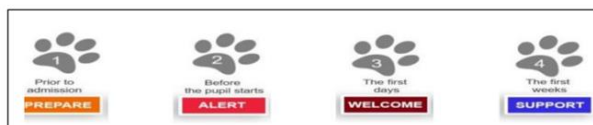


EARLY YEARS SETTINGS – PAWS MODEL OF INDUCTION FOR EAL CHILDREN & FAMILIES



**BEFORE THE CHILD STARTS:**

**Obtain detailed information from parents/carers:**

- Preferred name of the child and how to pronounce and spell it correctly
- Family make-up e.g. school aged siblings, live-in grandparents, shared housing etc
- Language profile for all family members, child’s language exposure/ skills in home language(s)
- Previous nursery/pre-schooling experience (strengths, areas for development, SEN etc)
- Child’s interests, special toys, stories etc.
- Religion/ethnicity/refugee origin
- Dietary restrictions
- Access to community groups/ support services e.g. Family Information Service

**Information Imparted to Parents/carers:**

- Ensure parents understand the importance of promoting the home language as a support for learning English.
- Use pictures/photographic induction resources to talk through expectations of the setting – timings, parent meetings, resources, clothing etc.

- Discuss lunch/snack arrangements.
- Inform parents about English education system including grade progression, assessment/planning, teaching & learning styles and ethos in EY settings.
- Discuss mechanisms of support for additional needs e.g. registering child as EAL
- Give family a tour around the setting
- Provide a named key contact (SLT member) and discuss best means of communication (verbal, written – text messages, emails etc.)
- Agree a communication plan if parent(s) are early stage EAL learners e.g. explore using interpreter within family’s own network



**ENSURE THAT:**

- Relevant information has been distributed to appropriate staff, including parents’ views
- Home-Setting effective communication plan in place.

**Classroom Organisation:**

- If possible, place the child with key worker and/or peers who share the same language.
- Provide frequent opportunities for child to

play alongside supportive peers who are good English language role models. Identify and brief willing ‘buddies’.

- Have consistent predictable and regular organisational routines and connect to same language and visuals
- Create quiet places or dens where the child can rest and relax. Listening to a new language can be very tiring.
- Carry out group work in a quiet area – noisy environments can distract from language processing.
- Sit child near lead adult in carpet sessions where they can see adult’s face straight on to pick up on facial expressions.
- Always choose child last in turn-taking games so that they can follow repeated models



**Welcoming Environment:**

- Show pupils their home language is valued and encourage its use by learning some key words from parent.
- Child to bring in an item from home e.g. favourite toy, storybook.
- Supply the pupil with basic communication support e.g. picture cards, communication fans, now and next boards etc.
- Provide dual language story books

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- Label areas (inside and outside) and resource boxes with pictures/photos and words.
- Use multilingual labelling around the setting e.g. days of the week, colours
- Use cultural/ foreign language resources in play / writing / exploration areas e.g. Polish cereal box, Chinese newspaper etc.



**AS THE CHILD BEGINS TO SETTLE IN:**

**Observation, Assessment & Planning:**

- Through observation and discussion with parent/colleagues, use what you find out about the child to plan for steps in language learning.
- Record progress using an EAL assessment framework e.g. EAL Scales.
- Review the environment and resources regularly
- Identify the key language needed for the child to access the learning and model this language using self-talk and parallel talk strategies
- Work with parents to strengthen language linked to key concepts in home language
- Share the key words and phrases for topic areas ahead of delivery so parents can

cover these in the home language as part of pre-teaching strategy.

- Share the key texts used ahead of delivery so parents can share the book at home in home language.
- Have high expectations and provide alternative ways of showing understanding e.g. sequencing cards, yes/no either/or questions
- Plan for small group work involving simple language games e.g. Orchard Toys games
- Plan for shared co-construction activities with a peer and observe interaction.
- Plan to include songs/action rhymes/raps to develop phonological awareness of English
- Target child for daily brief organised interaction with adult / peers.

**Monitor & Observe:**

- Non-verbal behaviour
- Integration and involvement with peers
- Attendance
- Responses to adults
- Parental contact
- Response to activities

**Parent/Practitioner Partnership:**

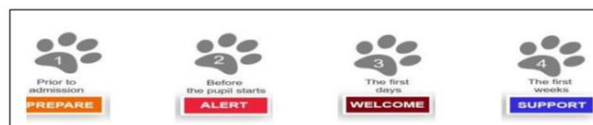
- Inform parents of child's EAL targets.
- Remind parents that home language development improves EAL learning.

- Maintain regular initial contact with parents sharing photos and comments about how their child is settling into the setting. This helps build trusting relationship.
- Weekly drop-in sessions for EAL parents
- Include parents in activities within setting e.g. read a story or sing a song in home language, help with bilingual resources etc.
- Consideration is given to past experiences, child-rearing practices and expectations.

**Communication:**

- Consider using Makaton signs for early stage EAL learners – explain rationale to parents to avoid misunderstandings.
- Use songs in home language in the setting e.g. familiar nursery rhymes can be found in a range of languages on YouTube.
- Speak clearly and avoid using idiomatic phrases e.g. Look versus spot, put versus pop.
- Repeat same key words and phrases linked to habitual actions/routines (verbs) and use gestures and point to object/ photo etc.
- Do not over-correct developing English – recast correction as part of natural interaction
- Use recording devices e.g. talking tins to help child retain words and phrases.

## EARLY YEARS SETTINGS – PAWS MODEL OF INDUCTION FOR EAL CHILDREN & FAMILIES



### Note that:

- Child may remain non-verbal for some time.
- Child may get tired very quickly.
- Child will respond slower to instructions
- Frustration may lead to unsettled behaviour
- Child may become distressed by not being able to take part.
- As well as learning a new language, the child is also coping with a new culture and environment and in the case of a new arrival to the country, may be missing family and friends.



For further intervention strategies see EMTAS EAL Strategies Booklet for Early Years Settings