



**Welcoming a Newcomer  
Child to the Classroom:  
A simple guide for teachers**

# Table of Contents

<b>1. Preparing the Classroom for the Newcomer Child.....</b>	<b>3</b>
<b>Summary.....</b>	<b>4</b>
<b>Example letter to parents.....</b>	<b>5</b>
<b>P2 Lesson plans and resources.....</b>	<b>6</b>
<b>P4 Lesson plans and resources.....</b>	<b>10</b>
<b>P6 Lesson plans and resources.....</b>	<b>13</b>
<b>2. Relationships.....</b>	<b>16</b>
<b>With Parents.....</b>	<b>17</b>
<b>With Newcomer Child.....</b>	<b>21</b>
<b>With Whole School.....</b>	<b>24</b>
<b>With Classmates.....</b>	<b>26</b>
<b>3. Language.....</b>	<b>28</b>
<b>Labels for Pupils.....</b>	<b>29</b>
<b>Activity Labels.....</b>	<b>31</b>
<b>Classroom Labels.....</b>	<b>38</b>
<b>Picture Dictionary Resource.....</b>	<b>42</b>
<b>4. Classroom Strategies.....</b>	<b>46</b>
<b>Advice for Teachers.....</b>	<b>46</b>
<b>Whole-Child Development.....</b>	<b>48</b>



# Preparing for the Arrival of the Newcomer Child





## First things first

Before the Newcomer child joins the classroom environment, it is important that you as a teacher make appropriate preparations in order to ensure a smooth transition for the new pupil joining your classroom. There are 2 things you should consider in the time leading up to the Newcomer child joining:

- Establishing contact with the Newcomer child and their family
- Preparing the class you have to be as welcoming and as inclusive as possible

### Establishing contact with the Newcomer child and their family

For any family who have recently moved into the area, it can be difficult to settle in and to get to know those in the community. As a teacher it is important therefore you get in touch with the new family as soon as possible, to make them feel welcome in the area and to ease any concerns the parents or child has about joining a new school. By getting in touch with the family, you can also ask questions about their background so that you are more prepared to be sensitive to the pupil in the classroom. If you can find out about the pupil this also gives you a head start in preparing for their time in the classroom. An example letter to the family has been included.



### Preparing the class to be inclusive

The other major thing to consider in the lead up to a newcomer child joining the classroom is ensuring that the classroom ethos and environment is one of inclusion and acceptance. Ideally your classroom community will be one which celebrates and values diversity. By creating an ethos of inclusion, the transition for the newcomer child should be exciting rather than daunting or even isolating. Not only are buddy systems a good idea, but a united classroom community in general is essential. Included in the following pages are lesson plans for PDMU



## The Inclusive Class



Dear Parent,

We hope this letter finds you well. My name is \_\_\_\_\_ and I will be \_\_\_\_\_ 's (First name of child) teacher this coming year. I am so excited to meet you as a family. I have been teaching in \_\_\_\_\_ Primary School for \_\_\_ years now and have been the year \_\_\_ teacher for \_\_\_ years now. It is important to meet that each child fulfils their potential and that is no different for your child.

The class that \_\_\_\_\_ will be joining is like a little family, with each pupil being friendly and inclusive. As a class we value diversity as we believe it adds to the learning experience, and we hope that \_\_\_\_\_ will add something unique to our classroom community. The children are very excited already to finally meet \_\_\_\_\_ .

As a school, we hoped you would be able to share a little bit about your background as a family so that we can be as inclusive, sensitive and supportive as possible. We would also love for you to tell us a bit about \_\_\_\_\_. What is \_\_\_\_\_'s strengths and talents. Have they any particular interests or hobbies? Have they any areas for improvement where you as a parent would like to see progress. What is the ability to speak and read and write English like?

As school it is our belief that a united learning community is the best kind of learning community. This involves a good relationship between the school and the parents of pupils. If you have any questions, worries or queries, don't be afraid to get in touch with me directly or with the school principal using the contact details below. If there is anything we can do as a school to make this time of transition more smooth don't hesitate to let us know. We look forward to meeting \_\_\_\_\_.

Yours sincerely

\_\_\_\_\_

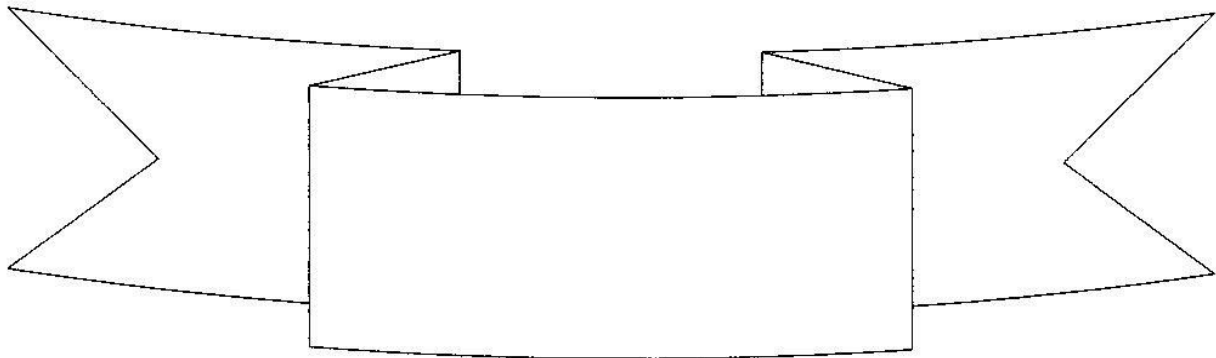
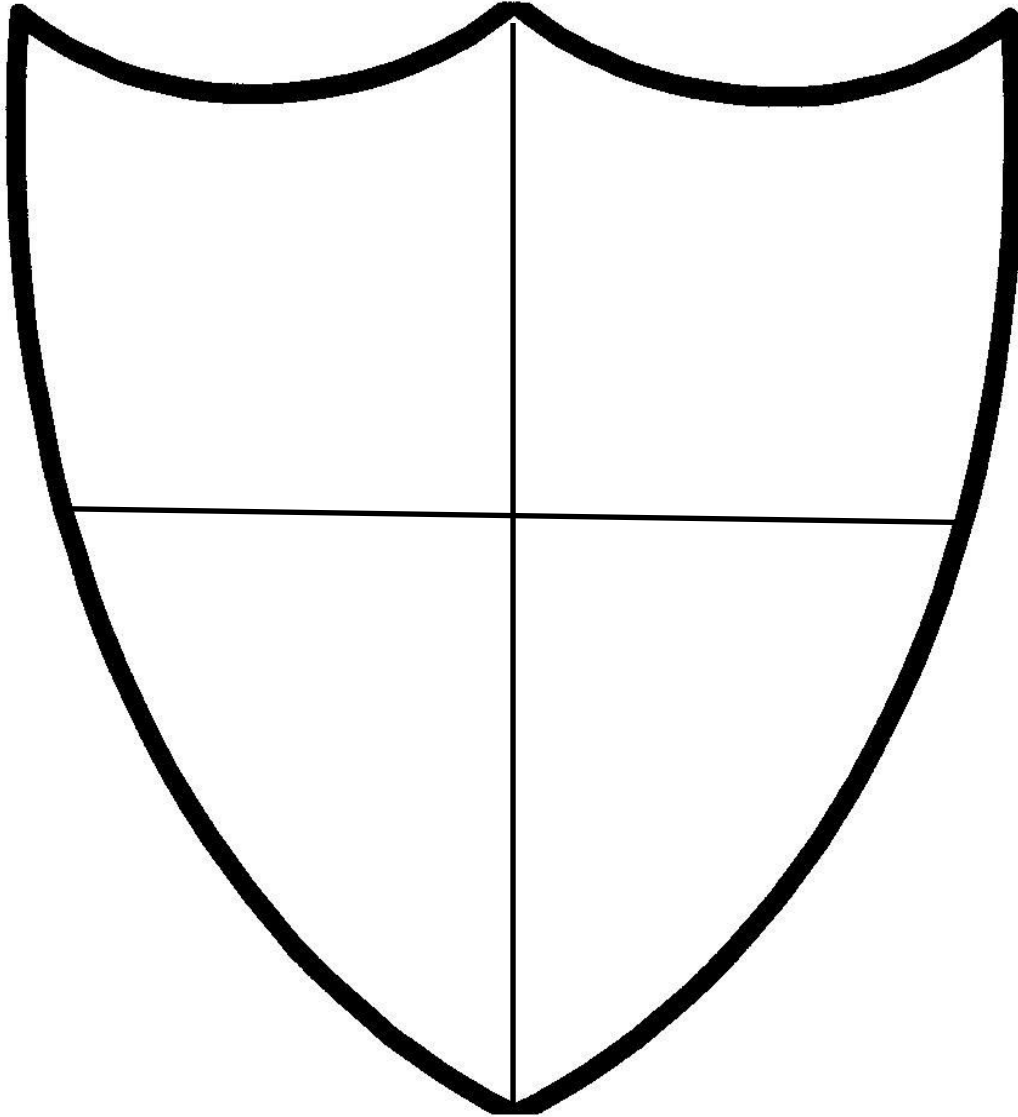
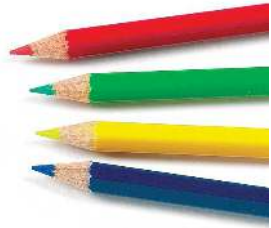
Contact details

