



Developing good EAL practice

in the Early Years Foundation
stage toolkit for self-evaluation

A Resource Guide

Virtual School/Equality Learning
English as an Additional Language



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Details

Name:

Date of Birth:

Home language:

	Comments/Observations	Date
Appears to understand no English		
Speaks no English		
Uses gesture/facial expressions to communicate		
Communicates in home language with staff/ children/those sharing home language		
Watches other children/ adults closely Makes eye contact with other children/staff		
Joins in non-verbally with action rhymes		
Imitates non-verbal actions of other children		
Joins in play without speaking		
Responds to children with gestures		
Responds to requests by staff		

	Comments/Observations	Date
Responds with gesture to requests to join in		
Requests help from staff/other children by gesture		
Protests about actions of other children		
Follows verbal instructions supported with gestures		
Offers toys/objects to staff/other children		
Joins in with actions to songs/rhymes/signing		
Indicates likes/dislikes		
Whispers		
Beginning to use single words/short phrases		
Names objects using single words		

	Comments/Observations	Date
Joins in stories with refrains		
Joins in verbally with singing		
Follows verbal instructions		
May recite numbers		
Listens to others in small group when the activity interests them		
Relies on props and visual support to understand stories and teacher talk		
Uses gestures and limited talk in a clear context		
Growing vocabulary for naming . Beginning to add some detail of colour/size		
Gaining confidence interacting verbally with children in English		
Understanding more English than s/he is able to use		

	Comments/Observations	Date
Beginning to combine phrases Eg. Car. Red one. Boy drinking.		
Beginning to use language to talk about what is happening and might happen next		
Beginning to listen to stories with increasing concentration. Can recall an event in a story		
Using more complex sentences. EAL errors apparent.		
Listening with confidence and able to understand whole class interactions		
Responds appropriately to extended teacher talk		
Asking appropriate questions – Why? What? Why? How? When?		
Range of oral language skills necessary to participate fully. Achieving at a similar level to peers with similar ability. EAL errors less apparent.		

Language Map

	Parent 1	Parent 2	Grandparents	Siblings	Others
Name					
Language spoken					
Language written					
Time child spends with this person					
If person speaks more than one language, when is each language spoken?					

Key Words

Key word	Does the child?		Pronunciation (write phonetically)	English translation
	Use this word?	Understand this word?		
Prašau	Yes	Yes	Pr-uh- sh-ow	please

Information for enrolment (example 1)

Name of child:

Date of birth:

Father's country of origin:

Mother's country of origin:

Where was your child born?:

How long have you been in the UK?:

What language/s do you speak to your child?

Do you speak any other languages?

What language/s does your child speak?

Does your child enjoy sharing books?

Do you belong to a religious group?

Is there any food your child is not allowed to eat?

Does your child have any health problems?

1. Asthma
 2. Allergies
 3. Epilepsy
 4. Doesn't see very well? Do they wear glasses?
 5. Doesn't hear very well?
 6. Doesn't sleep very well?
 7. Doesn't speak very well?
 8. Any other?
- _____

Does your child stay with you all the time or are they used to being with other adults?

Who else do they spend time with?

What does your child enjoy doing?

Do they have a favourite toy?

Information for enrolment (example 2)

Pupil's full name:

Date of birth:

Age:

Name pupil is called at home:

Name pupil is to be called at school/Early Years setting (if different):

Arrival date in the UK:

How long has the pupil attended school before coming to this school?

Name of other schools or Local Authorities the pupil has attended school in the UK:

Have there been any extended absences or illnesses? If yes, how long was the pupil absent and what was the reason for the absence?

Where was the pupil born?

Religion (if any):

Do you celebrate any religious festivals?

Who does the pupil live with?

Mother's name:

Father's name:

Carer's name (if the pupil does not live with parents) and relationship to the pupil:

Names and ages of any brothers and sisters:

Who should letters from school be sent to?

What is the most useful written language for the family?

How would you like information to be shared e.g. email, written in a diary, through a friend, by text to a mobile phone, etc.

Are there any illnesses or medical information the school/pre-school should know about? (For example, allergies, asthma, epilepsy etc.)

Does the pupil need glasses or a hearing aid?

Does the pupil need to take any medicine during the school day? If yes, what and when?

Does the pupil have any dietary requirements or foods they can't eat?

What language/s does the pupil speak at home?

What language/s does the family speak at home?

Can the pupil read or write in any languages other than English?

Are they learning to read or write in any languages other than English?

Do they attend any community groups or language classes?

Are there any special cultural issues around eating or going to the toilet?

Are there any hair or skin care requirements?

It is also useful to learn some key words that the child understands such as toilet, drink, home time, snack time etc. and ask parents/carers if there any other key words which would help a child in an EYFS setting. Using pictures and photographs will help support using these key words. See information on code switching in appendix 5.

Virtual School/Equalities Learning

English as an Additional Language

Encouraging parental involvement in the Early Years Foundation Stage

General advice for Early Years Foundation Stage Settings.

