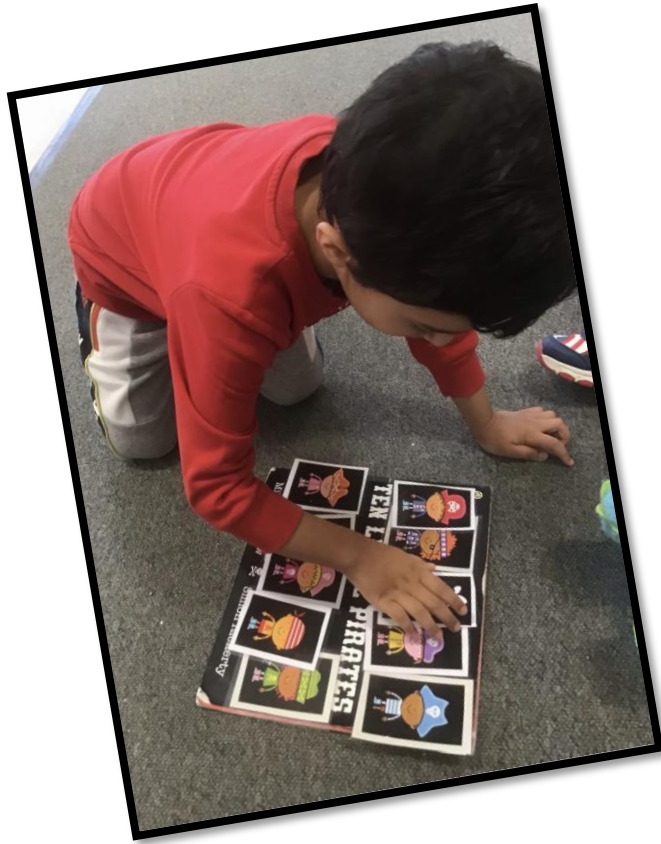


Acquiring an additional language in the Early Years- an overview for SLT



Aims

- Active promotion of bilingualism
- Increase understanding of how a young learner acquires an additional language
- Selecting and using texts to reflect diversity in your setting



What do you know about your EAL learners?

What information about EAL children is passed on to staff?

Name	Home language	Religion	Heritage countries	Interpreter	Hello	Cultural celebrations
Marwan	Arabic	Muslim	UK/Syria	Yes	Merhaba	Ramadan, Eid al Fitr, Eid al Adha
Yamina	Urdu	Muslim	Scottish/ Pakistan		As-salam-o- alikum	Ramadan, Eid al Fitr, Eid al Adha
Umar	Urdu/ Punjabi	Muslim	UK/Pakistan		As-salam-o- alikum	Ramadan, Eid al Fitr, Eid al Adha
Grace	French, Lingala	Catholic	Scottish/Nigeria		Bonjour mbote	Easter Christmas
Mary	Mandarin		UK/China	Yes	Ni Hao	Spring festival, Moon festival
Amal	Somali	Muslim	UK/Somalia		Is ka warran	Ramadan, Eid al Fitr, Eid al Adha

Stages of Language Development in the Early Years

- Pre-silent/silent period
- Moving out of the silent period
- Early language
- Gaining confidence in using English

Pre-silent period



DAY 1

Confidently comes into the playroom. Explores all around. Checks in with her Mum from time to time.