<p><b>Title of Lesson:</b></p> <p style="text-align: center;"><b>Each of us are different</b></p>	<p><b>Target Class:</b></p> <p style="text-align: center;"><b>P2</b></p>
<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn to recognise what makes them unique</li> <li>- Pupils will learn that each person in the class is unique in their own way</li> <li>- Pupils will learn that even if they are different, they can be included</li> </ul>	<p><b>Resources</b></p> <p>'The big umbrella' storybook</p> <p>'Who I am' worksheets</p>
<p><b>Introduction:</b></p> <p>The teacher will begin by reading 'The Big Umbrella' by Amy June Bates</p> <p>The teacher will ask questions throughout the story such as 'Do you think that ____ will be allowed in?' and 'Would you let them in under the umbrella?'</p> <p>The teacher will then discuss with the class the various characters allowed under the umbrella, and how they were all different, but were still included and made welcome</p>	
<p><b>Main Activity:</b></p> <p>The pupils will be given an opportunity to talk with a partner about themselves, and to think about who they are, what they like, what they don't like, and how they are different from others</p> <p>The pupils will complete the 'Who I am' worksheets about themselves</p>	
<p><b>Plenary:</b></p> <p>The completed 'Who I am' worksheets will be attached to a display board on the wall and pupils will be given the opportunity to talk about their own work, and to share with the class who they are and what makes them different.</p> <p>The teacher will conclude the lesson by summarising that although each child is different within the class, everyone should be included</p>	



# Who am I?

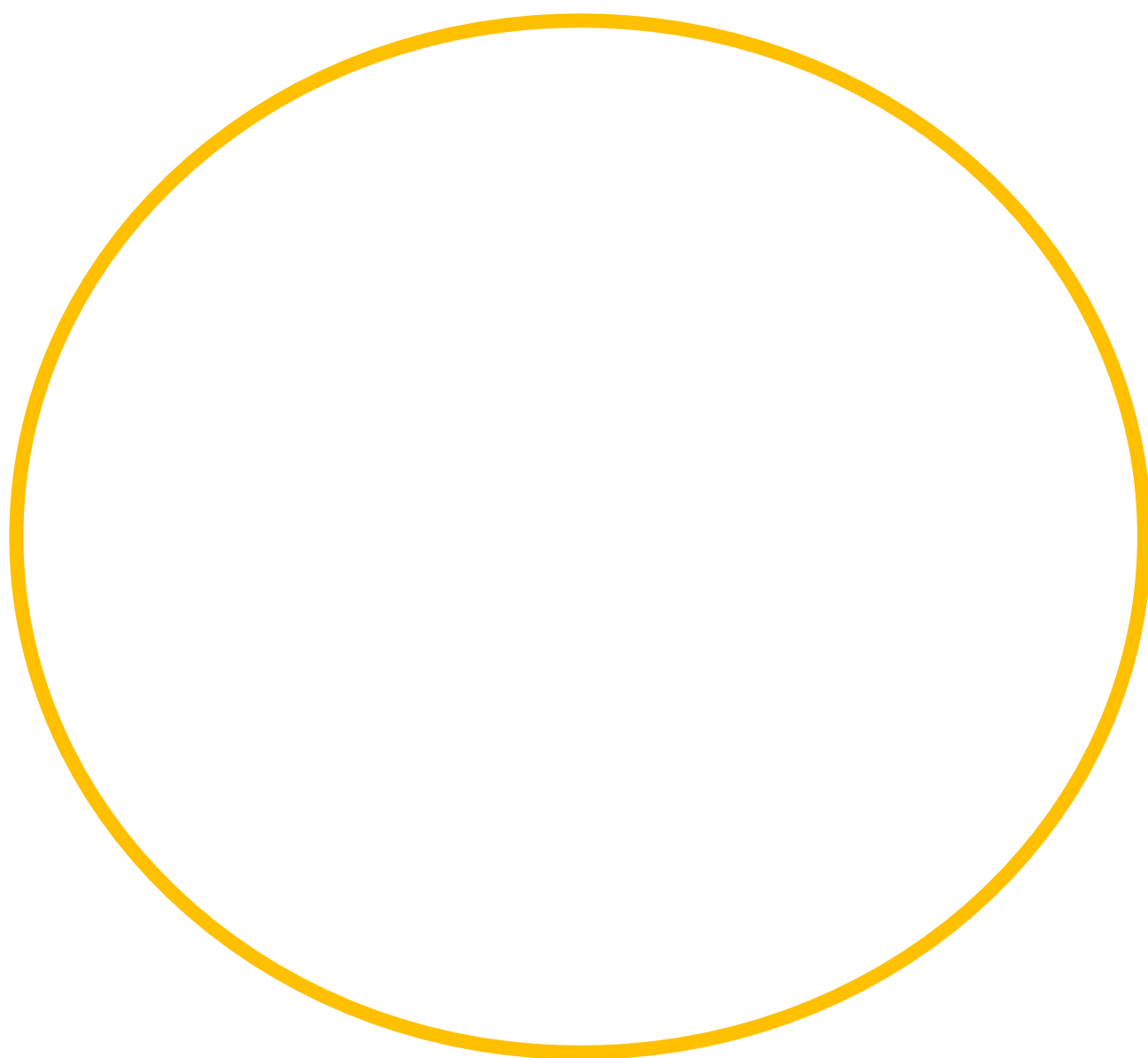
Design a badge to show what makes you unique



<p><b>Title of Lesson:</b></p> <p style="text-align: center;"><b>Feeling included</b></p>	<p><b>Target Class:</b></p> <p style="text-align: center;"><b>P2</b></p>
<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn that when people are included it can often be hurtful to their feelings</li> <li>- Pupils will learn that it is wrong to exclude others from games or groups within the class or in the playground</li> <li>- Pupils will learn to see the school as a place where they feel included</li> </ul>	<p><b>Resources:</b></p> <p style="text-align: center;">Ball of string</p> <p style="text-align: center;">Drawing frame</p> <p style="text-align: center;">Inclusion web questions</p>
<p><b>Introduction:</b></p> <p>Begin lesson using the circle game - The class will form a circle but one pupil will be left outside the circle. It is the job of the class to stop the person outside the circle from getting inside the circle. The teacher will then lead a discussion asking how they pupil felt when they were excluded from the circle.</p>	
<p><b>Main Activity:</b></p> <p>Create inclusion web - Get a ball of string and pass it around the circle, asking each person who gets it a question about themselves. Draw out the fact the web connects everyone. Ask pupils how they would feel if they weren't allowed to be part of the web</p> <p>In a circle as a class, look at various scenario cards of pupils who have been included and also examples of exclusion and talk about the contrasting feelings involved in each scenario. Also discuss how it is wrong and hurtful to exclude others from joining in.</p>	
<p><b>Plenary:</b></p> <p>Give each pupil in the class a drawing frame and encourage them to draw a place in school where they feel included. The teacher could join in on the activity and model it to the pupils, and talk about how they feel included when other teachers talk with them or give others examples</p>	