- When helping parents and carers settle their child to a new environment, remember to allow extra time for those parents who have English as an Additional Language.
- You may find that parents' or carers' understanding of language is better than their own spoken English. Don't let this put you off communicating with parents and carers. Photographs are a great way of sharing experiences and explaining routines.
- Tell parents/carers about the friendships that their children are making. Taking photographs of children playing together can reassure parents/carers that their children are settling in and making friends. (following your setting's guidelines about taking photographs of children)
- Encourage previous EAL parents to share experiences with new parents and translate information to parents or practitioners.
- Spend time finding out about the child's home background and experiences.
- Use home visits to share experiences so that you have a greater understanding of the families' background and cultural experiences.
- As well as talking to parents/carers as and when the occasion arises, it can be useful when first getting to know a family to allocate specific time to get to know them. Spend time talking to the parent/carer in a quieter environment so that they can share information with you.
- Don't forget that when they bring their child to your setting, this may be the first time parents/carers have been in a school or EYFS setting since their own school days.
- School performances, open afternoons, Book Fairs and fundraising events can be a useful way to help parents or carers and children get to know staff in a less formal way.
- At parents' evenings or parents' days, allow extra time for parents or carers who are new to English as they may bring someone to help translate.
- Give parents information about joining the local library. There are many story sacks and dual language books available some with CDs and you can invite parents to come into school to help you run a dual language/multi-lingual story or rhyme time.

The Bookstart organisation has an online multi-lingual story parents can listen to at http://www.bookstart.org.uk/have-some-fun/#/static/bookstart/have-some-fun/activities/lulu_loves_stories/

- Share information with parents/carers about the vital importance of using home language/s. The Equalities Learning section on The Cumbria County Council website has translated information leaflets for parents on keeping home languages alive and sharing books and rhymes with their children. These can be found in the Home Languages section.

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/eal.asp>

Languages covered so far are Bengali, Chinese (simplified) Hungarian, Latvian, Lithuanian, Nepali, Polish, Portuguese, Romanian and Thai.

<http://www.literacytrust.org.uk/assets/0000/0804/FAQsonbilingualism.pdf>

http://www.literacytrust.org.uk/talk_to_your_baby/resources/418_quick_tips_available_bilingually_in_15_languages

<http://www.bilingualism-matters.org.uk/faq/>

<http://www.bilingualism-matters.org.uk/resources/online/>

• Translated school letters to aid home/school communication are available in many languages on the Primary resources websites <http://www.primaryresources.co.uk/eal/eal.html>

<http://www.newburypark.redbridge.sch.uk/langofmonth/>



Virtual School/Equalities Learning

English as an Additional Language

Settling children in to an Early Years Foundation Stage Setting

Like all children, children learning English as an Additional Language may find it difficult to settle when they join an Early Years Foundation Stage setting.

Behaviour	Reason	What to do
Clinging/crying	Like all new children the child may be frightened of being left in a new environment. It can be doubly frightening if you don't understand the language as well as missing your Mum/parent/carer and being in a strange place.	Invite parents/carers to stay for part or all of the session initially. Suggest a shorter session to begin with and build up the time over a number of sessions. Embed the use of your key person system so the child and parent get to know their name. This person will meet the child every day and support them during the initial settling-in period.
Child is overly physical	Children who cannot communicate in words may become physical in their interaction with other children.	It is really important to intervene calmly and model appropriate words for the child to learn such as "I want to play with the ...", "please can I join in?", "can I do that?" This interaction can be modelled in circle time.
Child understands but does not speak	Children learn to understand a new language much faster than they can speak it.	Acknowledge the fact and make sure you always use verbal instructions or comments alongside gestures, facial expression, and picture cues. Provide non-verbal ways for children to make choices eg. pointing or showing a picture to choose fruit at snack time, choosing a rhyme to sing at group time. Give verbal choice of two so child can say a single word in response.
Child is silent and spends a lot of time watching others at a distance	The child may not be confident taking part in group activities initially.	Allow the child to watch and observe the other children until they are confident to join in. Use self-talk and parallel talk.
Some EAL children will go through a phase of shouting in order to make themselves understood	Frustration when people do not understand. Unfamiliarity with expectations and norms of noise levels in the setting.	Acknowledge and praise their efforts to communicate and encourage more appropriate voice level by modelling little voices. Small group time with the key person is a good time to reinforce "little voices".
Behaviour issues	Initial unfamiliarity with behaviour expectations and lack of experience interacting with children	Use the setting's usual behaviour policy. It is important that Children learning EAL are given the same clear boundaries as other children in the setting. They will quickly learn the word no by the tone of your voice especially when accompanied by gesture and other visual support such as a symbol. If a child continues not to conform enlist parents to reinforce using the home language.

Listening to songs and rhymes and stories in the home language (ask parents to record some for you), learning a few key words yourself, and providing extra support through gestures and photographs can all help the settling-in process.

