

TABLE OF CONTENTS

1. INTRODUCTION	3
2. EMAS	5
2.1 EMAS support available - Foundation Stage	
2.2 EMAS Resource Centre	
3. WORKING IN PARTNERSHIP WITH ETHNIC MINORITY PARENTS	7
3.1 Initial Meeting with Parents	7
Areas to cover during the Initial Meeting with Parents	8
□ 3.1.1 Personal information	
□ 3.1.2 Previous Experience of school/pre-school settings	
□ 3.1.3 Languages spoken and understood - child, parents and wider family	
□ 3.1.4 The school routine and staff	
□ 3.1.5 How the setting communicates with parents and Parents may contact the school/ class teacher	
□ 3.1.6 Equipment/clothing required for setting	
□ 3.1.7 Ways in which parents can get involved in the life of the school/setting	
□ 3.1.8 Opportunity for parents to ask any questions and discovering parents' expectations of the school/setting	
3.2 Sharing Information with Parents	16
4. INTERPRETING AND TRANSLATION	17
4.1 Community Supporters/Interpreters	
4.2 Talk Back	
4.3 Professional Interpreting and Translating	
4.4 A few words needs translating?	
5. CREATING AN INCLUSIVE ENVIRONMENT	20
5.1. First Impressions	
5.2. In the classroom/setting	
5.3 Persona dolls	
6. DEALING WITH RACIAL DISCRIMINATION IN EARLY YEARS SETTINGS	23
6.1 Why is racism different to other kinds of discrimination or bullying?	
6.2 How can our setting make a difference?	

7. STRATEGIES TO SUPPORT EAL PUPILS	26
7.1 General Strategies	
7.2 Ideas for engaging EAL children during carpet time	
8. LEARNING ENGLISH	31
8.1 The Early Stages of Learning English	31
8.1.1 The Silent Period	
8.1.2 Echoing	
8.1.3 Development of formulaic language	
8.1.4 Chunking	
8.1.5 Telegraphic Sentences	
8.1.6 Use of Extended Sentences and Simple Phrases	
8.1.7 Developing more control of use of functional language	
8.2 Strategies to develop communication in English	34
8.2.1 S.O.U.L (Silence, Observation, Understanding and Listening)	
8.2.2 Self Talk - (Self directed monologue)	
□ 8.2.3 Parallel Talk	
8.2.4 Repeating	
8.2.5 Restating	
8.2.6 Expanding/Extending	
□ 8.2.7 Encouraging Children's Ideas	
□ 8.2.8 Modelling	
8.2.9 Open-ended Questions	
9. ASSESSING PUPILS WITH EAL IN THE FOUNDATION STAGE	37
10. GOOD PRACTICE SUPPORTS ALL	38
10.1 Role Play	
10.2 Circle Time	
10.3 Games and Table Top Activities	
10.4 Construction, Malleable, Materials and Cookery	
10.5 Outside Play	
10.6 Graphics and Art	
11. ACTION PLANNING	40
11.1 Action Plan proforma	
Appendix 1: Useful Addresses of Suppliers of Multicultural/Bilingual Resources	
Appendix 2: Useful websites for Supporting Ethnic Minority Children/ Children with EAL	

1. INTRODUCTION

"In order to achieve, all pupils need to feel safe, settled, valued and know that they belong."

No doubt, all early years practitioners would endorse this statement, but how do we best meet the needs of pupils with English as an Additional Language *(EAL) and ensure that they too, are able to achieve?

Language learning is an integral part of the Foundation Stage Curriculum as is the provision of an inclusive environment that respects the needs of all pupils. For most of the children with English as an Additional Language this environment provides what is needed to ensure that they feel 'safe and settled' and meets their language needs, in terms of learning English.

The Foundation Stage setting can ensure it meets these needs by: -

- Establishing good links with parents (refer to **Working in partnership with Ethnic Minority parents**)
- Respecting the pupil's and his/her family's culture, language and religion by creating an inclusive environment and raising awareness of diversity with all children about areas such as language, food, lifestyles and religion.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults at the same time respecting a pupil's need to be 'silent' until confident to speak their 'new' language.
- Allowing/encouraging the use of home language in the classroom in order to aid understanding and build up confidence and self-esteem. Also by recognising and celebrating the child's ability in their first language.