# Where I feel included



<p><b>Title of Lesson:</b></p> <p style="text-align: center;"><b>Diversity is valuable</b></p>	<p><b>Target Class:</b></p> <p style="text-align: center;"><b>P4</b></p>
<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn to be able to identify the different instruments which contribute to a piece of music</li> <li>- Pupils will develop their ability to compose pieces of music and to work effectively in groups</li> <li>- Pupils will learn to recognise the value of diversity in the classroom</li> </ul>	<p><b>Resources:</b></p> <p>Musical instruments</p> <p>Music to listen to</p>
<p><b>Introduction:</b></p> <p>Music listening activity - Play a variety of songs which include a diverse range of musical instruments. (Examples - Soul bossa nova, The Spanish flea, El Jarabe Tapatio)</p> <p>Get pupils to listen to and identify the instruments in each song</p> <p>Discuss how each different instrument adds something different to the music</p>	
<p><b>Main Activity:</b></p> <p>Give each pupil in the class a musical instrument, including a variety of different musical instruments</p> <p>Get pupils warmed up by practicing some basic rhythms as a class, and develop by getting different pupils to play different rhythms</p> <p>Split the pupils into groups of 5 or 6 and give them the opportunity to compose their own piece of music in groups</p>	
<p><b>Plenary:</b></p> <p>Allow each of the groups to perform their music piece to the class</p> <p>Give pupils the opportunity to give feedback on each groups performance, talking about what they liked and a suggestion for improvement</p> <p>Discuss the diversity of instruments, and how it added flavour to the music, and how within the class the diversity of pupils adds value to the learning experience</p>	

<p><b>Title of Lesson:</b></p> <p><b>Treating others the way you'd like to be treated</b></p>	<p><b>Target Class:</b></p> <p><b>P4</b></p>
<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn to identify some actions as kind and others as un-kind</li> <li>- Pupils will learn to think about how others would like to be treated</li> <li>- Pupils will learn to creatively represent acts of kindness through their drawings</li> </ul>	<p><b>Resources:</b></p> <p>Youtube video clip</p> <p>Drawing frames</p>
<p><b>Introduction:</b></p> <p>Youtube video by 'Wickzam' - Treat People The Way You Want To Be Treated</p> <p>Talk as a class about the different examples of kindness that were shown in the video</p> <p>Ask class to sum up the message of the video</p>	
<p><b>Main Activity:</b></p> <p>Circle time activities - Ice breaker activities for the circle</p> <p>"If you were an animal, what animal would you be and why?"</p> <p>"Why do you think it is important to be kind?"</p> <p>Introduce the golden rule - "Can you think of a time when someone treated you in a way that they might have liked to have been treated?"</p>	
<p><b>Plenary:</b></p> <p>Give pupils the opportunity to draw an example of a way that they can treat others the way they want to be treated in day-to-day life, giving an example from in the classroom, in the playground and outside of school</p> <p>Allow pupils to explain their drawings to the class</p>	

In the classroom

**Including others...**

In the playground

Outside of school

Links to 'Treating others the way you'd like to be treated' LP

<p><b>Title of Lesson:</b></p> <p style="text-align: center;"><b>Tackling Prejudice</b></p>	<p><b>Target Class:</b></p> <p style="text-align: center;"><b>P6</b></p>
<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn to define the meaning of prejudice and understand its negative impact on society</li> <li>- Pupils will learn to identify what prejudice might look like in real-life contexts</li> <li>- Pupils will learn to identify ways that they can prevent prejudice in practical situations</li> </ul>	<p><b>Resources:</b></p> <p style="text-align: center;">Walking debate statements</p>
<p><b>Introduction:</b></p> <p>Have a discussion around the definition of the word prejudice, and its negative impact on society</p> <p>Walking debate about prejudice views</p>	
<p><b>Main Activity:</b></p> <p>Physical warm up activity where pupils have to move as if they are a certain type of person - eg old man, wealthy person, robber</p> <p>Put pupils in groups and give them the opportunity to create a drama performance without words where there is an example of prejudice that is common</p>	
<p><b>Plenary:</b></p> <p>Allows pupils to perform their drama activity to the class</p> <p>As each groups performs their drama piece discuss as a class what the form of prejudice was and why it was wrong. Talk about what the right thing to do was in each situation</p>	

<p><b>Title of Lesson:</b></p> <p style="text-align: center;"><b>Showing empathy</b></p>	<p><b>Target Class:</b></p> <p style="text-align: center;"><b>P6</b></p>
<p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn about what empathy means and what it looks like in real life</li> <li>- Pupils will develop their ability to note-take based on the case studies</li> <li>- Pupils will develop their ability to show empathy by understanding the various backgrounds children may come from</li> </ul>	<p><b>Resources:</b></p> <p>Case studies</p> <p>Youtube video</p> <p>Whiteboards and pens</p>
<p><b>Introduction:</b></p> <p>Video entitled “offer empathy” by Genevieve Chesney from youtube</p> <p>Talk about the theme of the video</p> <p>Work out a class definition of empathy</p>	
<p><b>Main Activity:</b></p> <p>Case studies of a variety of children, create 6 stations with a case study in each station. One person from each table will go to each station and explore the case study of the children and will take notes on their background using their whiteboards.</p> <p>Each pupil will go back to their table and share with the rest of their table what they found out about the case study they explored</p>	
<p><b>Plenary:</b></p> <p>Class discussion around some of the things which surprised pupils most</p> <p>Consideration of how each child’s background would affect them emotionally</p> <p>Discussion around how the class would act towards that pupil if they came to their class</p>	



# Yaser's story



For two long years, violence has kept Yaser's five children, Ali, 15, Achmed, 14, Hala, 10, Sedra, 7 and Aya, 3, from living a normal life. They haven't been able to go to school or play outside – the sniper and missile attacks made it too risky. Instead, they learned what type of weapon was being used just by the sound it made.

"Being scared was a permanent state of mind. I was always scared," said Achmed. "When I went to bed, I always wondered if I would wake up the next morning." Eventually the violence

became too much for Yaser and his wife, and they made the decision to uproot their family from their home in Syria in search of a better life in Northern Ireland. They were only able to make their long and difficult journey from sunset to sunrise so they would not be spotted. Young Hala lost her glasses during their trek. "Everything is already strange, but now it is also blurry," she said. "It is very scary not to be able to see clearly."

They walked for days until they reached the boat that would carry them to Northern Ireland. The water was rough and the children were scared, but the family eventually made it. They made it into Northern Ireland and within a few weeks each of the children would be starting their new schools. What a journey! (Example case study adapted from 'Save the children' website)

# Relationships

Children from a wide range of background cultures, languages and dialects attend Schools through Northern Ireland. They exhibit great cultural diversity and bring with them the knowledge they may have gained from the range of experiences through which they may have lived.



Inclusion for all within the school community and access to appropriate support, both academic and pastoral, are key priorities in Northern Ireland that values the successful development of its pupils. This resource is intended to ensure that newcomer children have access to appropriate support to enable them to access the curriculum and participate in the wider school community.

