



# New Arrival Programme for Primary Schools

A programme to support newly arrived pupils at the early stages of learning English. Schools can adapt to meet their particular circumstances.

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## New Arrival Programme for Primary Schools

Purpose- To enable newly-arrived pupils at the early stages of speaking English, to learn in a safe and small environment, in order that they can learn English and access the curriculum sooner in their mainstream classes.

### Resources –The two main resources referred to are:

1. Racing to English (RTE) CD – buy from <http://www.racingtoenglish.co.uk/about.html>

Staff using this should familiarize themselves with the resources by reading the ‘Staff info section on the CD.

2. EMTAS website - <https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Home.aspx> This website includes the resource titled Advice and Guidance on pupils new to English. This document will be helpful for all staff working with newly arrived pupils who are at the early stages of learning English. This website will also be helpful signposting staff to other resources. Following the pupils involvement in the New Arrival programme staff should put in place a Language plan. The document titled Action Planning for Early Stage Bilingual Learners will help staff to draw up an individual or group action plan to ensure that the focus on Language acquisition continues.

Learning a few words in pupils’ first languages will be welcoming and useful for staff and other children. Use the videos on this website and seek help from family members. [www.newburypark.redbridge.sch.uk/langofmonth/](http://www.newburypark.redbridge.sch.uk/langofmonth/) - words and phrases in different languages

## Introduction

This programme should be used for new arrivals who are at the early stages of learning English, and adapted for each child or group of children, depending on their level of English, their age and confidence. The programme should be led by a trained TA, under the supervision of the class teacher. It is recommended that schools timetable 2 or 3 30 minute sessions a week for the first 8 weeks of a child's time in school. Each school should adapt the programme to suit their situation. Each unit is roughly intended to last for one to two weeks.

For pupils at the early stages of spoken English and those who have not attended school before, all activities should be speaking and listening and only extend to writing if the child is using the vocabulary with understanding and has previous literacy skills. Modelling and recasting the language with repetition, within a meaningful context will enable the child to acquire the vocabulary and language structures necessary. The use of talk frames will be essential ( see Appendix 2) Use first language to access the English if possible eg use of another pupil speaking the same language or a bilingual dictionary. Use vocabulary in sentences consistently, modelling, recasting and expecting pupil to use full sentence. Each session should build on the previous language and vocabulary and possibly start with an activity from the previous week to remind pupils.

Prioritise those activities that will enable children to make more accelerated progress. Link with class room activities eg if class is visiting the farm, work with the child on animals the previous day/week and have another session on this the following day.

Throughout the programme, children could compile a vocabulary booklet, ideally bilingually, to be used in class and at home. The Racing to English (RTE) often resources contain a dictionary page. (see Appendix 1) The RTE Worksheet copy work could be sent home to consolidate the activity of the day/week. Other worksheets could be used where appropriate.

### Communication between class teacher, TA and parents

Links between parents, class teacher and TA are essential, involving the parents in their child's learning and enabling them to pass on information about how the child is feeling and progressing. Connect with the parents, at the beginning or end of the day or by phone if necessary.

Regular communication between the class teacher and the trained TA is also important. The class teacher should receive weekly reports of the child's vocabulary and language and use this to inform classroom teaching.

The TA and class teacher should meet at the midpoint (after 4 weeks) and at the end of the programme (after 8 weeks). The purpose of this will be to discuss progress, assess the pupils level using the Language in Common Scale (appendix 3) and plan next steps. Pupils will be asked to reflect upon and evaluate their learning at the mid and final point of the programme.

### Weekly Units

It is suggested that the first 3 are followed in this order. Other units can be used as appropriate. Consult with class teachers. Each unit contains a number of suggested activities and resources. Staff should select those that are most appropriate for the age and ability of the pupils in the group. Second or third sessions in each week should ensure consolidation of the language and vocabulary before moving on to new language and vocabulary

1. Survival language
2. In the classroom
3. Me and my family
4. Playing games and feelings
5. Maths
6. Clothes, food and Animals
7. English verbs

### Unit 1 – Survival Language

Many children will come already knowing some survival language, consider and adapt. Pastoral support will be essential in the first few weeks. As this Unit is likely to be the first sessions, use them to get to know the children, ask if there are any questions or problems. Use another child who speaks the same language if possible. Connect with the parents, at the beginning or end of the day or by phone if necessary.