"No child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart"

The Bullock Report 1975

- Providing the opportunity for staff to receive training.

This handbook aims to address the above areas by providing practical ideas, advice and useful information for practitioners who are working within the foundation stage with EAL pupils.

*To which children does 'EAL' refer?

- ❖ Children who are learning English as an additional language (EAL) are those for whom English is not the dominant language at home.
- ❖ Some of these children may be learning English alongside one or more other languages; others may have had very little exposure to English.
- ❖ There may be children who are newly arrived and from an isolated linguistic minority; others will be part of an established community.



2. THE EMAS SERVICE

EMAS is a team of teachers, bilingual consultants, teaching assistants and project workers who work in partnership with schools and minority communities to meet the needs of learners of English as an additional language (EAL) and ethnic minority pupils who are at risk of underachieving.

2.1. EMAS support available - Foundation Stage

Within the foundation stage the EMAS teacher/bilingual consultant can advise the class teacher on the above areas and will assist, if necessary, with links with parents, the provision of resources, (see section entitled **Resources**), and with the monitoring of progress.

There may be occasions when some direct assistance in the classroom is needed perhaps due to the child having extreme difficulties settling in because of serious language barriers and/or acute culture shock. In such cases, the EMAS Service will:

1. Assist the class teacher to identify the exact cause of the difficulty.
2. Aid the planning of a pupil/class action plan, which will address the issues identified.
3. Provide short-term assistance in the classroom for a maximum of one term, the aim being to help the practitioner implement the action plan.

This short term assistance, which may be in the form of a bilingual consultant or teaching assistant will hopefully provide the practitioner with the professional support required to meet the long term needs of the EAL pupil and provide the all inclusive learning environment in which the EAL pupil belongs.



2.2. EMAS Resource Centre

The EMAS Centre is situated on the top floor of Sturton by Stow Primary School. A wide range of resources and teaching materials can be viewed and occasionally borrowed from the centre free of charge.

A second smaller resource centre is situated in Boston Library and holds a smaller sample of resources.

(See section on **Resources** for more information)



3. WORKING IN PARTNERSHIP WITH ETHNIC MINORITY PARENTS

Home School liaison is a normal part of a school/pre-school setting's pastoral system for all pupils; however, it is particularly valuable for Ethnic Minority families.

Some parents may feel a sense of isolation and vulnerability, which results in a barrier between them and their full inclusion and access to schools. For some parents, their own experiences of school have not been positive. For others, the British education system differs from the way they were educated.

Your school can help Ethnic Minority parents through this potentially stressful time and help to create a successful partnership by establishing a strong relationship underpinned by trust, respect and understanding.

3.1. Initial Meeting with Parents

It is suggested that this meeting takes place just before an Ethnic Minority child starts at your school/pre-school. You will have some information about the child from the admission form, but a 'face to face' meeting will provide an excellent opportunity for two-way information to be shared.

Where and when such a meeting should take place will depend on availability of staff and parents. It is important to consider: -

- **The cultural needs of the family** (e.g. avoiding prayer times)
By offering the parents a choice of appointment dates and times this potential problem should be eliminated. If resources permit, the meeting could be held at the family's home if they prefer. This may mean the parents feel more relaxed, and you are able to gain insight into their culture.
- **The language needs of the parents.**
Clear communication between yourselves and the parents is vital, in order that the information shared is accurately received. Therefore use of an interpreter is strongly

recommended if there is any doubt that this will not be the case.

*The interpreter may be a trusted family member/friend although it is recommended that someone who is impartial is used for more confidential information. EMAS may be contacted to help find a suitable person. (See sub-section on **Community Supporters/Interpreters** within this section)*

It is important to remember to make provision for an interpreter to be present at all future parent consultation meetings, and OFSTED parents meetings, if a need has been identified.