Speaking and Listening in the Early Years

Foundation Stage

Observations

- Appears to speak no English Appears to understand no English Speaks in home language to adults and peers
- Watches others
- Understanding more English than able to use
- Communicating by gesture and facial expression
- Responding to instructions accompanied with gestures
- Joins in with repeated phrases in songs and action rhymes
- Using single words or phrases to communicate e.g. Toilet or Drink Uses gesture to extend talk
- Echoing words/phrases “tidy up time” “sit down”
- Generating own words and short phrases
- EAL “errors” such as word order or mixing languages are still very common

Strategies

- Self-talk and parallel talk Visual timetables picture books
- Teach staff names
- Play games with repetitive language
- Action rhymes, songs, poems and stories
- Practical activities
- Continue to involve the child in activities and use the above strategies
- Use real objects and pictures to provide extra visual support
- Lotto games, bingo games
- Extend the child’s speech. “Cars.” “Would you like to play with the cars? I’ve got a yellow car. I’m driving it down the road.”
- Stories with repetitive language and clear pictures
- Continue to extend child’s speech and model correct grammatical structures “I goed outside.” You went outside? What did you play with outside?”
- Encourage pupil to respond by asking closed questions, either or questions and one word answer questions

Remember; children learn language by using it in context and language develops over several years. The Early Years Foundation stage environment provides opportunities for planning good quality speaking and listening activities and hands on activities provide the context for learning English as an additional language. Children learning English as an additional language may be silent for several

months. Continue to involve them in all activities and help them understand classroom instructions. Be aware that it can be very tiring functioning in another language. It takes up to two years to learn the social English needed for conversations and several years longer to develop the full academic understanding and use of a new language so continue to provide visual support and model language.

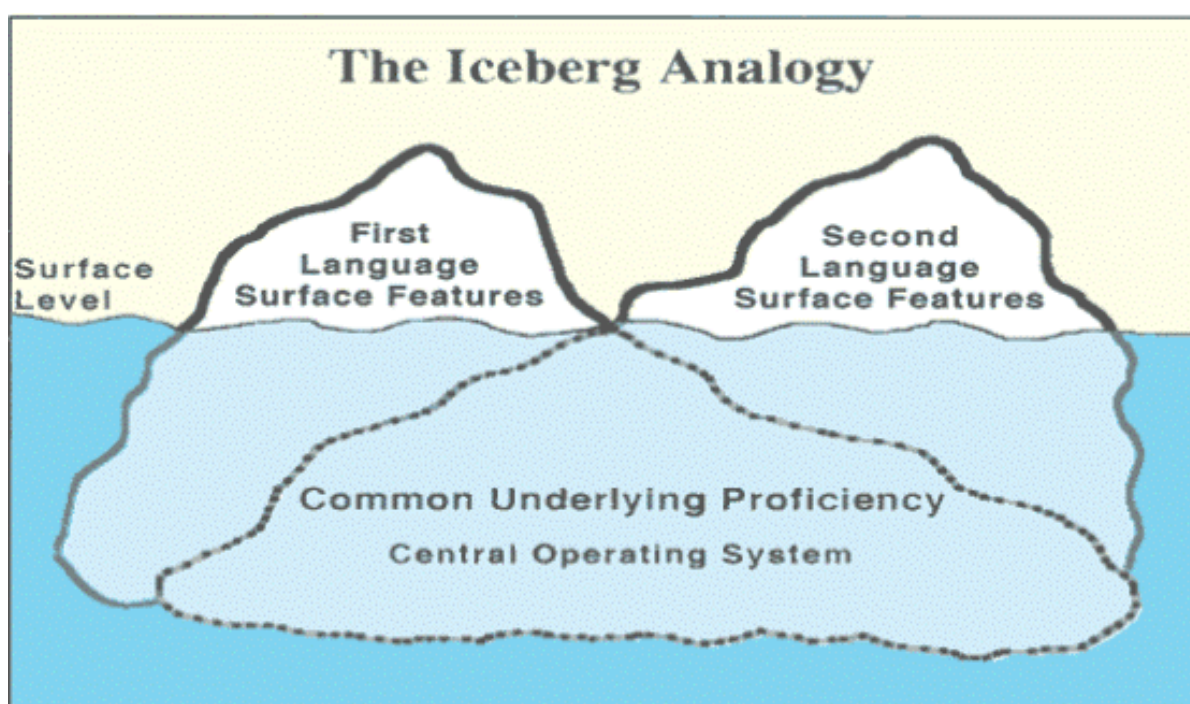
Developing English as an additional language

What the research tells us.

There are two main ways which children become bilingual:

1. Simultaneous bilingualism where a child is exposed to two languages from birth or in the first 3 years of life. For example where one parent is an English speaker and the other German and a child hears and begins to use these languages at home.
 2. Successive bilingualism where a child starts off hearing and learning one language then starts learning another. For example, a child who hears and uses Bengali or Polish at home then joins a pre-school setting in Cumbria and starts to hear and use English.
- Learning more than one language does not confuse children or delay speech and language development. Speaking more than one language is very common in fact 70% of the world speaks two or more languages.

Jim Cummins, a Canadian educationalist and researcher has done extensive research into how children learn languages. The diagram below demonstrates how, like an iceberg which has a large percentage hidden beneath the water, children have what is called **common underlying language proficiency**. Children's first second third or fourth languages can develop from this rather like the peaks of an iceberg emerging from the water. Each language will have a different word order, pronunciation and vocabulary or **surface features**.



- Parents and carers should be encouraged to continue to use home languages, read stories and sing songs and rhymes in home languages as well as using home languages to discuss what their children have been doing at pre-school. Children learning English as an Additional Language should have opportunities to hear and use their home languages in the Early Years Foundation Stage setting.

This is because research shows that it is extremely important for children to continue hearing, using and developing their home languages once they start learning English. Not only will this help them to learn English quicker it has cognitive benefits as well because children can use both languages to develop and reinforce concepts.