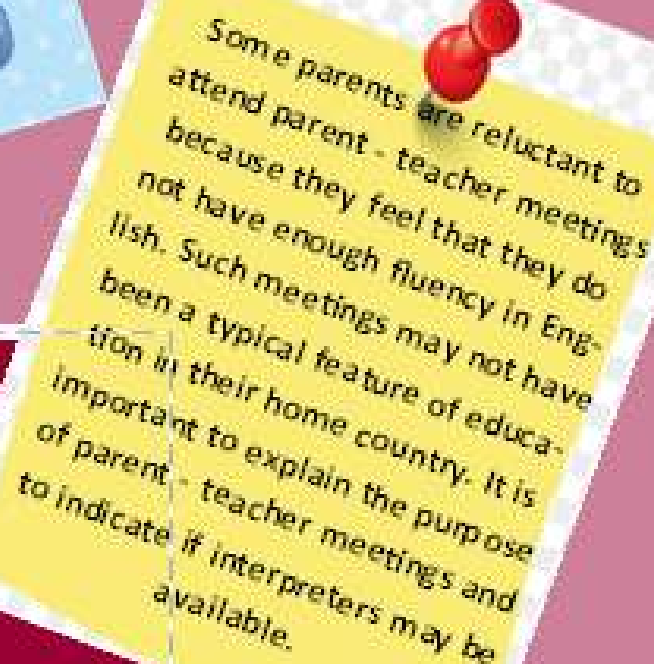




## Initial Meeting with Parents

### *It is important we establish:*

- Background information on family, home circumstances in the country of origin, languages etc. is needed in order to cater properly for a child's emotional wellbeing.
- Details of previous schooling, such as absence of previous schooling, interrupted education, or the child's having been educated previously through English, will make a significant difference to how the school will manage a child's induction.
- Through establishing pupil needs early, other staff (classroom assistants, coordinators, home-school liaison officers, teacher-mentors etc.) can be deployed from the outset to support both the teacher and the child.



Some parents are reluctant to attend parent - teacher meetings because they feel that they do not have enough fluency in English. Such meetings may not have been a typical feature of education in their home country. It is important to explain the purpose of parent - teacher meetings and to indicate if interpreters may be available.

## Interpreter

If there is a language barrier, an interpreter may be essential in order to gather vital information about the prospective pupil.

It is true that basic information can be communicated to parents without interpretation. However, for a school to fully support its pupils, more detailed background information is required.

Use of an interpreter can help avoid potential misunderstandings between school and home, and also serves to reassure parents that the school cares about their child.



As mentioned in the previous page, an Interpreter can be used throughout the initial stages of the Child's introduction into the School. Although, we can highlight that if Friends or relatives can understand and are able to communicate they could explain the parent and child's specific needs. However, for confidential matters and accuracy, it may be preferable to use a professional interpreter.

Using a **Welcome Booklet** provided by the Teachers the Parents will be able to understand all areas of the Child's surroundings at School and their access to the Curriculum. **The following are some of things included in the Welcome Booklet:**

- The School System.
- The school routine.
- Key people.
- What children need for school.
- School rules and procedures.
- Expectations of the school.
- The curriculum/Homework and books.
- 

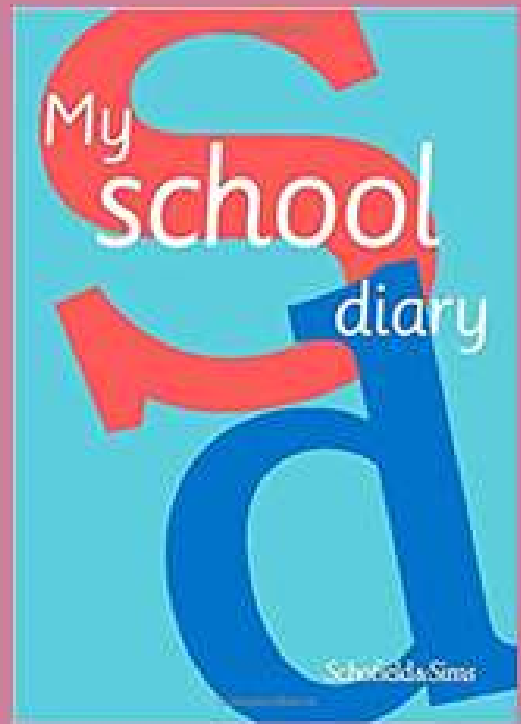




Amongst the Welcome Booklet, we thought it would be important to mention the School Calendar which would demonstrate to Parents the school closures at a glance which can be very useful. This could be attached to the back of the Welcome Book. It is important to talk through the school year with the Parents and this can allow them to plan meetings or targets with the Teacher.

Depending on the English the Parents have Visual Timetables can be very helpful for the Parents to understand what their children are doing over a period of time in the school day especially if they do not know much English. They can help Parents understand their Children's learning and reduce anxiety levels as they are able to help their children meet learning targets if they are aware of their learning.





As a part of Including the Newcomer Parents into their Child's learning is by creating a progress journal for the Parent to refer to which creates connections between The Teacher and the Parent. This allows Parents to keep up to date with their Child's learning and Parents are able to keep up to date with the Child's School Work helping their Children meet targets.

As Newcomer Parents join the School, us as teachers think it is important that we are Seeking the Volunteering Skills of Parents with school tasks which don't require English, such as a school garden tidy, enabled parents in one school to get involved with the school in a practical manner which did not require huge commitment which can give the children the benefit of helping parents feel more relaxed in the school grounds and facilitated them becoming a part of the community.

In the middle of every  
difficulty LIES  
opportunity.



# With Newcomer Child



As Teachers we must provide extra support for all our Newcomer Children in every way possible. Below we have noted some of the best ways to support the Children:

- Short bursts of intensive work, 1 to 1 or in a group, with a teacher or learning support assistant.
- Extra time to complete work.
- Changing the classroom environment to suit a child's needs
- Using a visual timetable to help a child manage their time.
- Providing coping strategies or a quiet space to help children with their behaviour.



As Newcomer Children are fitting into the class. We think it is particularly important that Teachers are giving Children extra guidance. They are working with Children on a 1:1 which can be more beneficial for students and rewarding for Teachers. When you know what the student needs and how to achieve that goal, you can target your one-on-one lessons to produce more rapid results. By spending more time with a single teacher who knows the student and his/her abilities, the student will receive greater individualized lessons and will be able to eventually catch up to their peers vocabulary levels.

# With Newcomer Child



## I Belong!

Developing themselves  
as a member of a community

This unit continues to build a sense of belonging and security by exploring the ways in which a child belongs to the class, home and local community.



Year 3

As Teachers we believe Classrooms should be built on the philosophy that everyone is equal and everyone belongs. This includes caring for one another, implementing safe behaviour and actions toward one another, supporting one another, helping one another, and tolerating one another. By encouraging your students to treat others the way they would like to be treated, your classroom can be transformed into a cooperative and honest environment, suitable for learning. By using PDMU Lessons provided by The Northern Ireland Curriculum we are able to create an inclusive classroom that fosters great morals and a sense of belonging. The Resource above gives the Teacher a range of activities that can help the Children especially Newcomer Children feel a belonging to their home, class, community and world.

When it comes to Relationships especially with Newcomer Children it is important that the Children have adequate self-esteem. Children with high self-esteem are also better equipped to cope with mistakes, disappointment, and failure as well as more likely to complete challenging tasks and set their own goals. Self-esteem is a life-long necessity that can be easily enhanced by teachers and parents.

With effective PDMU lessons it will allow the Teacher to provide the Child with opportunities to:

- Focus on the positive even if it is small victories.
- Encourage students to find things they like about themselves.
- Set realistic expectations by teaching students to learn from their mistakes.



# With Newcomer Child



Classroom Jobs can create stronger relationships between the Teacher and Pupil. For Newcomer Children, Roles and Responsibilities are a great way for Children to feel included in the classroom and it helps them develop a rapport with the teacher. This develops the child's confidence and self esteem as they will receive praise for their role in the classroom and the student will more than likely understand their classroom routine.

Giving a Newcomer student this responsibility it demonstrates the Teacher is entrusting them to do something that you are presenting as a favour to the Teacher which sends the message that they can do it. This boosts their confidence as they feel they are helping throughout the classroom.



