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| English as an Additional Language |
| Starter Pack for Nursery and Primary  Arabic |

**Welcome**

This pack contains advice and resources to support primary teachers working with bilingual learners.

**Contents**

Electronic versions of these resources may be accessed through the EAL Glow Blog: <https://blogs.glowscotland.org.uk/as/ealaberdeenshire/>

EAL Guidelines and Forms may be found on:

<http://asn-aberdeenshire.org/english-as-an-additional-language/>

**Advice**

* *Bilingual Learners in the early years* – An overview for early years.
* *Helpful hints for bilingual learners in the nursery* – Advice and strategies for supporting bilingual learners in nursery.
* *Welcoming children into primary school* – Helpful hints for class teachers who are supporting bilingual learners. The booklet contains some background information, advice, lots of strategies and signposts to resources.
* *Strategies for supporting Bilingual Learners -* Strategies for supporting primary school pupils for whom English is an Additional Language at stages 1 – 4 of language acquisition, and across the three lines of development of CfE Lit & En.
* *Be Bilingual* – A leaflet for parents with advice on supporting a bilingual child’s language. An English copy is included for your information.
* *Reading with your child -* This booklet was produced by Booktime, a free books programme for reception-age children that encourages reading together for fun and for pleasure. The translation can be shared with parents/carers.
* Translated information on *Free School Meals* for parents/carers.

**Resources**

* *All about me* - This resource can support children in sharing information about themselves. Children who are literate in first language could complete a page at a time in school. Children who are not literate in L1 could take the book home and work on it over a period of time with their parents.
* *Communication Fan -* When children first arrive it can be frustrating for them if they are not able to express themselves. Communicating through visuals can be helpful – these symbols can be used to help children communicate while they are settling in.
* *Translated comments* – These are helpful for school- home communication. There are over fifty comments divided into themes of compliments, reminders, inappropriate behaviour and homework. There is also a confirmation of receipt slip that parents can sign and send back to school. There are a lot of comments and so one suggestion is that teachers print the comments they are most likely to need and keep them in poly pockets, ready to stick into the child’s home-school book.
* *Absence Note Parents to School* – To aid home-school communication this is a translated absence note detailing times and reason for their child’s absence.
* *Arabic Language and Culture* – Information about the Arabic language, where it is spoken and recommended websites.
* *Arabic phrases* – A list of most useful words and phrases with transliterations – Not only does using some of the child’s first language support them in learning English, it will also encourage them to feel that their cultural background and language are valued. Using the child’s first language can support them in learning English words (Translanguaging). When a child first arrives, this booklet is useful in supporting them in becoming familiar with survival vocabulary.
* *100 frequently used words* and examples *with sentences* – It can be helpful to encourage sight recognition of words, especially when children arrive after their peers have already learned the phonic approach and built up a sight vocabulary. This resource has the 100 most commonly used words with examples of them in simple sentences. You could use these words for spelling if the spelling in the class contains words that are not yet in the child's vocabulary.
* *Illustrated word lists for literacy –* These lists were produced for the **Active Literacy** word lists (North Lanarkshire) using images from *Read & Write*. The words are similar to those from Jolly phonics and other approaches. They can be cut into cards to match pictures to words or displayed on the board. They can be printed twice and used to play games such as pelmanism (find the pairs) or happy families. The stage one word lists do have some CVCCs/CCVCs and other words that may be difficult for children in P1, but can either be omitted or used as an extension activity for children who are ready for them.
* *Book detectives Arabic-English* – not only for book detectives, these can be printed, cut and stuck English on one side and Arabic on the other. For children who are literate in Arabic these can support understanding of reading follow up tasks in class. For children not literate in L1, these can be sent home to support parents in understanding reading homework activities.
* *Starter word mat* – A word mat with pictures of useful first vocabulary for Primary 3 and older children.
* *Verb past tense word mat* – Can support all children, not just bilingual children (as can many strategies for EAL). This word mat can be used to support children when writing in past tense – for example most creative writing. Remind the children to *‘use the blue words’.*
* *Maths vocabulary flowers* – You may well be aware of these, but it is always worth remembering that bilingual children may seem to be fluent but may still have gaps in vocabulary. Resources such as these flowers can support them in understanding synonyms (different ways of saying the same thing).
* *Arabic numbers 1-12*

**Other information**

**Interpreters:** Schools, school nurseries and partner provider nurseries can access interpreting and translation services. Please see <http://asn-aberdeenshire.org/english-as-an-additional-language/> for information on accessing interpreting and translation services

**Translations:** A range of translated resources and information are available from the EAL Service. Translated school menus and information on free school meals may be found on <https://www.aberdeenshire.gov.uk/schools/meals/primary-and-special-school-meals/>

**Support and advice:** Please contact the EAL Service if you have any queries.