Cummins' research distinguishes between **additive bilingualism** (where children's first language/s are used and developed and the child's culture is valued while the second language is being learned); and **subtractive bilingualism** where children start to learn a second language but the first language and culture are not used and valued so they fade away as a consequence. Cummins (1994) quotes research which suggests children who are encouraged to use and develop their home languages achieve more highly than those whose first language and culture are not used and valued.

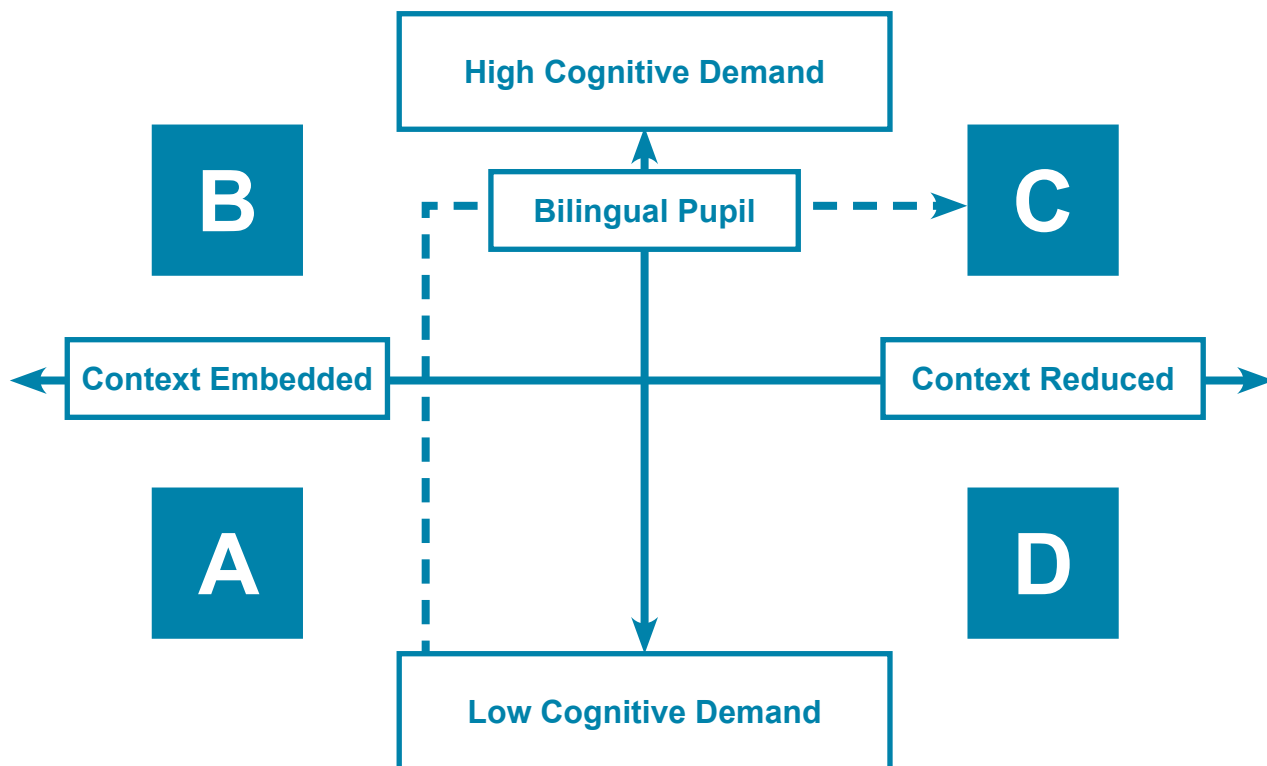
Research by Thomas and Collier also shows that the longer children use and develop their home languages the better their achievement will be in the long-term.

Cummins in addition to this makes the distinction between the social English children learn quickly which he calls Basic Interpersonal Communicative Skills (B.I.C.S.) and Cognitive and Academic language proficiency (C.A.L.P.) Children develop conversational skills first, in face to face situations where they can hear and use language in context with lots of visual clues to meaning. Children will become fluent in this social use of English in less than two years. However, it will take much longer (at least five or more years) to develop the cognitive and academic language that they need reach their full academic potential in school. Children will need extra support to help them develop this language.

Jim Cummins also developed a useful diagram known as the Cummins quadrant. (See diagram below.) This can be used to help practitioners identify the language demands a classroom activity places on EAL learners and the level of Contextual support needed.

Contextual support includes opportunities to build on previous experience, teacher modelling, use of visual props, using story sacks and storyboards, hands on learning, visual props to help children understand meaning key visuals such as diagrams and time lines, opportunities to work collaboratively in mixed ability groups, to use first language, and most crucially, opportunities to listen and speak in a wide range of situations across all areas of the Early Years Foundation Stage framework.

Learners will need to move from quadrant A to quadrant B and then to quadrant C. Tasks in quadrant D, are not cognitively demanding and do not have a supportive context, so do not have much learning potential.



A bit about code switching

A child is known as a simultaneous bilingual if s/he grows up from birth in a family where more than one language is spoken in the home from birth. Children as young as two can know which language to speak to whom and can be very surprised that some people only speak one language! Code switching (Changing languages in the same sentence or utterance) is very common in bilingual speakers even in adulthood. Young bilingual learners often mix their language using words or phrases from both or all of their languages in a single utterance which can be confusing for those of us with only one language.

