



Practice

## Teachers & Staffing

For Local Education Authorities and others delivering this training

# The curriculum and English as an Additional Language

Introductory training for school support staff

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The curriculum and English as an Additional Language



department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

# MODULE 4: THE CURRICULUM AND ENGLISH AS AN ADDITIONAL LANGUAGE

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#### Note to trainers

In the following materials roman type is used for what is to be taught directly to the participants by the trainer. *Italic* type highlights actions the trainer needs to perform or indicates useful background information.

Please photocopy the Course Documents and give them to participants as these are needed during the training session. You may also wish to photocopy and hand out some of the OHTs.

## KEY TO SYMBOLS

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The following symbols are used in the margins of this text:



indicates approximate time needed to deliver a section



indicates the point at which an OHT should be shown



indicates a group activity



indicates reference to a Course Document



indicates the showing of a video sequence



## UNIT 1

# CURRICULUM OVERVIEW

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### Aims of the unit

- To illustrate the range of curricular contributions made by support staff
- To raise awareness of how support staff can support the curriculum and help to create a school ethos and climate that are conducive to high standards of work and behaviour
- To provide a basic knowledge of the school curriculum, including the National Curriculum and its assessment
- To provide an additional opportunity to learn how to gather information from a useful website

### Resources

OHTs C 1.1 – 1.9

Flipchart

Computers – one per two participants linked to the internet

Print-out of National Curriculum pages from the Curriculum and Assessment section of the Parent Centre website: [www.parentcentre.gov.uk](http://www.parentcentre.gov.uk)

### Outline of the unit

Activity 1 *15 minutes*

Activity 2 *25 minutes*

Finding out about the curriculum *20 minutes*



## Activity 1

Show OHT 1.1 and explain the aims of the Unit.

1.1

### Aims of the unit

- To illustrate the range of curricular contributions made by support staff.
- To raise awareness of how support staff can support the curriculum and help to create a school ethos and climate that are conducive to high standards of work and behaviour.
- To provide a basic knowledge of the school curriculum, including the National Curriculum and its assessment.
- To provide an additional opportunity to learn how to gather information from a useful website.

OHT C 1.1

Ask the participants to split into pairs.

1.2

Show OHT 1.2

### Working as a team

Your school has been highly praised in a recent OFSTED inspection report for the following attributes and improvements:

- improved results in national tests in each key stage
- improved attendance and punctuality
- good work with parents and the local community
- a litter-free, well-maintained environment
- a consistent and effective approach to managing pupil behaviour.

How might your work as a member of the team of support staff have contributed to the success of the school in one or more of these areas?

OHT C 1.2

*Allow five minutes for each of the three following activities. Some participants may not know about OFSTED. Explain that the Office for Standards in Education (OFSTED) is the statutory body responsible for school inspections and that teams of OFSTED inspectors regularly inspect and report openly on all state maintained schools.*

- Ask each pair to discuss and note their possible contributions to the scenario described.
- Select, and list on the flipchart, up to ten suggestions from the whole group. Make sure that a wide cross-section of contributions is listed.
- Discuss with the whole group how far these contributions form part of the general rather than the specific roles and responsibilities of support staff.



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## Activity 2

Ask the participants to stay in their pairs.

*Show OHTs 1.3-1.7.*

Invite each pair to select one of the scenarios from the OHTs and consider, where the scenario describes the actions of support staff:

- whether the response of the support staff is appropriate
- if not, how might they have responded differently?

*or, where the scenario does not mention support staff directly:*

- what would be an appropriate response to the situation by support staff?

*Key teaching points for trainers are noted beneath each scenario. These should be highlighted in a whole group discussion following the pair group work. In some cases background information is also given for tutors where national policy or statutory requirements may need to be taken into account in answering questions raised by participants.*

*Allow 10 minutes for the pair group work and 10 minutes for the whole group discussion.*

*It is advisable to photocopy the OHTs from this document and give the appropriate copy to each group when they have chosen their scenario.*

**1.3****Scenario 1: reception class (YR)**

A mid-day meal supervisor does not let Reception class (YR) children serve themselves as part of a family-service approach the school has put in place for mealtimes. The supervisor says, 'It is easier and much quicker if I do it for them.'

