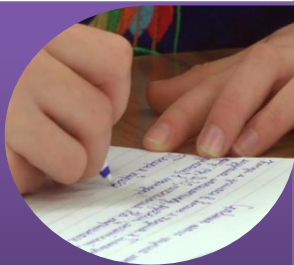


Assessment



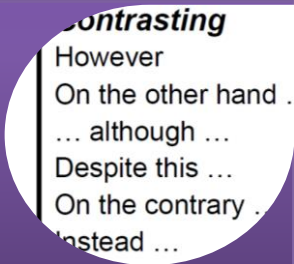
- Assess pupils' L1 to support planning and differentiation and to identify ways of tapping into their languages to support learning
- Know what languages are spoken by your pupils
- Talk to parents about previous educational experience
- Find out pupils' proficiency in L1 in speaking, listening, reading and writing
- Collect writing samples and record/listen to pupils read in L1

Parental involvement



- Encourage parents to maintain L1 rather than switching to speaking English at home
- Explain how parents can support their children even when they don't speak English e.g. researching topics, reading and talking about texts/books, etc.
- Source interpreters where needed
- See assessment and health warnings

Planning



- Identify language demands of lessons and decide what vocabulary & concepts could be pre-rehearsed in L1
- Send lists of vocabulary home to be translated as homework
- Send diagrams, pictures etc. home to be annotated in L1
- Highlight opportunities for use of L1 in the classroom in your planning as well as any resources which pupils may need
- See assessment and role of additional staff

Bilingual & additional staff



- Additional staff and bilingual assistants are generally most successful when they support EAL learners in the classroom
- The role of additional staff and bilingual assistants in a lesson needs to be planned and discussed in advance
- Bilingual staff are most effective when aims of lessons and key vocabulary are communicated in advance

Health warnings



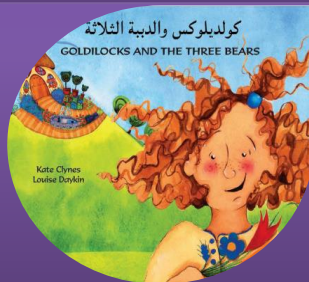
- Check pupils are literate in L1 before planning tasks involving reading/writing
- Be sure about the languages spoken by pupils before sourcing resources or requesting interpreters
- Ensure parents, carers or pupils need an interpreter before requesting one
- Not all parents are literate in L1
- Avoid relying on pupils to interpret for the curriculum, confidential situations or for their families

Speaking Listening



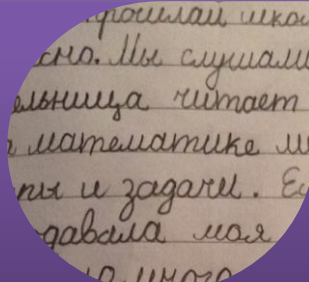
- Consider seating plans. Pupils should be encouraged to discuss their learning in a shared language where possible whilst also having access to good English language role models. Think carefully about personalities and cultural differences when pairing up pupils
- Pupils can demonstrate their learning through talk in their strongest language (see Resources & IT for ideas of how to capture this)

Reading



- Source translated texts & literature (for pupils literate in their L1)
- Encourage pre-reading of curriculum-based materials in L1
- Highlight important vocabulary in texts in English. Pupils can translate into their stronger language for homework ahead of the lesson where the text will be explored
- Encourage pupils to create their own dual language glossaries

Writing



- Pupils literate in L1 can demonstrate their learning in more detail if they are encouraged to write in L1 (especially true of new-to-English pupils)
- Pupils at different stages of their development in English will benefit from using their L1 to plan, take notes, annotate, etc.
- If the pupil writes in a language you cannot read, ask them to talk to you about what they have written
- Continue to create lots of opportunities for talking before writing

Resources IT



- Capture oral work using talking products (photo albums, tins, pegs & pens)
- Apps such as Book Creator have an audio recording facility
- Dual language stories and dictionaries, PENpal and Ebook library
- Translation apps like SayHi, iTranslate & Google Translate (these to be managed carefully by classroom practitioners)
- C-Pen (LingoPen) has a translation feature
- Wikipedia (in other languages)

Links



- [L1 videoscribe](#)
- [E- Learning](#) (L1 assessment & use of L1 as a tool for learning)
- [Young Interpreter Scheme](#)
- [Safeguarding pupil interpreters](#)
- [CRICLE Network](#)
- [Heritage Language GCSEs](#)

- [GCSE exam concessions](#)
- [L1 student training programme](#)
- [Mantra Lingua](#)
- [Talking Products](#)
- [App wheel](#)
- [Language of the month](#)