Try and find out as much as you can about the child's language use and whether there are any concerns about speech and language development in the home language.

Encourage the parents/carers to continue to use home languages at home as this is important for the development of English. Also English is best learned from fluent speakers with a wide vocabulary so the young learner will hear the correct accent and grammar modelled

Virtual School/Equalities Learning

English as an Additional Language

The importance of home languages

It is really important to keep using home languages both in the Early Years Foundation Stage setting and at home.

“Bilingualism is an asset and the first or home language has a continuing and significant role in identity, learning and the acquisition of additional languages.”

“Children need to develop strong foundations in the language that is dominant in the home, where most children spend most of their time. Home language skills are transferable to new languages and strengthen children’s understanding of language use.”

“Developing and maintaining a home language as the foundation for knowledge about language will support the development of English and should be encouraged, Insistence on an English-only approach to language learning in the home is likely to result in a fragmented development where the child is denied the opportunity to develop proficiency in either language. The best outcome is for children and their families to have the opportunity to become truly bilingual with all the advantages this can bring.”

Primary National Strategy 2007

1. Home languages make the curriculum more accessible for pupils new to English

Newly arrived pupils may initially have very little knowledge of English language and encouraging them to use their home language may be a very useful strategy for ensuring that they participate in some way in school activities. Older pupils may have literacy skills in their home language and can therefore use it for writing, whilst they develop English Literacy skills, or they can read a book at an appropriate level in their home language in a quiet reading session for example.

2. What is learned in one language is easily transferred to another language

If pupils have previous educational experience then they may already have been taught about topics being covered at school. Even without previous educational experiences some concepts will be familiar to them. If pupils with EAL already understand a particular curriculum concept, they may simply need to transfer the understanding into the new language. Being able to express knowledge in their home language, even if it is just telling someone else the name of an object or concept, will help to give pupils a ‘hook’ on which to attach the new English word.



3. Supporting children's home language enhances their cognitive and language development

Research shows that bilingual or multilingual pupils perform better than their monolingual peers, so encouraging the continuation of home language use for EAL pupils will support their academic achievement.

4. Time spent on the home language will not damage the development of proficiency in English

Pupils will not be delayed in their English language development if they are encouraged to use their home language. Research shows that continuing to use home languages alongside their new language acquisition will make the process of learning English faster and easier.

5. There is a positive effect on learner's identity, self – concept and self- esteem which increases their chances of successful learning

If home languages are valued and celebrated within the school environment then this sends a powerful message to pupils about their identity. If they feel that their previous experiences of life and learning are not valued within school then this will only hinder their language acquisition. Valuing pupils' home languages will increase their chances of successful learning.

6. Children need to hear their parents or carers speaking their home language

Children will gain a much richer experience of language from a parent or carer speaking their home language than if they are hearing an adult tentatively trying to use English. Parents should be encouraged to keep using the language which is most natural to them with their children.

7. Encouraging use of home languages will be a positive experience for other pupils.

Children generally find language learning easier than adults and opportunities to learn some of another pupil's home language will be a positive experience for all. It will enhance their understanding of how languages function and begin to equip them with a new and valuable skill, in addition to helping them to empathise with the new arrival in their classroom.

A useful site for finding about home languages and introducing them in your setting is <http://www.newburypark.redbridge.sch.uk/langofmonth/index.html>

It has free interactive resources which will allow you to bring home languages into your EYFS setting. The video clips show children introducing their home languages and includes key words such as hello and goodbye, yes, no , useful phrases and questions, numbers 1-12 etc..



Virtual School/Equalities Learning English as an Additional Language

Communication and language development

	Yes	No
Are there books songs and rhymes reflecting different cultures?		
Are there books, stories, songs and rhymes in different languages?		
Have you asked parents to record songs, rhymes or stories in their home languages or to come into the setting to read or sing rhymes?		
Have you found out how the child's name is pronounced and does everyone in the setting know how it is pronounced and spelled? Check if they are used to a shortened form of the name or are used to a different name than the one used in school.		
Have you found out how to say hello and goodbye and other key words? In the child's home language?		
Do staff use facial expressions, gesture and actions to help children understand?		
Do you use, visual timetables, photographs, etc. to help children learn routines and know what will happen next?		
Do you let EAL children watch a friend or a small group to help them understand what they are supposed to do?		
Do you which language/s the child hears and uses other than English?		
Do you know some key words in the child's home language? (eg. Mum, toilet, drink, home time)		
Have you discussed the importance of continuing to use home language/s both at home and in the EYFS setting with parents? (See use of home languages information)		
Have you asked parents how the child's home language is developing?		
Do you talk to the child even if s/he is silent or speaks in the home language?		
Do you respond to the child's non-verbal communication?		
Do you make sure the EAL children are included in all speaking and listening activities?		
Do you use facial expressions, actions, pictures, objects and gestures to help children understand instructions?		
Do you use self-talk and parallel talk?		
Allow children to show they have understood in ways other than speaking, eg, pointing, completing a task etc.		
Accept children's attempts at communication whether verbal or non-verbal and track non-verbal communication?		
Do you "feed-back" children's efforts at communication to gently correct any mistakes and encourage them to say a little more by modelling the language?		
Use songs and stories with repetitive refrains and support children's understanding with story boards, actions and puppets, pictures, acting out etc.		