Focus language and vocabulary	Teaching activity and points	Resources
<p>Hello/ Goodbye Please/Thank you Yes/ No Good morning etc Excuse me..</p> <p>My name is .... His name is ....</p> <p>Please can I go to the toilet? Answering the register- present, packed lunch etc</p> <p>School places – eg library, playground</p> <p>Teachers names/ class name I am in Class... This is ....</p>	<p>Group activity – introduce self and others Learning names</p> <p>Role play See activities in First steps 01a (RTE)</p> <p>Introduce the children to each other.</p> <p>Learn basic vocab and phrases needed in the routine of the school.</p> <p>Tour of school Play school game (EMTAS)</p> <p>Use photos of school. Show me the library. What room is this?</p>	<p>Name labels First steps 01a (RTE)</p> <p>Photos of 4/5 key people eg buddy, teacher, TA, head.</p> <p>Going to School board game (EMTAS) <a href="http://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Going%20to%20School%20Board%20Game%20(English).pdf">www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Going%20to%20School%20Board%20Game%20(English).pdf</a></p> <p>Photos of school buildings and rooms and places</p> <p>Use pictures of staff in entrance hall Playground fans ( EMTAS) <a href="http://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Playground%20Fans%20(English).pdf">www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Playground%20Fans%20(English).pdf</a></p>

## Unit 2 In the classroom

Which classroom objects to focus on, will depend on age group and particular situation. Consult with the class teacher

Focus language and vocabulary	Teaching activity and points	Resources
<p>Classroom objects eg pencil, book etc            This is.....            Is this.....?            Please can I have...              'Whats this?'            'Is this a ....?'            'Yes/No Its is a.....'              Colours red / blue/ green etc              Size – small, big, long, short                          Days of the week            Today, tomorrow, yesterday            Timetable – On Wednesday....Literacy,            Assemblies, playtime, PE etc</p>	<p>Group activity with real objects from the classroom              Sorting and matching and naming activities              Games from EMTAS and RTE              Colours- painting with colours, colour mixing etc. labelling.            Use clothes and other real objects to identify colour.              Play the same game with colours and then size            eg is this red pencil?              Sorting and ordering            Saying the days of the week in order.            Talk about the visual timetable.</p>	<p>Real classroom objects in school              Every day objects in school Happy Families and Matching Pairs games (EMTAS)  <a href="http://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx">www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx</a>              1b Classroom objects photoset (RTE)            02e Dialogue cards – Can I have ...(RTE)                  Days of the week cards with visuals.              Visual timetables</p>

### Unit 3 – Me and my family

Be sensitive to those pupils who are not with their whole family. ( CiC and Refugee and asylum seekers) and be conscious of those children who live in different types of families.

Focus language and vocabulary	Teaching activity and points	Resources
<p>This is my .....mother , father, brother sister, cousin, grandmother and grandfather. Etc.</p> <p>Older, younger</p> <p>Descriptive language My mother has brown hair</p> <p>Body parts</p>	<p>Describing family members Draw a picture of family and labelling family members.</p> <p>... use face vocab cards and describe people from photos using ‘She has...’etc.</p> <p>Sorting and matching body parts Play with cards, matching body parts and talking .</p> <p>Simon Says game Songs Jigsaws</p>	<p>Resources: Folder – families work. RTE – 1c people (singular)</p> <p>Resources: 03 Face and body folder- choose from a variety of activities (RTE)</p> <p>Head shoulders, knees and toes song.</p> <p>Body parts game <a href="http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/science/body_parts_p/index.htm">www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/science/body_parts_p/index.htm</a></p> <p>Photos of child’s family if possible</p> <p>Jigsaws Variation photo body parts (EMTAS)</p>



## Unit 4 – Playing games and feelings

Focus language and vocabulary	Teaching activity and points	Resources
<p><b><u>Playing games</u></b>            Counters, dice , board            It's my turn, your turn,            Please can I have the ----'.</p> <p>Numbers</p> <p>Please can I play? ( for playtime)            Throw , kick, roll, catch</p> <p><b><u>Feelings</u></b></p> <p>Happy, sad, angry, frightened, nervous            etc            I am happy/sad because ....</p>	<p>Playing a board game.</p> <p>Reading the dice, counting .</p> <p>Playing a game outside – ball, bean bag</p> <p>Drama and guess feelings – match to            feelings on cards.</p> <p>Read simple books on feelings.</p>	<p>Board games</p> <p>Dice counters, numbers.'</p> <p>Games from EMTAS ( Happy Families,            Pairs)  <a href="http://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx">www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx</a></p> <p>Balls, bean bags</p> <p>Tiscali survival Language  <a href="http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/community_lang/eal_survival/index.htm">www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/community_lang/eal_survival/index.htm</a></p> <p>( if schools still have access to them,            both SEAL resources and photos in the            Black pupils toolkit are relevant. )</p>

## Unit 5 – Maths

Many children will be able to calculate numbers well but will be unfamiliar with the language of Maths in English. Doing sums may be familiar and help their confidence but teaching the language of Maths is essential.