OHT C 1.3

***Key points***

The supervisor needs to understand that mealtimes offer good opportunities for children to develop personal and social skills, such as taking responsibility, helping each other and responding to established routines that are of benefit to themselves and their group. Mealtimes also offer rich opportunities for support staff to help young children increase their vocabulary and develop listening and speaking skills. Aspects of health education can also be supported at these times. In other words, mealtimes can support many valuable curricular goals. It follows that a rushed or pressured mealtime where everything is done for them in the interests of 'saving time' reduces the range of learning opportunities for the children.

**1.4****Scenario 2: primary school**

Recent test results show that a primary school is achieving well below the national average and is under-performing in relation to schools in similar circumstances. Teacher assessments show that many children lack confidence in their speaking and listening skills. In particular, at key stage 1 teachers noted that children required support with the following aspects of their speaking and listening skills: speaking clearly with expression, choosing words with precision, organising what they say, including relevant detail, and listening carefully.

OHT C 1.4

**Key points**

This is a situation where support staff can fulfil a valuable general role. They can do much to boost the children's confidence and speaking and listening skills by engaging them in conversation. For example, support staff might aim to provide good models of speech and opportunities for the children to listen carefully. They need to strike a balance between talking to the children and encouraging them to speak clearly to adults and other children. Many of these exchanges will be incidental and informal but nevertheless very helpful in improving the children's speaking and listening skills. Trainers might ask participants to consider when they have the most opportunities to talk with children during the school day.

**1.5****Scenario 3: GCSE coursework**

A science technician supporting a year 11 class carrying out a GCSE coursework investigation ensured that the equipment was in good working order, that the pupils were fully aware of the safety procedures and that he was available to assist if there was an equipment failure or pupils needed extra resources.

The pupils were given four hours of lesson time to plan and carry out their investigation. They were required to write up their investigation and hand it in by a set deadline.

Two days before the deadline two pupils told the technician that they had lost their results so he supplied them with a set of results gathered while he was testing the equipment and trialling the investigation.

OHT C 1.5

**Key points**

This is a good example of the need for a prudent response – the technician should consult an appropriate member of the teaching staff to authorise his action.

**Background information**

There are strict guidelines governing the production of coursework and the level of assistance a pupil may receive. Pupils can be given sets of results but if so this must be clearly stated on the mark sheet, so that the pupils are only graded on their own work.

## 1.6

**Scenario 4: challenging questions**

Support staff are sometimes party to conversations in which pupils raise controversial issues. The following are real-life examples:

- a group of pupils ask a librarian for information on types of contraceptives they have learned about in a recent sex education lesson, and how to get them
- pupils bring drugs paraphernalia that they have found in the playground to the caretaker and ask what they should do with it
- pupils complain to a mid-day supervisor that they are bored by Religious Education and want to know why they have to study it. A boy says that he deliberately arrives late in the morning to avoid Collective Worship
- pupils tell a school receptionist that no-one in the school ever listens to what they have to say.

OHT C 1.6

**Key points**

These situations require support staff to direct the pupils to an appropriate member of the teaching staff – in other words, to refer to an appropriately qualified authority figure. It follows that support staff need to know who it is that should be contacted in each case. Where doubt exists their line manager should be the first port of call. Point out to support staff that, rather than being censorious, it is better to show pupils that they take their comments seriously, and that involving the appropriate member of staff is the best way to help rather than risk giving information that may be inaccurate.

All schools should have policies for Personal, Social and Health Education (PSHE), which include Sex and Relationship and Drugs education. These policies are generally outlined in the school prospectus. Participants should look at what their school policies have to say on these matters.

**Background information**

Sex and Relationship Education (SRE) is compulsory in secondary schools (i.e. in key stages 3 and 4). It is discretionary in primary schools (i.e. key stages 1 and 2). The DfES recommends that SRE is delivered as part of PSHE so that young people have a more complete picture of the links between choices they may make and their general health and well being. Parents can withdraw their children from sex education classes, except for those parts of them that are within the statutory science curriculum; for example, the parts dealing with human reproduction.

Under the Education Act 1996 schools must provide religious education for all registered pupils, although parents can choose to withdraw their children. Schools, other than voluntary aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus. Each agreed syllabus should

reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.

Schools are required to provide a daily act of collective worship which must be broadly Christian. Parents have the right to withdraw children from acts of collective worship if they so wish but pupils cannot exempt themselves.