Newcomer Children thrive on Positive Feedback especially when they enter a new classroom. When the Teacher presents a child with positive feedback it helps them feel like they belong and helps them engage in appropriate behaviour throughout the classroom. It is important that Teachers are commenting on small steps these children are making as it is critical to their improvement and success.

The following are ways in which Teachers give Children positive feedback:

- Sending a positive note home with the child in the Child's Language and English.
- Taking a photo of a child in the act of following a rule and putting it on the wall next to the posted rule.
- Writing the child's name, what she or he did, and the date on a handprint or classroom symbol, which is then posted on the wall or a bulletin board.

# With Whole School

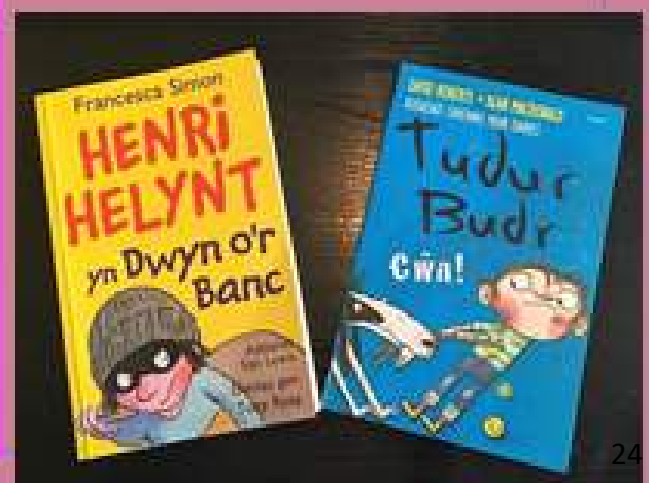


Our **JOB** is to teach the students **we have**. Not the ones we *would like to have*. Not the ones we **used to have**. Those we have *right now*.  
**ALL OF THEM.**  
- Dr. Kevin Maxwell



Throughout Schools it is important that the Whole School is being inclusive and welcoming which is easily created through multilingual signage around the school such as 'Welcome', 'toilets', 'office', 'writing' and 'scissors' which can be displayed and can include the prevalent home languages of the school. Teachers can often include parents by asking them to write their home language words for a variety of commonly found objects in the school (such as 'table', 'book', 'library'). One integrated primary school in Northern Ireland, has children with 26 different home languages which engaged in this process for every classroom, to reflect the home languages of the children in each class.

To develop the Diversity throughout the Whole School, it is important that the Whole School is creating relationships with the Newcomer Child and their family by involving parents throughout not just the Newcomer Child's class but other classes to teach them a different language and allow them to appreciate the benefits of bilingualism. The Whole School could invite the parents to teach the class to count ten in their home language or have read a story (with their child or the teacher acting as translator) as part of World Book Day in March each year.



# With Whole School

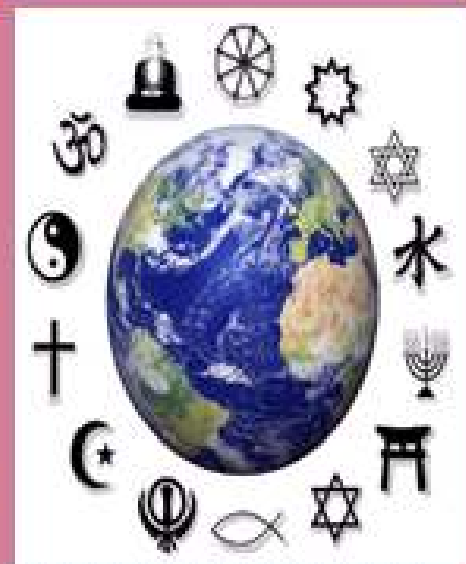


It is crucial as a whole school we are doing everything possible to make the Curriculum accessible to our students. Ways in which we will do this is by hosting English language classes for parents during the school day, in the evenings or on a Saturday which can be beneficial as it will support Parents in how to learn English. This allows the whole school to come together to bring families together who may also be Newcomer Families and it always the parents to get to the know the teachers in an informal setting and allows them to familiarise themselves with the school environment.



teachmean

We are living in a changing world where access to world news, different cultures and various religious traditions are all around us. The role of religion in people's lives and in the world as a whole is highlighted again and again through various aspects of our lives. Pupils have greater access to information about the world around them and it is important they are able to find and use the information about World Religions other than Christianity appropriately. The demographic of our society is also changing with migrant workers from Eastern Europe and further afield settling in Northern Ireland. Therefore as a whole we should educate our Children on other backgrounds than Christianity and how to work with Religious Education as it has a role to play in developing pupil knowledge and understanding their religious beliefs and practices in order to promote sensitivity towards varying religious traditions.





# With Classmates



When introducing a Newcomer Child into the classroom it is important that they have a routine. Therefore, to help the Child form relationships with the whole class they must also have a routine to guide their new classmate. Classrooms particularly those with young children need to have routines. These routines help you maintain order and also help the Children stay calm. If there is a set activity for every part of the day, the Teacher will be able to focus more on your teaching and less on giving instructions and generally controlling the class.

The role of buddies in helping students settle-in is key to the new EAL student. When watching several interviews with new-to-English students, it became obvious that these newcomers really do need a friend or they can feel very isolated. Child-to-child interaction is necessary as they need someone who they feel comfortable with to express possible feelings of frustration and anxiety as well as someone that can nourish their curiosity when they ask questions. A buddy can write any words or phrases the new student may want to know or questions they would like to ask the teacher.

## morning routines

-  put nametag on
-  take down chair
-  hang backpack
-  turn in homework
-  sharpen pencils
-  morning work





# With Classmates



Buddy systems are the best way for the Child to not feel on their own. The Buddy can be someone who speaks English or the Newcomer First Language. Even though the Buddy might not be aware of the Newcomer's Child Language. The Teacher could provide cards for the student and the Buddy would direct the Newcomer Student to where they need to go. Such as: Where to go for lunch, where to go for Break/ Dinner, What the routine is for each day – Where to get collected etc. These could help the Child find the words for important places around the school.

## We all SMILE in the same language!



**D**ifferent  
**I**ndividuals  
**V**aluing  
**E**ach other  
**R**egardless of  
**S**kin  
**I**ntellect  
**T**alents or  
**Y**ears.

The Buddy can be extremely helpful in introducing newcomer pupils to playground supervisors. Where they can show pupils the zones or boundaries of the playground. They can explain and demonstrate the rules of the playground and how to play safely in the best way possible. They could also ask the Teacher to display visuals and speak slowly and clearly. The Buddy can also introduce the Newcomer Child into Games that would help them meet their other fellow classmates such as (e.g. 'What's the time Mr Wolf?', Skipping games (e.g. 'Teddy Bear', 'Teddy Bear, turn around') Clapping games (e.g. 'Have you ever?').

# Language

When a newcomer pupil joins your class with little or no English, it is important to equip them with some resources to allow them to carry on with everyday activities as independently as possible. This allows them to develop personally, socially, emotionally and academically. They will need resources to help them follow and carry out daily routines and also resources to help them with curriculum content. You will find some useful resources in this booklet.



**Resource 1 – Communication Fans with Essential Vocabulary**  
Communications fans are ideal to use in the classroom as they are portable, the pupils can carry them around the school. They can use their fan to help communicate with other teachers or pupils in the school who might not be aware of their situation. They can be used for many different types of vocabulary but the first one the child needs is essential vocabulary to allow them to express how they are feeling or ask questions that they might need the answer to. Communication fans have key words and pictures on them to help the pupils learn the language.



## Resource 2 – Visual Timetable

A visual timetable helps pupils become familiar with the daily routine. The timetable can be enlarged and needs to be placed in view of the pupil so either on the wall or on their desk. The teacher should talk through the timetable with the pupils at the start of the day slowly, pointing to the words as they say them and then getting the pupil to repeat them. Before starting an activity, the teacher could point to the appropriate picture and say what is going to happen e.g. "Now we are going to do some singing."