Personal, Social and Emotional Development

	Yes	No
Do you buddy children with confident outgoing		
English speakers and allow them to use their home language with any other children in the setting who share the same home language?		
Do you have photographs and a visual timetable so the child knows what is happening and when it is home time? Are they putting on coats to play outside rather than going home at the end of the session?		
Have you checked with parents/carers if the child has a favourite toy activity or comfort object which will help them relax and settle in?		
Have you got photographs or pictures of behaviours expected? E.g. good sitting or washing hands after going to the toilet, how to get changed for PE or put a coat on. This will reassure the children and reinforce what is expected.		
Have you got pictures or photographs so children can choose what activity they would like to do, which Nursery rhymes they would like to sing in small group time or what they would like for snack? This will allow children to choose before they are able to express their preferences verbally.		
Do you have displays reflecting languages spoken in the setting, for example, different alphabet or number systems?		
Does your role play area reflect different cultures? As well as making some children feel at home it will expand the experiences of other children in your setting.		
Do you allow EAL children to use their home language with any other children in the setting who share the same home language?		
Do you give EAL children opportunities to hear and use their home language in the setting?		
Do you have quiet, comfortable areas with cushions where children can relax away from all the business and language demands? It can be very stressful and tiring concentrating and listening in a new language and sometimes children will need a bit of space. Story CDs in different languages can be used here as well.		

Physical Development

	Yes	No
Have you found out what foods the child is used to eating at home and are you sensitive to different foods and ways of eating? (eg. fingers, chopsticks)		
Do you have pictures or photographs of snacks and food at meal times so children can see what it is even though the children may not yet have learned its name in English and make choices?		
Have you checked if there are any foods the child can and can't eat - eg. pork, gelatine, meat etc.?		
Are any cultural considerations with self-care? Be sensitive towards different attitudes to independence with toileting, eating, dressing, etc. and share the expectations of the setting regarding these with parents or carers.		
Do you use physical play to model and develop language? It can be really useful for developing vocabulary, verbs (eg. run, climb, walk, skip, slide) positional vocabulary (up, under, behind, in front, down, next to and concepts such as fast/slow, heavy/light, full/empty, etc.)		

Expressive Art and Design

	Yes	No
Does your setting have songs and rhymes from different cultures and in different languages?		
Does your art area have paints, crayons in different flesh tones to reflect diversity?		
Do you have dressing up clothes which reflect different cultures and children's own experience?		
Do you have music and instruments reflecting the cultural background of children in your setting?		
Does your setting have cooking implements or pretend food in the imaginative play area which reflects the cultural background of children in your setting?		
Do you try to explore dance or music from different cultures to reflect the children's home backgrounds and culture?		
Do you ask parents to talk about colours and textures in home languages?		
Do you ask parents to talk about music in their home language and introduce fast, slow, loud, quiet to support the children's experiences in your EYFS setting?		

Literacy

	Yes	No
Do you have examples of writing in different languages so you can recognise emergent writing in Bengali for example?		
Do you know a little bit about the languages children speak in your setting? Do they have a different script (eg. Greek or Bengali, Chinese). Do they go left to right, right to left or top to bottom?		
Do you encourage parents and carers to borrow storybooks and storybags to share in home languages and English?		
Do you use food packets, magazines or newspapers, stories in the setting which reflect the children's written home languages?		
Do you use ICT, CDS or invite parents and carers into the setting for dual language story sessions?		
Do you make "talkabout" books of photographs of the setting so children can talk about them in English and their home language. You can add English words and ask parents or carers to write the word in their home language. (There are also talking photograph books where you can add recording in English and home languages.)		
Do you use drama, puppets, storybags, storyboards and extra visual support at storytime to help children understand?		

Choosing suitable books for EAL learners in the EYFS and Key Stage 1

Wherever possible choose stories which:

- have repetitive language
- have predictable patterns
- are culturally familiar wherever possible
- can be accompanied by visual support, eg. toys, storyboard pictures or puppets or can be acted out. Story sacks are ideal.
- have supportive illustrations directly related to the text to aid understanding
- have familiar story content or setting
- do not reinforce stereotypes
- have clear text which is large enough to follow with supportive illustrations
- are available in dual language. Have dual language versions available if possible

Many publishers publish dual language stories and the following dual language versions of traditional tales and well-known stories are available from Mantra Lingua publishing:

- Brown Bear, Brown Bear, What Do You See?
- Farmer Duck

- Goldilocks and the Three Bears
- Handa's Hen
- Handa's Surprise
- The Little Red Hen and the Grains of Wheat
- The Three Billy Goats Gruff
- The Very Hungry Caterpillar
- Walking Through the Jungle
- We're Going on a Bear Hunt

Encourage parental involvement and use of home languages by sending the dual language book home so parents and carers can read the stories and talk about them using their home languages. Parents and carers can also be invited into school to read to the children. If this is not possible, many of these stories now come "Talking pen enabled" so you can use a Talking pen to download sound files and replay the stories in a variety of home languages. The School library service and local libraries have a good selection of dual language books in stock.



Stories, songs and action rhymes.

Use story books which have simple text with lots of repetition and clear illustrations. Many favourite books are now also available in dual language editions some of which are “talking pen” enabled so children can listen to the stories in their home languages.

