teaching sequences, we mainly see the bilingual assistant operating as a support to the monolingual teacher, we do not have the chance to observe her interactions with children in her own right.

### **When might this resource best be used?**

At any point

### **Resources**

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**References and Further Reading** Drury, R. (2007) *Young Bilingual Learners at Home and School*. Stoke-on-Trent: Trentham

QCA (2000) *A language in Common: Assessing English as an additional language*. London: QCA