

SEND Teaching Support Team English as an Additional Language

International New Arrivals Primary: Reading

Newly arrived children will have a wide range of literacy skills, some will already be literate in their home language and others will be learning how to read and write for the first time in English and may have had little formal education. Some languages have no written form.

Reading	Activities	
Use of Home Language	<p>Use dual-language books from the schools library service and talking cds. Encourage parents to join the local library to borrow dual language books and story sacks</p> <p>Be aware that letters in English may have different “sounds” in home language eg w has an English v “sound” in German and Polish. Vowels in different languages may have different “sounds”. Encourage children to compare the differences if they are literate in their home language.</p> <p>The Equalities learning officer can provide advice about buying dual language stories and “talking pens”</p> <p>Encourage children to use a bilingual dictionary if they can read in their home language</p> <p>Encourage children to share vocabulary in their home language.</p>	
Sharing Books	<p>Use sequencing pictures to re-tell the story and the pictures and describe what is happening in the pictures in the book you are reading.</p> <p>Use picture dictionaries and reference books</p> <p>Use talking stories and CDs in English and in dual language where available</p> <p>Paired and shared reading. A confident English reader can read and help the beginner to identify words. If you use a dual language book the new arrival can demonstrate reading skills in the home language.</p> <p>Choose well illustrated books with lots of repetition. (contact Equalities learning officer for further advice)</p>	
Teaching Phonics	<p>Teaching phonics cross-phase allows EAL learners to join the appropriate letters and sounds group.</p> <p>When you are teaching lower case letters and phonemes be aware that children may already have been taught the English alphabet names and that the pupils may not understand the difference between letter names and letter sounds</p> <p>Teach the pupil to recognise letters at random, using flash cards and pictures, or a picture dictionary. Jolly phonics have useful actions and picture cues.</p>	

Reading	Activities	
Sight Vocabulary	<p>Use pictorial support at first where possible and use a with nouns. Point to individual words and repeat them; the pupil's response often indicates if the pupil is ready to start reading</p> <ul style="list-style-type: none"> • Flash cards • Key words lotto • Matching activities and picture word match • Word Snap • Language Master • ICT, such as Clicker 5 	
Reading Text	<p>“Warm up” the books before individual or shared reading activities. Share books used for group or whole class reading. This will allow the child to learn some key words and discuss the pictures which will help understanding. Use visually supported enlarged texts for group or whole class reading.</p> <p>Re-read the text several times and provide opportunities for sequencing and cloze activities.</p> <p>Support understanding by using cloze procedure and text sequencing activities. Represent information as key visuals in diagrams, charts and tables’</p> <p>Smartboards and talking word programmes such as clicker 5 will add extra scaffolding for new arrivals.</p> <p>Home language. If there is anyone else who speaks the home language in school, allow opportunities for discussion using the home language. In this way, pupils can translate and summarise key words and themes into first language which will aid comprehension.</p> <p>Copies of the text to be used can also be sent home in advance for parents to share using home languages.</p>	