If possible send dual language stories home for parents and carers to read and discuss in their home language or invite into school to read. Use story sacks and storyboards, toys, real objects to provide extra visual support and encourage everyone to join in with actions and repeated phrases. The school library service has a good selection of dual language books available to loan so do local libraries.

Nursery rhymes and action rhymes are a fun way to develop language. Choose rhymes with a clear rhythm and rhyming words, clear actions and lots of repetition. Group song and rhyme time is an ideal time for pupils learning English to join in, in a non-threatening way. Singing songs and rhymes supports vocabulary development, and the development of number concepts they can join in with the actions. Stick to a small number of nursery rhymes and action rhymes at first accompanied by visual support. (pictures can be found on line from websites such as www.sparklebox.co.uk or Nursery rhymes to sing, see and sign from www.scopevic.org.au) actions or real objects. (Money and pictures of buns for 5 currant buns, pictures of sausages or toy sausages in a pan for 10 fat sausages, frog and duck toys for 5 little ducks and 5 speckled frogs) This will enable the children to join in build up a repertoire and be able chose their favourite rhymes using picture cues even if they are not yet confident speaking English.

You can also use real objects to support understanding and language development. For 5 little ducks you could try using plastic ducks for the children to hold. You could also hold up the numbers when you sing number rhymes.

Websites for dual language books, songs and rhymes

Little Linguist www.little-linguist.co.uk

Mantra Publishing www.mantralingua.com/uk

Milet Publishing www.milet.com

Dual language songs on CD www.babyboomboom.com

This CD features nursery rhymes and songs in English and a second language. Currently choose from English and either French, German, Spanish, Italian or Polish.

Words in both languages are included with the CD.

Songs include:

- Old MacDonald
- Five Little Ducks
- The Mulberry Bush
- Twinkle Twinkle Little Star
- This Little Piggy
- Head, Shoulders, Knees and Toes
- Itzy Bitzy Spider
- Round and Round the Garden
- Tommy Thumb
- The Alphabet Song
- Brother John
- The Wheels on the Bus
- London Bridge
- If You're Happy and You Know It

Books, tapes or CDs and story boards can be left in the story-telling area for the children to use independently.

Here are some ideas to get you started:

Title	Vocabulary focus	Author	Publisher and ISBN	Dual language available?
Asian Nursery Rhymes	Numbers, food, colours Holi and Diwali, different scripts	Chosen by Sanjivinee illustrated Anita Chowdry	Mantra Publishing ISBN 1-85269-701-6	Contains Bengali, Gujarati, Panjabi and Urdu rhymes
Dear Zoo	Names of animals and adjectives Irregular past tense verbs	Rod Campbell		Mantra Publishing Hounslow language service multilingual for photocopying and pictures for storyboards
Elmer	Colours, animal names, weather	David McKee		
Goldilocks and the Three Bears	Body parts Sizes, furniture, numbers	Many traditional versions available		Mantra Publishing
Heads, shoulders, knees and toes	Body parts			Mantra Publishing
If you're happy and you know it	Parts of the body, actions			
Noisy Noises on the farm	Names of farm animals and the noises they make.	Julie Lancome	Walker Books 9780744523362	
Oh Dear	Farm animals and where they live.	Rod Campbell	Different sizes and board book	
Old MacDonald	Names of animals and the noises they make			
Rosie's Walk	Positional vocabulary	Pat Hutchins	Bodley Head ISBN	Mantra Publishing
Row row row your boat	Many available			Mantra Publishing
The Three Billy Goats Gruff	Sizes, counting to 3. Positional vocabulary over, under	many available		Mantra Publishing
The Very Hungry Caterpillar	Days of the week, food items, counting, Irregular past tense	Eric Carle	Puffin	ISBN 978-0-14056- 93-2
The Wheels on the bus		Many available		Mantra Publishing
Walking Through The jungle	Verbs and animal names exploring the world	Debbie Harter	Barefoot Books ISBN 1905223699 Walker Books ISBN 074453643X	Barefoot Books ISBN 1905223699 Walker Books ISBN 074453643X
Walking Through the jungle 2	verbs and animal names			
We're Going on a Bear Hunt	Positions			Mantra Publishing
Where's Spot	Names of household objects, animals and positional vocabulary	Julie Lancome		

Virtual School/Equalities Learning English as an Additional Language

Mathematics

	Yes	No
Does your setting have counting rhymes from different cultures?		
Do you have counting rhymes in the languages in your setting?		
Do you ask parents and carers to share counting rhymes in their home languages?		
Do you display number lines in different scripts to reflect the languages spoken in the setting?		
Do you know the words for numbers and shapes in the child's home language? (ICT is really helpful here or you could ask the parents/ carers to make a recording for the setting)		
Do you use pictures, ICT or real objects when singing counting rhymes to support understanding? (eg. to show what a frog is when singing 5 speckled frogs)		
Use shapes and pictures to show where things go in the setting to encourage sorting and matching?		
Do you use stories such as 'Where's Spot?' and 'Rosie's Walk' and PE to reinforce use and understanding of positional vocabulary?		
Do you encourage parents and carers to reinforce language used in shape, space and measure by using home languages?		