## Resource 3 – Classroom Object Labels

Labelling objects around the classroom helps the pupil familiarise themselves with the words and allows them to see how they are spelt. By looking at these common words everyday it will hopefully help the pupils to learn them.

## Resource 4 – Personal Dictionary

A personal dictionary allows pupils to create their own dictionary of words that they frequently use but can not remember. It allows the pupils to write the word in English, draw a picture beside it and then write it in their first language. This resource should be left where the pupil can access it at all times e.g., under their desk.



As well as using these resources to help the newcomer pupil settle into the classroom there are other things that can be carried out when teaching the pupil.

- Make sure that the pupil is understanding what you are asking them to do. This could be achieved by using a thumbs up/down method or using the communication fan.
- Use hand gestures when teaching to the whole class and point at different things where possible
- Incorporate lots of songs and rhymes to help the pupil to remember different things
- Play different language games to make learning English fun e.g., match the word with the picture games



**Yes**



**No**



**Toilet**



**I don't  
know**



**I'm  
okay**



**I don't  
understand**



**Happy**



**Sad**



**I'm  
angry**



**I'm  
sick**

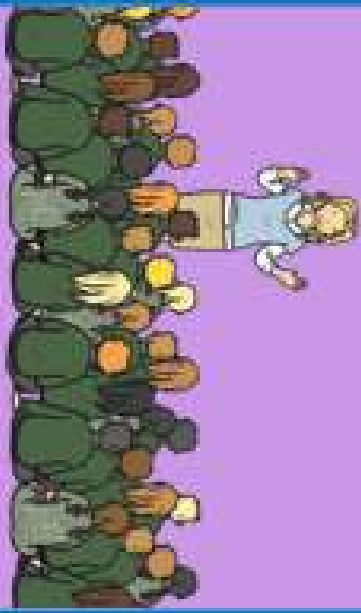


**I'm  
hungry**



**I'm  
thirsty**

## Assembly



## Mental Maths



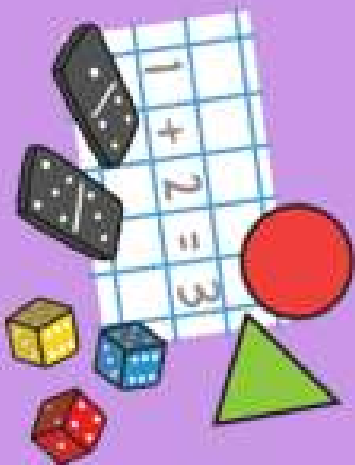
## Literacy



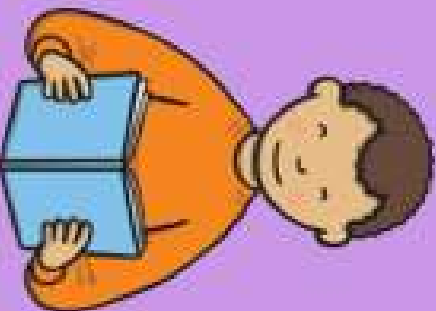
## Story



## Numeracy



## Reading



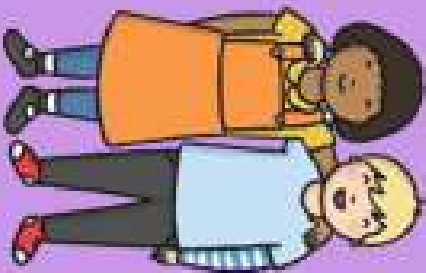
The World Around Us



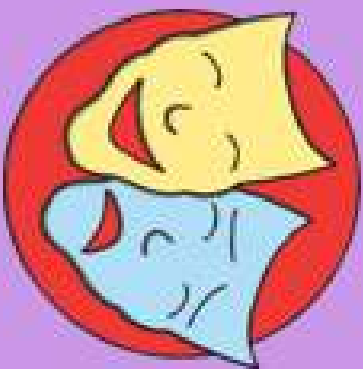
Phonics



PD MU



The Arts



PE



Religious Education