<u>Focus language and vocabulary</u>	<u>Teaching activity and points</u>	<u>Resources</u>
<p style="text-align: center;"><b><u>Number</u></b></p> <p>Numbers 1-100 depending on child's age and ability Plus, minus, take away, share etc</p>	<p>Counting objects, people. Matching number to symbol. Ordering number cards Simple calculations, - depends on the child.</p>	<p>Number Lotto, Matching pairs and Happy Families games (EMTAS) www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx Classroom objects to count and calculate Tiscali counting activity <a href="http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/english/fruits/level2/counting.html">http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/english/fruits/level2/counting.html</a></p>
<p style="text-align: center;"><b><u>Shape and space</u></b></p> <p>Size and shape vocab – big, small, wide, narrow, heavy, light – etc This pencil is long/longer/longest</p> <p>Shape names- circle etc</p>	<p>Games from EMTAS Use real objects to compare Introduce comparative language if appropriate</p> <p>Matching, playing with shapes labelling as you play .</p>	<p>2D shapes and everyday objects 2D shapes board game (EMTAS)</p>
<p style="text-align: center;"><b><u>Positional language</u></b></p> <p>left , right, up down, in, on under etc.</p>	<p>Play game following instructions and</p>	<p>Real classroom objects eg pencil,</p>

<p style="text-align: center;"><b><u>Data collection</u></b> –</p> <p>My favourite colour(animal, food ) is ....  Teach children question eg  What is your favourite colour.</p>	<p>giving instructions.  ‘Put the ball in the big box’  Following directions and going for a walk. Map making  Play barrier games</p> <p>Play a circle game with objects</p> <p>Model /Conduct simple survey in group  Children to conduct their own independently.  Teach tally chart and convert into block graph</p>	<p>rubber etc  Balance/ scales</p> <p>Objects, bags and boxes</p> <p>16 - Position &amp; direction folder Select from a variety of activities.(RTE)  16a Prepositions- in on under</p> <p>Example in Appendix 4</p>
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## Unit 6 Clothes, Food and Animals

Focus language and vocabulary	Teaching activity and points	Resources
<p style="text-align: center;"><b><u>Clothes</u></b></p> <p>I have a t-shirt. I like red t-shirts... I am wearing... He/ She is wearing School uniform vocabulary PE kit Adjectives to describe clothes</p> <p style="text-align: center;"><b><u>Food and Shopping</u></b></p> <p>Vocabulary useful for school dinner times- fork, spoon, tray sandwiches etc Verbs – eat, drink, like etc. I like ..... I don't like...</p> <p>Money 1p £1 etc How much is... Please can I have...</p>	<p>Play 'Who is this ? game .. 'He is wearing a red shirt' etc</p> <p>Make a collage picture and talk about</p> <p>Group talk activity with plastic food or pictures of ..</p> <p>Play shopping with above resouces/</p>	<p>Catalogues, scissors, glue Racing to English – clothes photosets in describing. Pictures of clothes from Clothes and weather game (EMTAS) www.sgsts.org.uk/SupportForVulnerabl ePupils/EMTAS/SitePages/Teaching%20 Materials.aspx 04c Clothes basic (RTE)</p> <p>Food and resources from the Home corner in EY</p> <p>Food photographs (EMTAS) <a href="https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Food%20Photographs.pdf">https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Food%20Photographs.pdf</a> Food activity (EMTAS) <a href="https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Food%20Classification%20(English).pdf">https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Food%20Classification%20(English).pdf</a> Plastic money and food from EY</p>

<p style="text-align: center;"><b><u>Animals</u></b></p> <p>Names of animals – either farm, pets, zoo or wild animals  baby animals eg lamb</p> <p>Noises animals make eg moo</p> <p>body parts – eg tail trunk etc</p> <p>Adjectives to describe animals.  Eg A giraffe has a long neck</p>	<p>Small world play with animals  Create a farm/ zoo together.</p> <p>Match and name baby with adult eg lamb and sheep.</p> <p>Songs - Old MacDonald had a farm or  The Animals went in 2 by 2 .</p>	<p>Likes food folder 05- choose from a variety of activities (RTE)  05g Dialogue would you like a .. (RTE)  Maths 1g – Money (RTE)</p> <p>Racing to English – see animals folder and select appropriate game/photoset.  1d – six animals singular</p> <p>Small world animals from EY  Books about a farm/ zoo animals</p>
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Unit 7 English Verbs

Focus language and vocabulary	Teaching activity and points	Resources
<p>Use verbs that are relevant to the children in the group building on their interests and skills.</p> <p>Action verbs – jump, walk, kick, catch throw etc</p> <p>I can..... / I can't.....</p> <p>She/He can .....</p> <p>She is jumping</p> <p>I like to.....</p> <p>Link to last week – playing game vocab.</p> <p>Simple past tense ( if pupils are ready for it )</p> <p>I jumped</p>	<p>Play in playground or hall.</p> <p>Copying game</p> <p>Reinforce in class PE lessons</p> <p>Use the mime game to reinforce verbs. Introduce He/She, His/her he's, she's, they. Build on sentence construction. Describe photos, match pairs.</p> <p>Introduce verbs using Action cards. Mime game.</p> <p>Teach ed rule.</p> <p>Share some irregular verbs they might need – ate, saw,</p>	<p>RTE 06a-Action cards etc.</p> <p>Verbs around school Picture Dominoes ( EMTAS)</p> <p><a href="http://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx">www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Teaching%20Materials.aspx</a></p>

Appendix 1 example of a picture dictionary –

Pictures can be included or pupils could draw their own.