A national framework for PSHE and Citizenship is part of the basic curriculum for primary schools. The Government recommends that primary schools operate within this framework. All secondary schools must provide Citizenship education for years 7 to 11. Part of Citizenship education looks at encouraging the involvement of pupils in making decisions as a way of helping them to develop the skills of participation and responsible action.

## 1.7

### Scenario 5: 14 to 19 education

- A school receptionist is contacted by a parent worried that her son, who is about to undertake work-related learning, will need protective clothing. She wants to know what he needs and who will supply it.
- A member of the administrative staff is contacted by a parent who has read in the press that a 10-year-old pupil has passed several GCSEs. The parent says that his son is 12 years old and is 'very bright'. He asks if his son should be given the chance to take GCSEs early.
- A mid-day supervisor is asked by a 13-year-old about continuing French as he thinks that he is wasting his time.

OHT C 1.7

### *Key points*

Each of these situations calls for the support staff to refer the parent or pupil to an appropriate authority in the school, such as a form or year tutor.

### *Background information for tutors*

The three situations in this scenario each refer to a key aspect of 14 to 19 education, notably:

#### **Work-related learning**

A new statutory requirement from 2004 is for all young people to undertake some work-related learning. This will generally include the work experience placements that most pupils undertake in year 10. Placement health and safety issues are covered by one or other of the LEA, the school or FE governing body, or the employer provider.

There are types of work that cannot be used for work experience due to specific safety problems, such as those involving shift patterns, specific tool use, and lack of continuity of supervision on site. Examples of safety standards include restricting exposure to ICT monitors, wearing safety equipment such as hard hats and ear and eye protectors, safe use of chemicals and cutting equipment, and wearing appropriate clothing.

### Pace

The Government's 14 to 19 policy document 'Opportunity and Excellence' explains that young people should be able to progress at a pace consistent with their abilities, whether faster or slower than the norm for their age group. Judgements on these matters are for local discretion, involving discussions between the pupil, the parent and the teachers. Further guidance on curriculum and staff planning for differently paced learning will be made available to all schools and colleges on the Qualifications and Curriculum Authority's 14-19 Learning website on: [www.qca.org.uk/14-19](http://www.qca.org.uk/14-19).

### Modern foreign languages

The 14 to 19 policy document explains that from 2004 modern foreign languages will become an entitlement rather than a compulsory subject at key stage 4. This means that all young people will be entitled to be taught a modern foreign language if they wish. There is a national language strategy that seeks to encourage language learning and stresses its importance in work and other areas.

Conclude this part of the session by drawing attention to the importance of consistency and co-operation on the part of all staff – teaching and support staff alike – in upholding school rules and policies, and thus establishing a school ethos and climate that bring out the best in pupils.




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## Finding out about the curriculum

Remind or, if necessary, show the group how to access a website. Ask the pair groups to access the Parent Centre web-site on [www.parentcentre.gov.uk](http://www.parentcentre.gov.uk).

*Allow 10 minutes for browsing the website.*

Ask all the groups to locate the 'Curriculum and Assessment' pages. *Trainers should make sure that the least confident trainees are given every opportunity to practise this skill, and that the work is not always done for them by the more experienced members of the group.*

Point out that the Curriculum and Assessment section of this website consists of several pages of information (*please print out the relevant National Curriculum pages in advance for your own reference*).

Working in pairs, ask the group to complete the quiz in OHT 1.8 using the information on the National Curriculum page of the website.

**1.8***Show OHT 1.8.***Curriculum quiz**

1. What is the National Curriculum?
2. What are key stages?
3. What age range is covered by the Foundation Stage?
4. At what ages do children normally take National Tests popularly known as SATs?
5. Write down four subjects that are compulsory in all key stages.

OHT C 1.8

*Conclude this session with an open-ended activity on searching the website. Suggest broad areas for investigation, for example:*

- *What are the national literacy and numeracy strategies?*
- *What key features of a good school are noted in the section for parents on 'Choosing a School'?*

Finally, explain what is meant by the school curriculum and the difference between it and National Curriculum.

**1.9**

*Show OHT 1.9.*

**The school curriculum**

The curriculum comprises all learning and other experiences that a school plans for its pupils, covering the requirements of the National Curriculum and the other statutory subjects. Schools have considerable flexibility in how they shape their own curriculum.