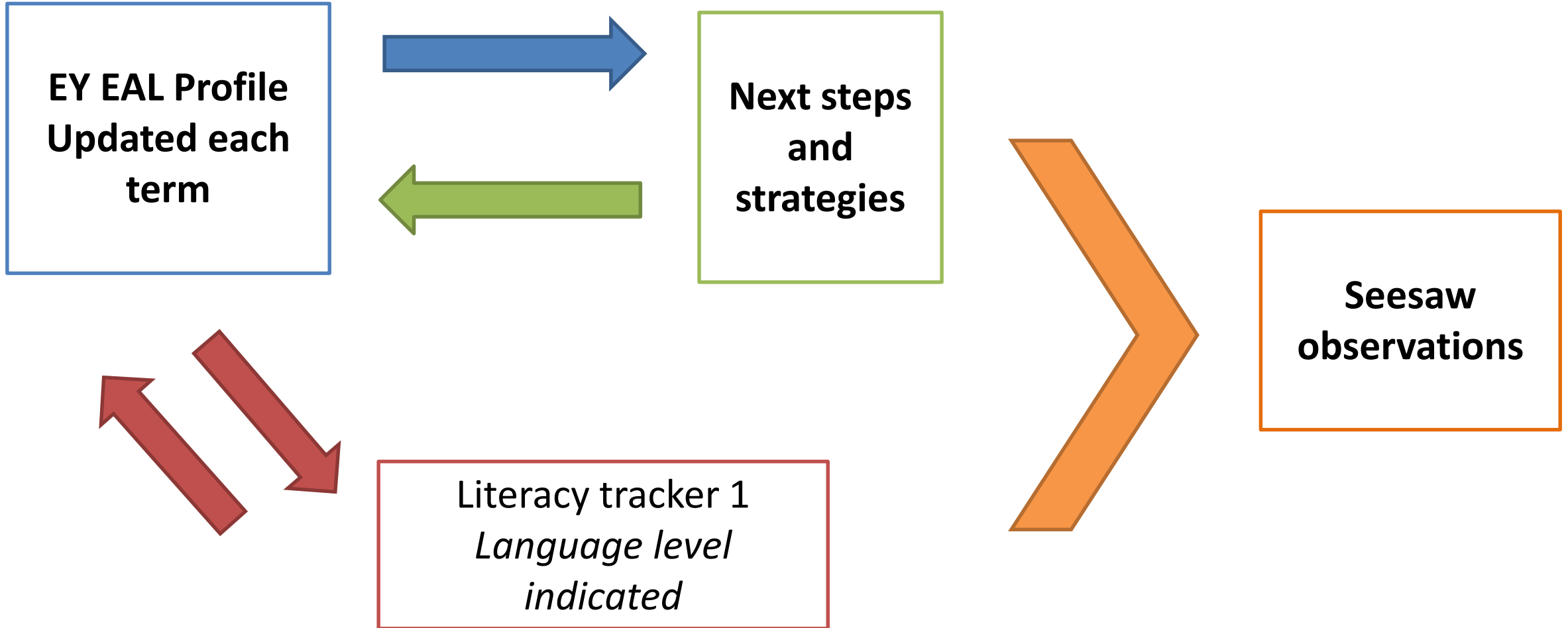
DAY 2 to 10

Again, explores most areas. Happily, chats to other children in Arabic as she passes objects to them. Takes adult by the hand when she needs help and explains what she wants in Arabic.

DAY 11

Cries on the way to nursery and finds it very hard to leave her Mum. When she eventually comes into the playroom she stays in the sensory area. She no longer talks in Arabic and briefly makes eye contact when her key worker talks to her. Yasmin is now in the silent period.

Using key documents effectively



Some Silent period support strategies



Let the children in my group know that **I speak another language** called Arabic.

Tell me **you like it when I talk in Arabic.** This increases my confidence.

Seek me out and play alongside me every session. **I need to hear your talk.**

Some Silent period support strategies



Look out for how I **communicate non-verbally**.