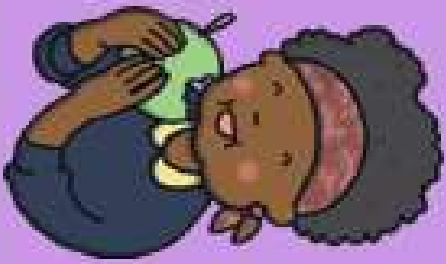




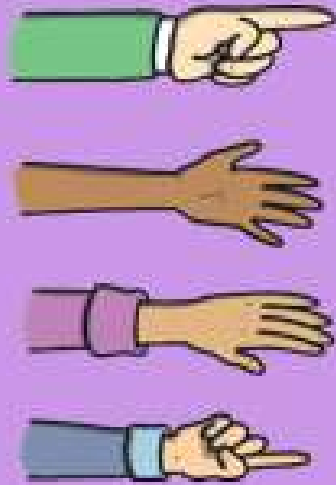
TSPC



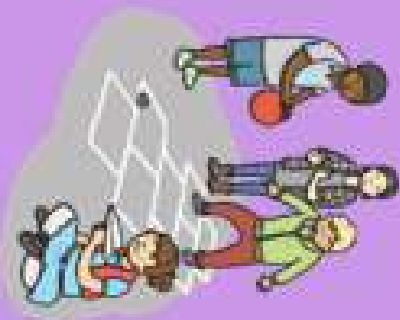
Snack



Register



Break



Self-Registration



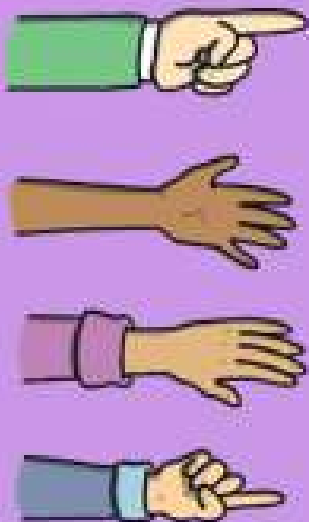
Lunch



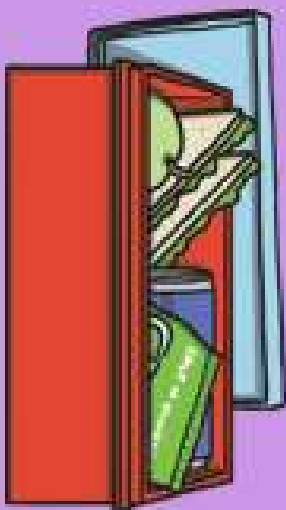
TSPC



Register



Self-Registration



Snack



Break



Lunch



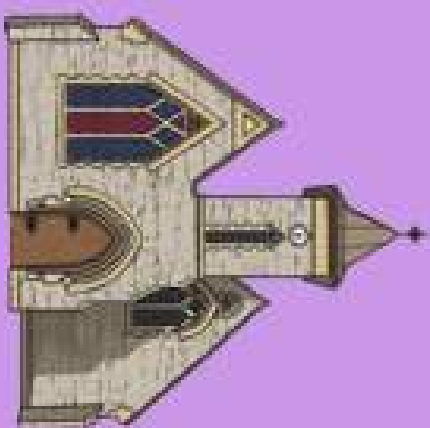
Games



Golden Time



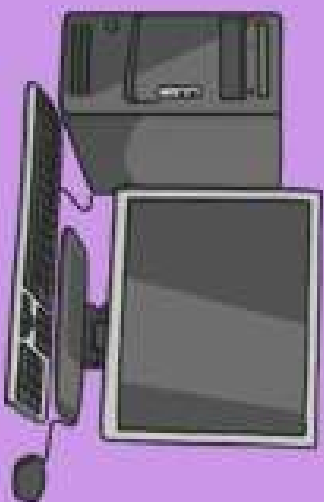
Church



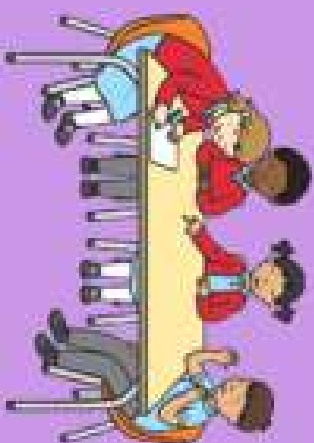
Mass



ICT



Group Work





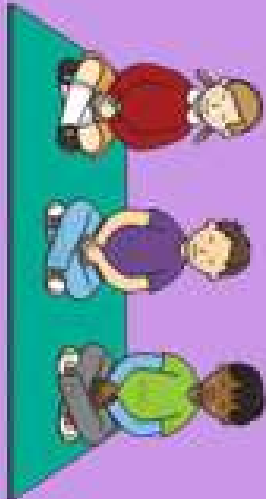
**Trip**



**News**



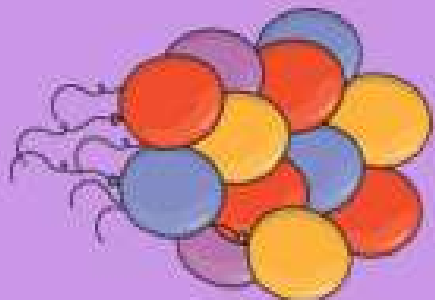
**Topic**



**Carpet Time**



**Special Activity**



**Celebrations**

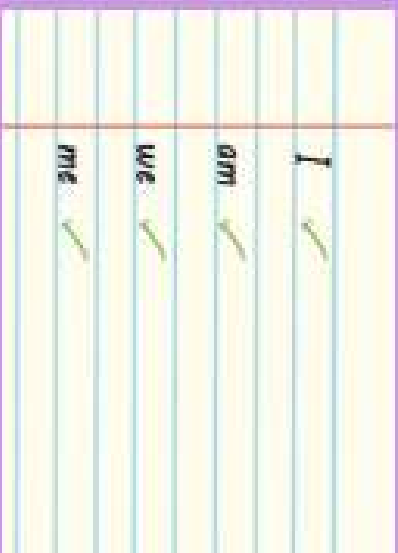
## Homework



## Art



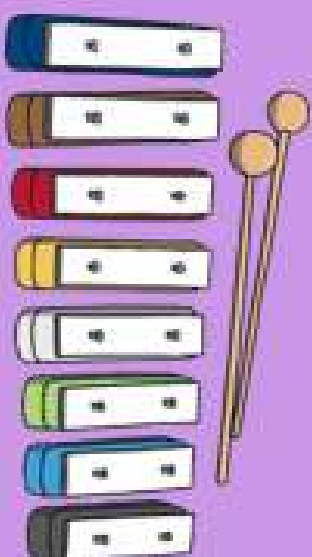
## Spellings



## Circle Time



## Music

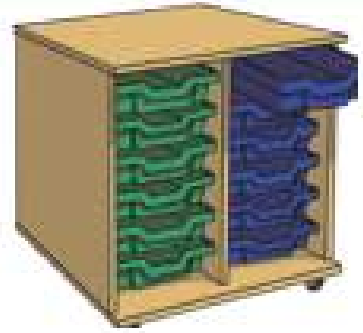


## Structured Play



trays

• • — •



sink

• • —



books

• — • •



desk

• • • •



window

• • • • —



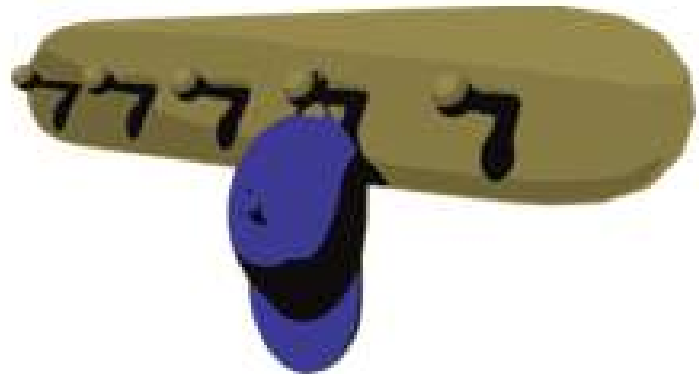
chair

— —



coat

hooks



shelf

— • • •



carpet

• — • • •



pegs

• • • •



bin

• • •



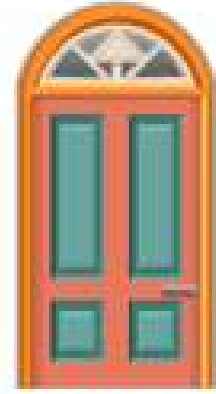
pot

• • •





door



whiteboard



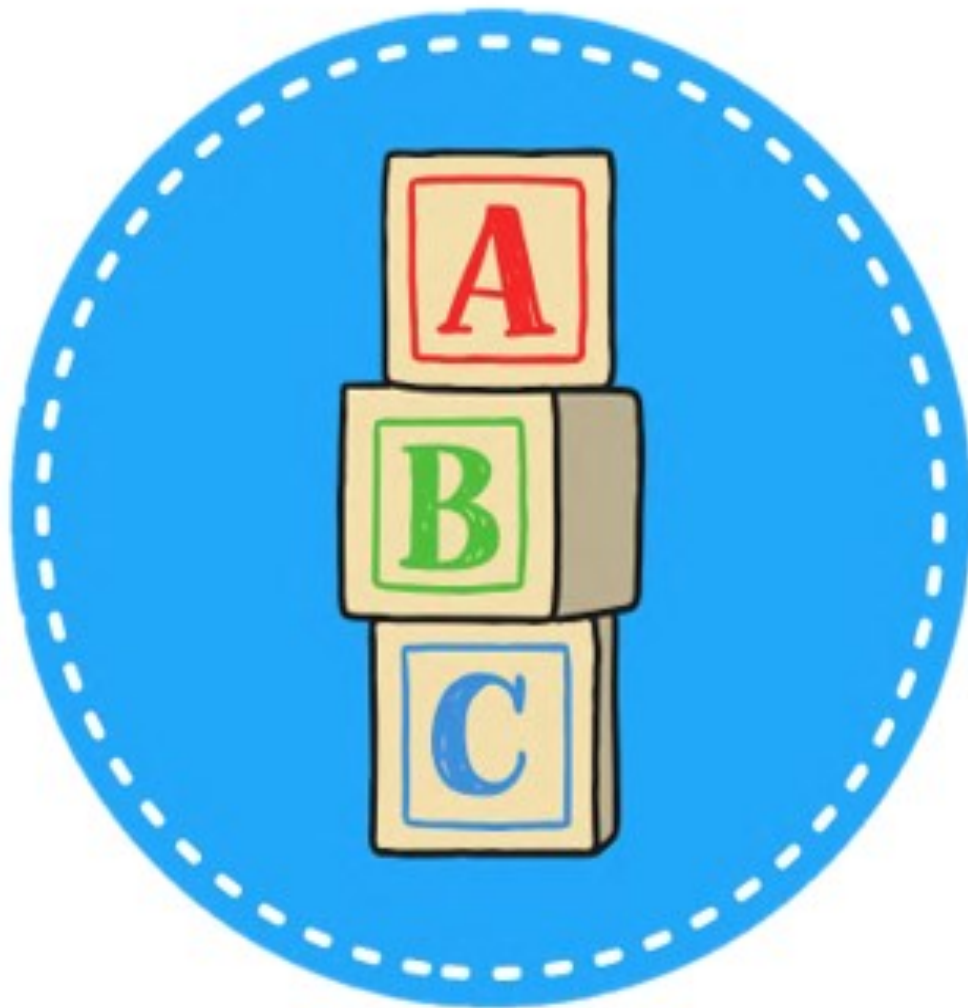
table



projector



# My Picture Dictionary



Picture	English	First Language

Picture	English	First Language

Picture	English	First Language

## Classroom strategies : How to incorporate the newcomer child into the classroom

It is of utmost importance that the newcomer child feels welcomed and valued within the school environment, particularly the classroom. This section of the booklet will outline ways the class teacher and pupils can support the learning of the newcomer child and their social and emotional well-being, making the classroom an inclusive learning environment.