OHT C 1.9

Tell the participants that the next unit of this module deals with support for children for whom English is an additional language, including difficulties they may have in accessing the curriculum and experiencing ordinary school life.



## UNIT 2

# ENGLISH AS AN ADDITIONAL LANGUAGE

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### Aims of the unit

- To produce an awareness of how ethnic diversity influences the learning of English
- To give participants an awareness of how pupils acquire English as an additional language
- To enable participants to learn ways in which all support staff can help pupils and parents learn English as additional language

### Resources

OHTs C 2.1 – 2.9

Course Documents 2.1 – 2.3

Post-course activity

Video sequences 4 – 7

Flipchart

### Outline of the unit

Aims of the training *10 minutes*

Considering identity *10 minutes*

Factors important for learning English as an additional language *15 minutes*

Welcoming newly arrived pupils: induction and inclusion *15 minutes*

Outside the classroom *10 minutes*



2.1

## Aims of the training

Show OHT 2.1.

### Aims of this training

Participants will gain:

- an awareness of how ethnic diversity influences the learning of English
- an awareness of how pupils acquire English as an additional language
- knowledge of ways in which all support staff can help pupils and parents learn English as an additional language.

OHT C 2.1

Explain that this module takes a case study approach to illustrate issues of identity, English language acquisition and the induction of newly arrived pupils in school.

Pupils learning English come from a variety of language backgrounds. There are many settled bilingual communities in the UK whose children speak a home language before they come to school and then acquire English rapidly in the early years of their education.

Other pupils start school speaking the language of their country of origin having recently arrived in England. If they are very young, starting school in a nursery setting or year R, they will usually acquire English successfully in the language-rich environment of the Foundation/Key Stage 1 classroom. Older pupils arriving in Key Stages 2, 3, or 4 pose a greater challenge to ensure that they learn English and make progress in curriculum subjects at the same time.

Tell the participants that they will come across children with different language experiences. The range of these is illustrated in the Language Stories given in Course Document 2.1.

*Ask the participants to take these away and consider them later. Read out two of the stories: Kiran (OHT 2.2) and Dido (OHT 2.3).*



## Course Document 2.1

### LANGUAGE STORIES

#### **"My name is Layla.**

I am 11 years old. I have just arrived in England from Somalia. I used to go to the Italian school in Mogadishu and my favourite subject is history. I am looking forward to starting secondary school in September."

#### **"My name is Ercan.**

I was born in Turkey and I started school when I was 6 years old. I moved to Germany when I was 8 and learned to speak, read and write in German during my two years at school there. I have just come to England and am learning to speak English. I find it easier to use Turkish and English in class activities, but I find it easier to write in German."

#### **"My name is Ahmed.**

I am 12 years old and I came to England to join my family when I was 10. I can read and write in Bengali and I also speak Sylheti. I enjoy maths and I'm very good at it but sometimes I can't show what I can do because I can't read the questions."

#### **"My name is Kiran.**

I am 7 years old. I was born in England and my family all speak Gujarati. When I went to nursery, I didn't speak any English, but I was used to hearing it in shops, in the street and on television. Now I can speak English, and read and write in English but I still speak Gujarati at home."

#### **"My name is Abraham.**

I come from Ghana. My family language is Twi, but we all speak English because English is the language of education in my country. I am 16 years old and I was a successful student at my school in Ghana. When I came to England I was surprised to find that the English spoken here is quite different from the English spoken in Ghana. I am also finding the school is very different from the schools I have been accustomed to."

#### **"My name is Boris.**

I am Russian. I came to England a year ago when I was 6. I had never been to school before, but I had been to kindergarten and my mother has taught me to read and write in Russian. Now I can read in English as well, and my favourite book at the moment is *The Worst Witch*."

#### **"My name is Dido.**

I am 14 years old and I have just arrived in England from Zaire. I speak Lingala and French. I went to a French speaking school in Zaire for a little while but we had to leave the country suddenly and I've missed a lot of school. I would like to return to my country one day, but I have no-one to look after me there."

## 2.2

Show OHT 2.2.

*My name is Kiran.  
I am seven years old. I was born in England  
and my family all speak Gujarati. When I went  
to nursery, I didn't speak any English, but I  
was used to hearing it in the shops, in the  
street and on television. Now I can speak  
English, and read and write in English. I still  
speak Gujarati at home.*

OHT C 2.2

## 2.3

Show OHT 2.3.