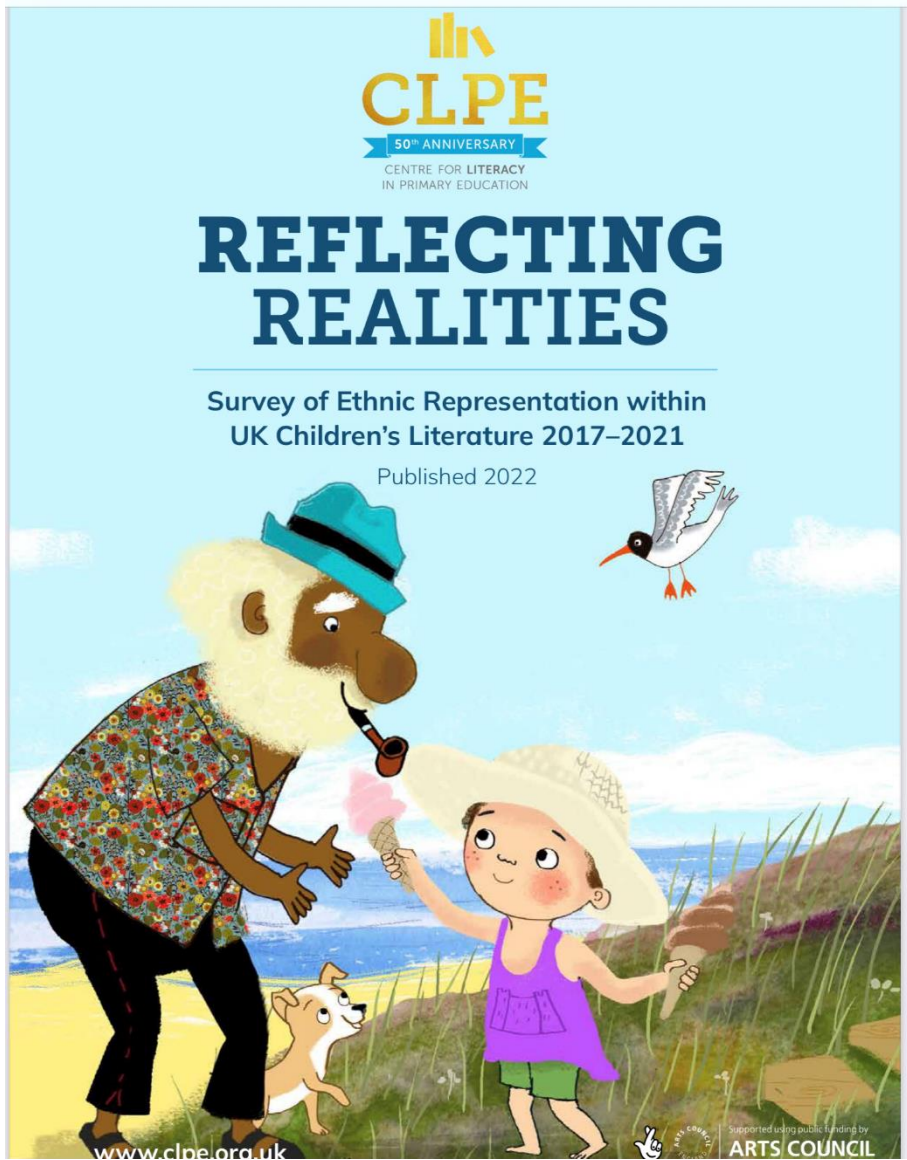
Don't put pressure on me to begin talking in English. I am busy processing the sounds/words and phrases that I am hearing.

Read a story with me every session. Help me to understand by using props.

Micro steps are evident in **the additional language** but the *learning* is there and visible in what the EAL learner is doing.

All children deserve to see themselves represented in the texts they read.





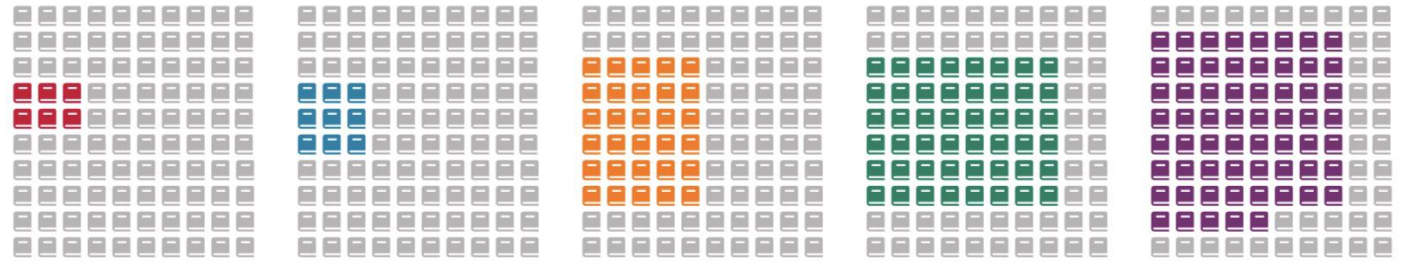
Which books add the most value to our setting?

clpe.org.uk



Quality of Presence in Picturebooks

© CLPE



2017: 6%

2018: 9%

2019: 30%

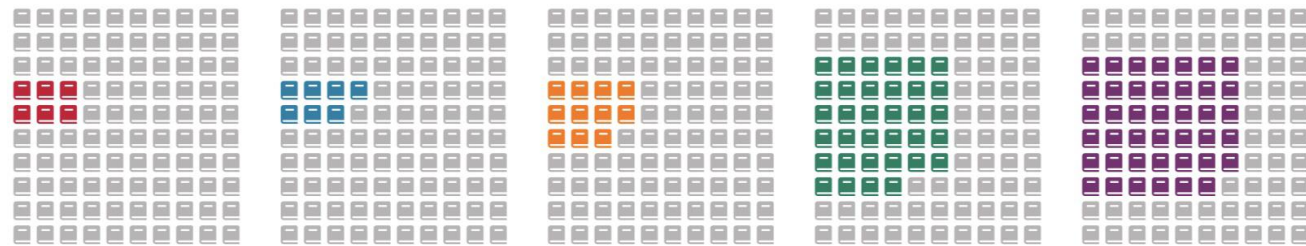
2020: 48%

2021: 61%

Picturebooks featuring at least One Racially Minoritised Character (FIG. 5)