### Advice for the teacher

- \* Make use of the Inclusion and Diversity Service - Undergo training if possible to increase understanding of how you can support the needs of newcomer children.
- \* Liaise with other members of staff - Find out if they have experience with newcomer children and gain advice on how to support their learning and how to create and maintain an inclusive classroom .
- \* A positive and welcoming ethos and attitude within the classroom is crucial for success - The newcomer pupil will feel more comfortable which can aid their ability to learn.
- \* Find out the students home language and ensure the correct pronunciation of their name - Practice with all pupils in the class before the newcomer student arrives. This will help them feel valued.
- \* Make use of non-verbal communication and gestures - This will remove the pressure to speak for the newcomer pupil but provide a forum for them to communicate their needs.
- \* Find out if the newcomer child has any school experience:

Some newcomer children may have never been in formal schooling. If this is the case, basics such as holding a pencil, practicing sitting and listening, and gross and fine motor skills need to be addressed.

If the newcomer child has school experience, find out what they know and build on prior learning if possible - tap into the child's strengths.

- \* It is important to encourage the use of the newcomer child's first language. If literacy skills are used and developed in their language, it can support literacy in English.
- \* Celebrate cultural difference within the classroom:

Plan lessons that encourage pupils to research different cultures - finding out about, for example, key events that are celebrated, food specialities and traditional clothing. This will make the pupils more inclusive as they know more about the newcomer pupils culture and how it differs, but possibly has similarities, to theirs.

Having a newcomer pupil provides an opportunity for the whole class to learn a new language. Promote the learning of basic words and phrases in the newcomer language. This will aid communication and understanding between pupils and promote an inclusive environment - newcomer feels valued.

- \* Make English explicit in the classroom - both verbally and visually

When speaking in the classroom, speak with a clear voice and talk at a slower pace, ensuring all words are pronounced correctly. This will promote the learning of correct English while the newcomer child listens actively.

Create displays with topic vocabulary and basic vocabulary - labelling items around the classroom.

- \* Encourage and praise all attempts at communication, regardless of accuracy.
- \* Model tasks for the newcomer pupil:

If language barriers prevent effective verbal communication when explaining a task to the newcomer pupil, the teacher should model the activity. The pupil will then be able to mirror the actions and complete the activity.

Instructions should also be supported by images and gestures.

- \* Make use of the classroom assistant (if applicable)

Classroom assistants can play a vital role in promoting language development in newcomer pupils. They can work on a one-to-one basis with the pupil, helping them to practice and learn basic phrases and vocabulary in English.

However - it is important that the teacher has an opportunity to observe the abilities of the newcomer pupil and work with them one-to-one to promote the development of an essential relationship. When this is taking place, the classroom assistant can be used to keep an eye on the rest of the class. This will take the pressure off the teacher and ensure their focus is on the newcomer pupil.

# Classroom strategies : How to incorporate the newcomer child into the classroom

## Advice for the teacher

- \* Mark any work completed by the newcomer pupil with them:

During this time praise for good work can be given - this will promote the pupils self-esteem.

A reward chart may be beneficial for promoting good work. This can be completed daily, for different tasks, and can encourage the pupil to try their best as they will be rewarded for good work.

- \* Help foster relationships between pupils

Plan lessons that enable the newcomer pupil to learn alongside others - Collaborative learning.

Ensure grouping includes good language models.

- \* Plan activities that promote active participation:

Stories, songs, turn-taking games and problem solving tasks.

- \* Plan lessons / activities that will focus on the development of the whole child

- \* Give the newcomer pupil responsibilities within the classroom - For example, handing out resources or taking the roll to the office in the morning.

This will show the newcomer pupil that you trust them and will help them become responsible within the classroom.

When handing out resources, it can develop vocabulary as the pupil will need to identify what 'books' or 'pencils' are in order to carry out the task. Additionally, handing out books with names will help the newcomer pupil learn the names of other pupils and identify who they are. This will help with relationship development.

- \* Do not stress - Newcomer pupils experience a 'silent period' where they passively sit in the classroom and absorb the structures and vocabulary of the English language. Research also suggests that a pupil of average ability takes 5-7 years to become fully grounded and competent in a new language. Therefore, if the child does not pick up English immediately, do not stress, but ensure all measures are being taken to promote language development within the classroom.
- \* Do not carry out formal assessments on the newcomer pupil in the early days - Use professional judgement to plan for the newcomer pupil.



# Classroom strategies : How to incorporate the newcomer child into the classroom

## Ways to promote the development of the whole child within the classroom

\* **Social and Academic:** Projects that facilitate the mixing of pupils are crucial for the integration of newcomer children.

**Observational learning** can take place during group activities. Newcomer pupils benefit from observing learning strategies used by their peers and can mimic actions to engage in the task.

**Group work:** Pupils benefit from hearing language modelled and used for a specific purpose. It is important to place newcomer pupils with good role models - students with good behaviour and those who use language appropriately. Group work will help develop social and academic language, and promotes interaction in a meaningful context, helping to establish relationships between pupils.

**Cooperative learning** can take place during group work. Newcomer pupils can make use of the resources provided to them (for example bilingual dictionaries and question cards) to engage in the activity. This will promote the flow of conversation and deepen the newcomer pupils understanding of various social reforms and increase subject knowledge. Additionally, newcomer pupils may have increased motivation to work / learn by having group goals.

\*Models of social interaction can differ significantly across cultures and therefore newcomer pupils may be unwilling to participate in group work as it is unfamiliar. For this reason it is important to provide a safe environment for group work and liaise with the newcomer pupils parents, explaining this type of interaction that takes place in the classroom frequently\*

**Innovative play** can play a key role in language development and makes learning more memorable for the newcomer pupil. Activities in play are easily understood and can be learnt through modelling and observation. Social interaction in play is also key, and opportunities for turn-taking and sharing are available.

\* **Social and Emotional:**

**Circle time** can provide opportunities for talking and listening. Before engaging in the activity, demonstrate / model the rules for circle time - this can be done by the teacher or another pupil.

Learning to make good choices through a circle time lesson - Learning to make good choices is important for all pupils, but especially for newcomer pupils as they are in new social contexts and developing relationships. As language barriers exist, it is important to make use of visuals and non-verbal communication. Model responses with other pupils - for example: If a problem arises in the playgroup do you walk away and talk to a teacher (image 1) or respond with violence (image 2). The pupil will respond by pointing to the image they think is correct or using a thumbs up or down approach. It is important to explain that each choice has a consequence.

Circle time provides an opportunity to share concerns. This can aid the emotional development of all pupils. Although the newcomer pupil will not be able to express their thoughts and feelings in English, encourage them to speak in their first language. Even though the teacher will not be able to understand, it provides an opportunity for the pupil to express how they feel, and body language can be read to identify any concerns.

During circle time, mutual respect is developed. Newcomer pupils will learn that when someone is talking, they have to listen. This skill can be applied across all contexts and is beneficial when developing relationships.

\* **Personal and Academic:**

**Role play activities** promote inclusion of all pupils. They are universal - English does not have to be spoken in order for involvement to take place and they can be topic based - helping all pupils, including the newcomer child, to gain a deeper understanding of the topic.

\* **Personal and Emotional:**

Music - Making music is a creative experience which involves expression of feelings. It can help develop a child's personality through self-expression and releases mood enhancing chemicals in the brain. Music also elevates stress and encourages the involvement of all pupils.

Within the classroom, look at music from around the world, including the country where the newcomer pupil is from. This will promote inclusion of the pupil and help them feel welcomed as their culture is appreciated. The newcomer pupil can also teach other pupils about instruments / music from their country, helping them feel valued.