Areas to cover during the Initial Meeting with Parents

1. Personal Information - about the child and family
2. Previous Experiences of school/pre-school settings
3. Languages spoken and understood - child, parents and wider family
4. The routine and staff of the setting
5. How the setting communicates with parents and how and when parents may contact the school /practitioner
6. Equipment/ clothing required for the setting
7. Ways in which parents can get involved with the setting
8. Opportunity for parents to ask any questions and for you to discover parents' expectations of the setting



3.1.1. Personal Information

- Check spelling and pronunciation of child's and parents' names
- Record cultural and religious information at admission, including customs, diet, festivals, worship etc.
- Find out if the family, in particular the pupil, have any health issues. What type of housing they are in and who lives there. Do the family have a good support network e.g. extended family close by, good friends. If appropriate, outline the free school meals scheme and help them complete the necessary paperwork.
- Do they have any family in their home country? (The political situation in a family's home country or any recent natural disasters may directly affect the family here in Britain)
- Which activities does the child like to do? Does he/she enjoy outdoor activities? Is s/he happy to play alone or does he/she always want a parent to join in?

3.1.2. Previous Experience of school/pre-school setting

Much of this information can be gleaned by 'chatting' to the parents about their family. Value, draw on and record parents' knowledge about their child.

Previous Educational Experience - types of questions to ask

- Has your child attended school before (including any pre-school groups)? For how long? Where and when? Describe the education - was it formal or informal? How large were the classes?
- Did your child enjoy school/pre-school?
- How old are children when they start school in your country?
- Has your child ever been separated from you before? (e.g. pre-school, childminder, etc)

3.1.3 Languages Spoken and Understood – Child, Parents and Wider Family

Types of questions to ask

- Which language(s) is spoken at home?
- What is the mother's first language (may be the same or different)
- What is the father's first language (may be the same or different)
- Are there siblings and/or an extended family and which languages do they speak?
- Which languages does the child understand?
- What is the child's first language (L1)? Does he/she speak any other languages? Try to discover the child's level of development in the home language, for example:-
 - Does s/he know rhymes, poems, and stories in L1?
 - Does s/he know colour names and can s/he identify them correctly? If yes which ones?
 - Can s/he count in L1 and can s/he recognise numbers?

N.B. It is important to reassure the parents that the use of L1 at home will support their child's developing use of languages in both L1 and English.

It is considered better for parents for whom English is not the first language, and who are not fluent in English themselves, to continue to use their home language with the child.

Why?: When a new language is being learned it is preferable to have a role model who is able to pronounce words clearly and correctly, to prevent confusion and frustration and to model a broad range of vocabulary in grammatically accurate sentences.

Make sure that the relevant members of staff have access to the ethnic and cultural information of each child and they realise the importance of a complete profile of the child.

3.1.4. The Routine and Staff of the Setting

Whilst it is recognised that much of this information will be included in the school/setting brochure, it will be of great help to the parents if you are able to take time to talk it through with them.

Areas to be covered:

- The aims and values of the school/setting
- Details of who works at the school/setting in particular the adults whom their child will come into contact with
- Outline of the school/setting day -times and procedures for start and end of the day, and for break times and lunchtime
- Explanation of the curriculum subjects/foundation stage areas of learning - make no assumptions about parents knowledge or skills
- The home reading system - how it works and the parents' role
- Homework - if there will be any or an explanation of in which school year homework will be set.
- Emergency contacts - explanation of the importance of letting the school know if personal information changes. Stress the importance of being able to contact parents in an emergency.

N.B. From experience, the EMAS Service have found that this is an area which needs to be emphasised. Mobile phones, which are switched off, are no use in an emergency!

- What the family need to do if their child is to be absent from school/the setting due to illness or any other reason.

N.B. In some countries full time schooling is not compulsory until a child is aged 7. It is vital that the parents understand that in the Britain, schooling is compulsory from the age of 5.

- What the parents should do if their child is on medication or if they wish their child to stay in at playtime or be excused from P.E. on health grounds.
- Details of Kids Club and/or Breakfast club if available.
- Home School Agreement - give parents a copy, explain the purpose of it, and arrange for them to return a signed copy.