English	My language -	Picture
clock		
calendar		
timetable		

## Appendix 2 Talk frames and how to use them .

A group of children sitting in a circle around a table . The adult starts the talk using a talk frame . The next child is encouraged to repeat the talk frame adding their own words to complete the sentence. Objects and pictures are useful prompts to help pupils. The last pupil in the circle ( maybe the latest arrival or the least confident speaker ) will have heard the talk a number of times and be more likely to contribute. Children should be given time to respond with smiles and encouragement.

### Examples of talk frames

My name is .....

This is ..... ( names, objects)

I can ..... ( verbs)

I like .....

I don't like .....

A cow has.....( numbers, body parts )

Today is .... ( days of the week, weather)

The pencil is longer than the.....

As pupils become confident introduce more details such as descriptive language

This is a pencil

This is a long pencil

This is a long red pencil etc

In planning for talk frames consider what you would want to hear the pupils say using the target language.



## Appendix 3 Language in Common Scale

### **The extended scale for listening**

**Step 1** Pupils listen attentively for short bursts of time. They use non-verbal gestures or respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

**Step 2** Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

**Level 1** With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.  
**(Threshold)**

**Level 1** In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversations.  
**(Secure)**

### **The extended scale for speaking**

**Step 1** Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meanings. They express some basic needs using single words or phrases in English.

**Step 2** Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.

**Level 1** Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.  
**(Threshold)**

**Level 1** Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest.  
**(Secure)**

### **The extended scale for reading**

- Step 1** Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognize their names and familiar words and identify some letters of the alphabet by shape and sound.
- Step 2** Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text and read aloud.
- Level 1 (Threshold)** Pupils can read a range of familiar words and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.
- Level 1 (Secure)** Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

### **The extended scale for writing**

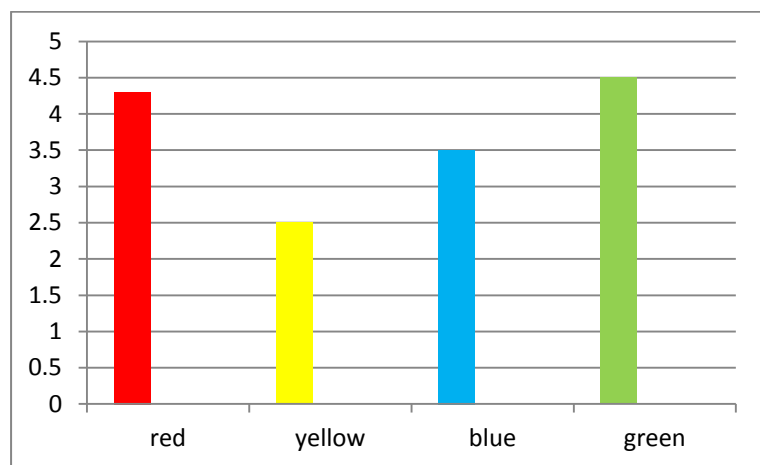
- Step 1** Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write them left to right.
- Step 2** Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
- Level 1 (Threshold)** Pupils produce recognizable letters and words in text, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
- Level 1 (Secure)** Pupils use phrases and longer statements, which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

#### Appendix 4 An example of simple data collection for a newly arrived pupil.

Model the task and use appropriate language . Provide a tally chart and simple block graph

Teach the pupils a simple question eg What is your favourite colour? The pupils then use this repeated sentences with a few pupils. They should have a sheet that includes visuals ( in this case the colours)

What is your favourite colour?	
Red	////
Yellow	
Blue	
Green	
	Etc



Using this repeated question will give pupil confidence. They can be encouraged to use others names – eg Hello Sam . What is your favourite colour? Thank you

The tally chart and graph are visuals and even the pupils do not understand all the language they will be able to see clearly the result of their work. This could be shared with others in the class.

Mathematical language such as numbers, more and less, and comparative language such are taller and shorter will be used.

This can be easily adapted to fit in with class topics. Eg a trip to the zoo could prompt What is your favourite animal? A topic on food Do you like apples or oranges? Or a topic on ourselves Do you have brown or blue eyes?