*My name is Dido.  
I am 14 years old and I have just arrived in  
England from Zaire. I speak Lingala and French.  
I went to a French speaking school in Zaire for  
a little while but we had to leave the country  
suddenly and I've missed a lot of school. I  
would like to return to my country one day,  
but I have no one to look after me there.*

OHT C 2.3




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## Considering identity

### Activity

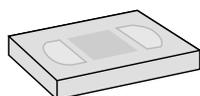
Explain that names are an important part of who we are. Family names can indicate regional origins, religious faith or ethnic group. Given names sometimes link us to our forebears or to an era.

Ask the participants to form into pairs and to tell each other a story about their name – its meaning, childhood memories associated with it, changes or anything that comes to mind.

*After 5 minutes invite one or two people to tell their story.*

*Show video sequence 4: Speaking from experience.*

*In this sequence Maria Kamal describes her experiences at school as a speaker of Greek. She considers ways in which schools can help to support a child's first language and how this also helps them to learn English.*



### Video sequence 4

*Ask participants to consider the issues raised by Maria in relation to valuing pupils' culture and identity. Ensure that the following are covered:*

- What steps are taken in the participants' schools to ensure names are respected and pronounced correctly?
- What support do the administrative officers/receptionists get in their schools in gathering relevant information about pupils' names, languages, religion and culture?

Explain that a school's admissions policy can help to ensure that every pupil is welcomed into the school and that as much background information as possible is available to staff.




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## Factors important for learning English as an additional language

*Give the context for pupils learning English as an additional language in your own LEA. This will include:*

- *the percentage of pupils who are learning English as an additional language*
- *the majority languages spoken*
- *any demographic changes in the local area*
- *the organisation of provision for ethnic minority achievement.*

Explain that children are good language learners.

Children learning English as an additional language may already be fluent in one language by the age of six.

If certain conditions are in place, children will not have a problem acquiring a second language.

Explain that more than 20 years ago three conditions were identified (by Professor Steven Krashen) which make the process of language acquisition easier. These are given in OHT 2.4.

## 2.4

*Show OHT 2.4.*

### **Promoting language acquisition**

The three conditions necessary to promote language acquisition are:

- **Comprehensible input**  
where meaning is made clear through the use of context clues (body language, visual support).
- **A stress-free environment**  
where the learner is able to take risks and learn from mistakes as well as successes.
- **The right to be silent**  
where the learner is allowed time to listen and tune in to the language before attempting to speak.

OHT C 2.4

Explain that support staff encountering children with EAL need to be aware of these. Tell participants that Professor Krashen tells a story about a four-year-old Japanese child learning English. He describes how she spoke only when she was ready to do so. She needed time and encouragement to listen, tune in and make sense of the language being used.

*Show video sequence 5: English language acquisition.*



*Professor Stephen Krashen describes the importance of listening in learning English. Classroom sequences show pupils supported in class, and the final sequence shows support staff working with parents at an after-school club.*

*The voice-overs in the video sequences run as follows:*

*Krashen's three conditions are important but there is more to do to promote fluent English language learning. In schools, we create a language-rich environment in which pupils develop their English language skills while learning the curriculum. This applies as much to older pupils as to younger children. The language of the curriculum is learned through active participation in lessons and opportunities to talk alongside English speaking peers.*

*[Sequence showing science lesson in Plumstead Manor School.]*

*The structure of English is taught explicitly through the National Literacy Strategy and in English lessons, sometimes with the support of specialist staff.*

*[Sequence showing year 6 literacy lesson.]*

*Everyone in schools has a part to play in developing pupils' English language. Support staff at this infant school work with parents in an after-school reading club where children are encouraged to read dual-language books.*

*[Sequence showing Turkish book club.]*



#### **Video sequence 5**

Ask the participants to consider what helped the children to learn English inside and outside the classroom.

**2.5**

#### **Show OHT 2.5.**

##### **A language-rich environment**

Schools create a language-rich environment where:

- the language of the curriculum is taught through active participation
- pupils work alongside English speaking peers who act as good models of the language
- pupils new to English take a full part in literacy lessons, ideally with specialist support
- pupils' home languages are valued and encouraged.