3.1.5. How the Setting Communicates with Parents and how Parents may Contact the Setting/ Class Teacher

- Parent Evenings and reports on their child's progress
- Letters home to give information on events and to pass on other important information (explain to the parents how these letters will be sent home e.g. child's book bag)

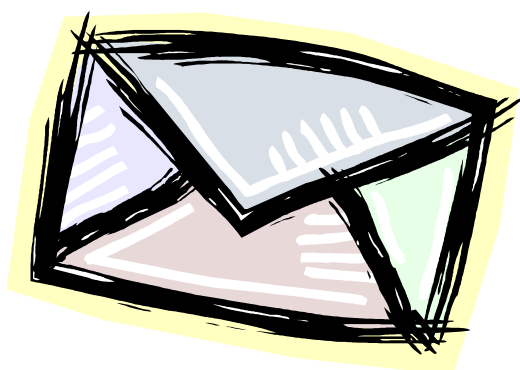
N.B. It is important to establish if parents are able to read and understand letters in English sent home by the school/setting. Is there anyone they can ask to translate /explain?

The School/setting will need to have a system in place to address this, for example, relevant items could be highlighted. There could be serious consequences if, for example, important health and safety information is misunderstood

- Details of how the parents can speak with the setting/ class teacher if they have any questions or concerns or if they are unsure about anything
- Any other ways your school/setting communicates information e.g. Monthly Newsletter, School Magazine

Get feedback from parents to see if the information they get meets their needs

See also section entitled 'Sharing Information with Parents'



3.1.6. Equipment/Clothing required for the Setting

- Uniform - what it is and where to get it including details of the second hand uniform shop if there is one.
- PE kit - what is needed, is it left in school, and if so where? When do the children have PE lessons? Arrangements for taking PE kit home for washing.
- Swimming - if applicable. What will their child need and when will it take place. Any cost involved.
- Books and Book bag. Which books will be going home? E.g. reading books, library books. Explain about the books and the part parents are asked to play in sharing them with their child. Explain about filling in the reading record (if applicable).
- Labelling - explain the need for each item of the child's uniform and equipment to be clearly named. Give details of how and where to order name tapes if required.
- Jewellery- the school's policy on the wearing of jewellery should be very clearly outlined.

It is important at the initial meeting that the parents are able to express the concerns that they may have in terms of uniform requirements including PE and swimming, and the wearing of jewellery that may conflict with the requirements of their religion or culture. The school needs to show an understanding of their needs, explain rules and why they are in place and explore ways of accommodating their needs within the health and safety regulations.



3.1.7. Ways in which Parents can get Involved in the Life of the School/Setting

Encourage parents' active participation in their child's development e.g. using bilingual skills for storytelling, writing labels in first language, sharing information, use of skills and the loan of artefacts for multi-cultural topics, as appropriate.

Parents from different ethnic backgrounds have numerous skills and talents and may be willing to demonstrate these if guidance is provided, e.g. culinary skills. This will ultimately raise self-esteem and build up good relationships between parents and the school/setting.

A personal approach from a member of staff asking a minority ethnic parent to share a skill and/or experience in the classroom is a way of encouraging parents to come forward.

3.1.8. Opportunity for Parents to ask any Questions and discovering Parents' Expectations of the School/Setting

Welcome questions and opinions. Find out what hopes and aspirations they have for their child's education. Talk about how parents can support the education of their child.

Why is all this necessary?

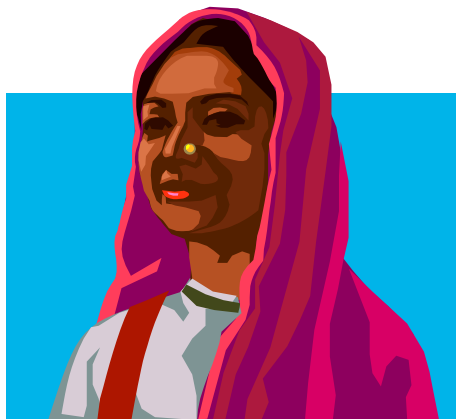
Whilst it is appreciated that resources are often stretched, and meetings with parents take up valuable time, this type of information sharing opportunity should be thought of as an investment.