Understanding the World

	Yes	No
Do your role play areas reflect the diversity of children in the setting?		
Do resources eg. jigsaws, dolls, etc. reflect diversity?		
Do you celebrate different events and festivals relevant to the children in your setting?		
Do you make sure that the children in your setting have the opportunity to hear and use different languages?		
Do you have photographs of the locality to help children talk about where they have been or what they have done?		
Do you go on visits in the local community to widen children's knowledge of where they live?		
In technology do you make photograph books of different items, (eg. CD player, computer, magnifying glasses, etc.) to help children choose what to use and help them learn the new words? These can be used at home to discuss with the children		

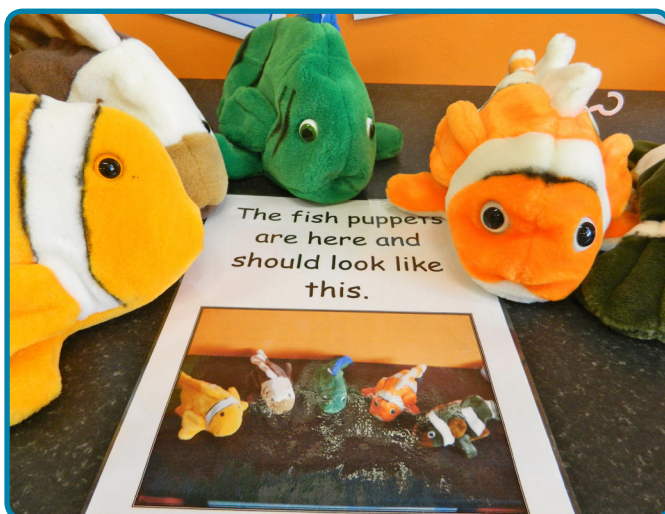
Visual support for children learning English as an Additional Language.

Visual supports include; pictures, objects, gestures, written language and photographs.

- Daily routine charts and visual timetables
- “Talk about” books
- Choice boards
- Visually supported play
- Step by step instructions eg getting changed for PE
- Calendars
- Classroom rules
- Sign language, actions and gesture
- Picture choice cards

This extra “concrete” support helps children process and make sense of the language they are hearing and can help them organise their thinking, remember information and provide reassurance in strange situations and unfamiliar routines. It is particularly helpful to give children reassurance and helps reduce anxiety especially if a parent or carer can explain the pictures and routines in the child’s home language.

Extra visual support enables children to participate without speaking in the early stages of learning English. Often young children learning English as an Additional Language can understand more than they can say. It is also common for children to go through a “silent” phase where they watch and take in what is going on around them so adding visual support will help reduce frustration and is a great way to help communication and interaction and won’t stop children from speaking.



Lotto and bingo games, colour, shape and number games



Action rhymes and songs with props and visual support, CDs.

Persona dolls

Visual timetables and extra visual support

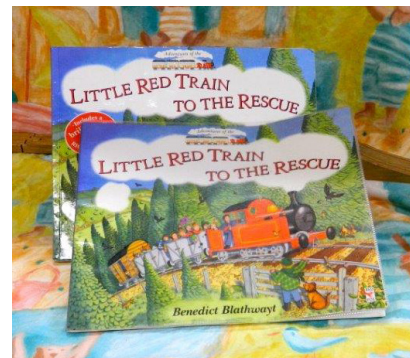
“Talk about” books and picture books

Small world play



Self-talk
Parallel talk
Modelling and extending children’s language

Dual language stories and rhymes for parents and carers to share



Story sacks, storyboards and puppets



Well planned “**hands-on learning**” and creative activities are ideal opportunities for learning English as an Additional Language in the Early Years Foundation Stage



References and further information.

<http://www.naldic.org.uk/eal-initial-teacher-education/resources/early-years>

Further information about learning English as an Additional Language in the early Years.

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/iils/vselt/eal.asp>

Early Years Foundation Stage information on the Children's Services website.

EAL in The Early Years. Hundreds of ideas for supporting children with English as an Additional Language. Anita Soni.

Published Featherstone (An imprint of Bloomsbury) 2013

ISBN 978-1-4081-5987-3

<http://www.newburypark.redbridge.sch.uk/langofmonth/index.html>

Free interactive resources which allow you to bring home languages into your EYFS setting. The video clips show children introducing their home languages and includes key words such as hello and goodbye, yes, no, useful phrases and questions, numbers 1-12, etc..

www.literacytrust.org.uk/talk_to_your_baby

Information and support for practitioners on language development from birth to age three. It includes hand outs in 15 different languages covering topics such as dummy use and the importance of maintaining the home language.

Collier V.P. and Thomas W.P. (1988) Acquisition of cognitive-academic second language proficiency: A six year study.

Supporting Multilingual Learners in the Early Years
Many languages-many children, Sandra Smidt
Published Routledge ISBN 978 0 415 43801 8

Siraj-Blatchford I. & Clarke P. (2000) Supporting Identity, Diversity and Language in the Early Years, Open University Press

Pre-school Learning Alliance (2014) Bilingualism in the Early Years: A resourceful guide to theory and practice, PSLA Publications

Sori A. (2013) EAL in the Early Years: Hundreds of ideas for supporting children with English as an additional language, Featherstone Publications

Primary National Strategy – Supporting children learning English as an additional language: guidance for practitioners in the EYFS.

Downloadable from www.foundationyears.org.uk





Job No. 21041