OHT C 2.5

### Activity

Explain that this activity involves doing a language quiz.

Show OHT 2.6.

2.6

# Parcio a

## Theithio

OHT C 2.6a

### Stap 2 – Plaatsing van de opvanglade

1. Haal de opvanglade uit haar plastic omhulsel.
2. Zet de geleiders op de opvanglade gelijk met de groeven op de printer.
3. Duw de lade erin en vergrendel eerst de linkerkant en daarna de rechter.
4. Breng de lade naar beneden, in haar horizontale stand.

OHT C 2.6b

**KIBRIS TÜRK HAVA YOLLARI**

OHT C 2.6c

**歡迎光臨**

OHT C 2.6d

The OHT shows some examples of different languages. Some of the information is missing from each example. Ask participants to name or guess what each language is and what it means. Also ask them to consider what kind of support they would need to make sense of each one.

*Take feedback.*

## 2.7

Show OHT 2.7.

Explain that this includes the words missing from OHT 2.6.

Ask for guesses or translations of the words shown, using as clues the illustrations, translations and contexts.

# Parcio a

Theithio

Aberystwyth



Park and Ride

OHT C 2.7a

## Instructions for installing the output tray

### Stap 2 – Plaatsing van de opvanglade

1. Haal de opvanglade uit haar plastic omhulsel.
2. Zet de geleiders op de opvanglade gelijk met de groeven op de printer.
3. Duw de lade erin en vergrendel eerst de linkerkant en daarna de rechter.
4. Breng de lade naar beneden, in haar horizontale stand.



OHT C 2.7b



OHT C 2.7c



OHT C 2.7d



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## Welcoming newly arrived pupils: induction and inclusion

*This session focuses on the wide range of background circumstances experienced by pupils who need to learn English as an additional language.*

Explain that in the British education system, not all pupils start school in year R; some arrive in any one of the later years. Pupils may arrive in the area of a school for a variety of reasons – which include being a refugee or asylum seeker. Our work in school is to ensure that all pupils feel safe, settled and valued and have a sense of belonging so that they can learn effectively.

The next sequence tells the story of one pupil (Giang) who arrived in this country as a young refugee. She recalls her reasons for leaving, the journey itself and what it was like to arrive in England and then in school.

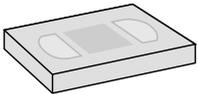
*Distribute copies of Course Document 2.2.*

*Show video sequence 6: Giang's story, part 1.*

*This sequence tells the story of Giang Vo's experiences coming to England from Vietnam in 1979.*

Ask the participants while they are watching the sequence to note down the feelings and concerns Giang had about her experience on their copies of Course Document 2.2.