Quality of Presence in Non-fiction

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2017: 6%

2018: 7%

2019: 10%

2020: 34%

2021: 41%

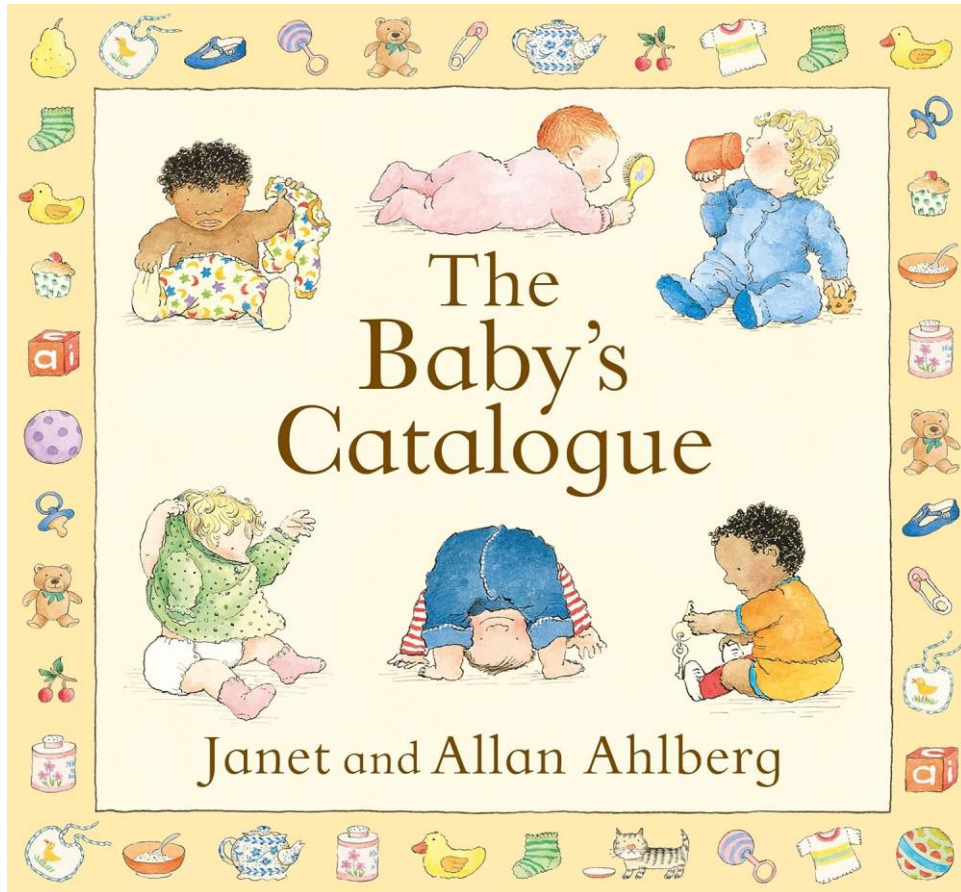
Non-fiction Titles featuring at least One Racially Minoritised Character (FIG. 7)

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Diversity Booklist download from EAL tile

Book title and Author	ISBN number	blurb
<p>Sing to the Moon</p> <p>Uganda</p> <p>Author: <u>Nansubuga Nagadya</u></p> <p>ISBN: 9781911373391</p>	<p><u>Nansubuga Nagadya (sdah), Sandra van Doorn:</u></p> 	<p>The story is set in Uganda but the theme is Universal. The little boy enjoys stories from his grandfather. Emphasises close ties with families.</p> <p>Beautifully illustrated rhyming story.</p>
<p>Chicken in the Kitchen</p> <p>Nigeria</p> <p>Author: <u>Nnedi Okoratur (2015)</u></p> <p>ISBN: 9782993251-2-7</p>		<p>Child awakes to find a giant chicken in her kitchen. What can she do? Will she be able to save the food for the New Yam festival?</p>
<p>I Took the Moon for A Walk</p> <p>Author: Carolyn Curtis</p> <p>ISBN: 9781846862007</p>		<p>Available in a range of languages from Barefoot Books/Mantra Lingua.</p> <p>Delightful tale about a child's imaginative outing discovering the moon following him.</p>

Everyday experiences



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