*Video sequence 6*



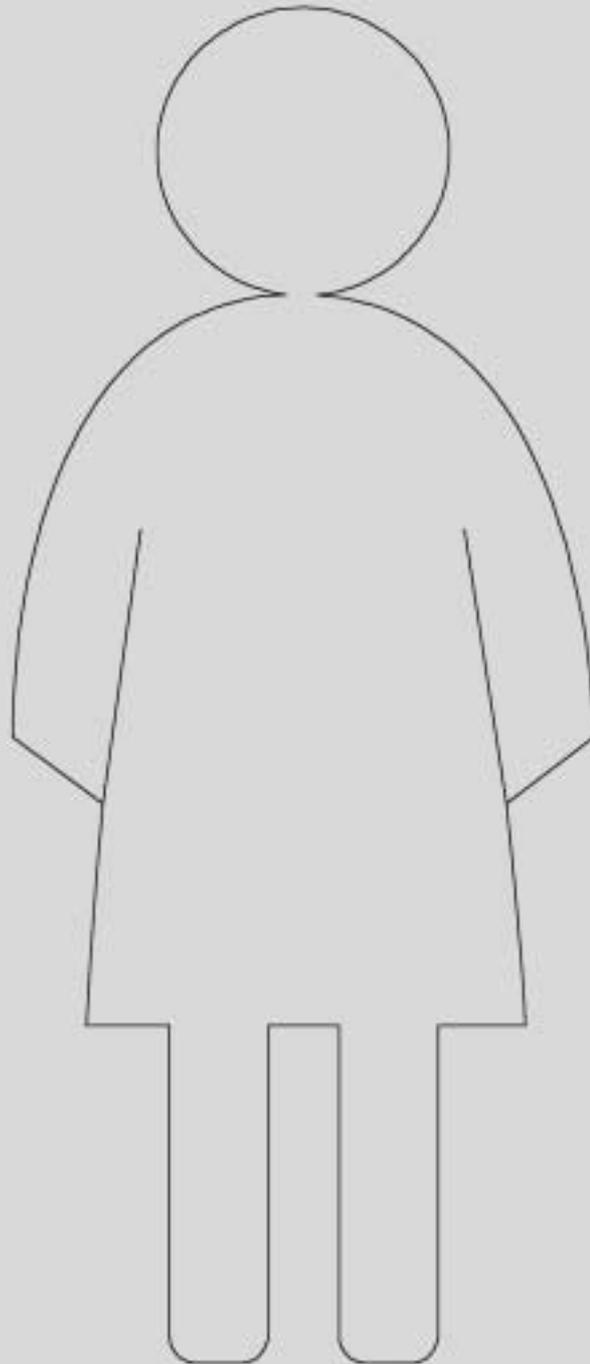


*Course Document 2.2*

**GIANG'S JOURNEY**

How does Giang feel?

How does my school support pupils like Giang?



Ask participants to share the feelings they noted down.

Then, in pairs, ask them to note the actions taken in their schools to make pupils like Giang feel safe, settled, valued and ready to learn.

*Take feedback on a flipchart. Share the answers provided.*



## Outside the classroom

Tell the participants that in the last video sequence, Giang reflects on her experience at school in this country and the people she remembers.

*Show video sequence 7: Giang's story, part 2. Depending on the time available, you may wish to show only a part of this sequence, or may skip it altogether.*

*Giang is now a teacher and she reflects on her experience of school and the role played by support staff to help her settle in school and learn English.*



### Video sequence 7

*Participants could be asked to share their experiences of learning English at school and the role played by support staff, if appropriate.*

Explain that we have discussed the ways in which some schools welcome and enable pupils to settle successfully into school.

*Show OHT 2.8 and refer to the points on it.*

2.8

#### School systems that support pupils learning English

- Good admissions policy
- Access to interpreters for parent interviews
- Access to translators for home/school communications
- 'Buddy' system for newly arrived pupils
- An inclusive approach to curriculum teaching and learning
- Monitoring of progress in English language acquisition
- Family literacy
- Play sessions
- Lunchtime/after school reading or homework clubs.

OHT C 2.8

Ask participants how they can contribute to this process.

*Take feedback and share suggestions on a flipchart.*

2.9

*Show OHT 2.9.*

#### **Ways in which support staff can help pupils learning English**

- Make opportunities to greet and promote conversation with pupils and parents
- Involve pupils in playground activities
- Be aware of the school's policy for dealing with bullying and recording racist incidents
- Encourage friendship or 'buddy' systems at break times
- Be available
- Smile.

OHT C 2.9



#### **Activity**

Remind everyone that a friendly greeting is always welcome. Tell them that this activity provides an opportunity to start to build up a dictionary of foreign words for 'hello', 'goodbye' and 'well done'.

Ask how many different ways we say these in English.

Ask if they know how to say 'hello' or 'goodbye' in any other languages.

*Distribute copies of Course Document 2.3.*

Ask them to form groups of four or six and to write down in Course Document 2.3 variations in English as well as in other languages.

*Take feedback.*

*Distribute copies of the post-course activity and explain briefly what this asks participants to do.*

End the session by saying 'goodbye' in as many ways as you can.



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## Post course activity

1. In your school, find out:

- how many pupils are learning English as an additional language
- how many languages are spoken
- what the main languages spoken are
- who the staff responsible for teaching English as additional language are.

2. Regularly engage some pupils who are learning English as an additional language in conversation about their work and interests. Look for opportunities to talk with them individually, and possibly as a group outside 'formal' lessons – for example, during break times. Remember that your language will provide a helpful model of spoken English. Listen carefully and build on their responses. The aim is to develop their confidence in speaking English in a non-threatening setting rather than to correct the details of their speech.

3. Find out more from the ethnic minorities website

[www.dfes.standards/ethnicminorities](http://www.dfes.standards/ethnicminorities) which also contains useful information on supporting traveller pupils.



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