Below is the personal observation reported by staff who have 'wasted' many hours chasing round after pupils and parents who said they were unaware or confused about their responsibilities to the school/setting and/or school/setting routines.

One teaching assistant reported that she had spent over an hour trying to track down the parents of a child who was not collected

at the end of the school day. When the parents finally collected the child they said they thought the child could go to 'Kids Club', like his cousin, until they collected him.

Hopefully this initial meeting will establish the solid 'footing' on which a strong relationship of mutual trust and support can be built.



3.2. Sharing Information with Parents

It has already been acknowledged that two way effective communication is vital when dealing with all parents. However, a little more thought and careful planning may be necessary when dealing with parents whose first language is not English and/or are from a different cultural background.

Each family's needs may vary. Having spent time with the parents at an **initial meeting**, you will have built up a picture of their level of English, both spoken and written and any possible communication barriers, which will need to be addressed in the future:

E.g.

- **Parents evenings** - an interpreter may be needed. (Could be relative/contact of the family or arranged through EMAS - *see sub-section on **Community Supporters/Interpreters** within this section*).
- **School reports** - report progress to parents effectively i.e. in an accessible and jargon free way.
- **Standard letters / key documents** - Where possible the school/setting should make translations of their own key documents and more routine information sheets and letters. EMAS have translations of some standard letters in various languages. These letters include Assembly invitations, school trip letters and head lice letters.
See website www.dgteaz.org.uk for many more standard letters translated into over 30 different languages.

Where it is identified that parents from minority ethnic groups do not attend meetings or respond to letters then question 'why?' What more could the school/setting do? Take action and persevere.

One option is to contact the parents and arrange for them to 'pop' into school for a chat. It is important to note that not all cultures give equal value to literacy. Communicating orally with parents may be more effective.

4.INTERPRETING AND TRANSLATION

4.1. Community Supporters/Interpreters

There will be a number of instances when the school/setting will need to access members of the community who are able to speak the language of the child and his/her family or who are familiar with their culture and life style. The EMAS Service may be able to put you in contact with a community supporter who, through training, has knowledge and/or experience of the British Education system. This volunteer will be able to assist you in helping to inform parents of procedures within the setting and general information which is necessary if the child is to fully access activities and feel included in their new environment. Examples of how a volunteer could support include:

- Talking to parents about the school/setting day e.g. timetable, lunch, snack time, PE.
- Explaining how learning takes place in the Foundation Stage.
- Establishing ways for parents to communicate if a community supporter is not available e.g. in emergencies.
- Helping child and family to get to know their local community including groups or families who share the same language and culture. e.g. community language schools, Women's International Meetings, English language classes.

It may be necessary to use a member of the community who speaks the child's language in the classroom/during the session. This is not the role of the community supporter however, the individual may be happy to help you either as a volunteer or paid worker. (See section on Emergency support from EMAS)

Some of the community supporters are also trained and have agreed to be community interpreters. A community interpreter would be used when the service provider i.e. school/setting needs to communicate specific information to parents related to the child. This is usually in circumstances that are more serious than general support and signposting i.e. in relation to a child's progress, behaviour, Special Educational Needs or a racist incident. In these situations the community interpreter should be paid.

The EMAS Service has agreed to support schools and pre-school settings by offering to provide an interpreter at the initial meeting with parents and the school. To do this, the Service will use local community interpreters or members of the EMAS team who have the required languages and therefore there may be restrictions on languages available.

Everyone has the right to access information and services and therefore schools and pre-school settings must provide provision to enable all parents to be fully informed

4.2.TalkBack



Lincolnshire County Council has taken a big step towards realising one of its key priorities with the launch of an innovative new telephone service for local residents.

To help provide a better service to the public the council has teamed up with the interpreting and translation company EITI, who are based just across the county border in Howden, East Yorkshire.

Together, they will provide a groundbreaking telephone service for Lincolnshire residents who speak little or no English. Special 'hotlines' now connect callers directly to an LCC member of staff and an EITI interpreter who speaks one of eight languages.

The eight languages, together with the telephone numbers for each, are as follows:

Arabic	01430 457373
Albanian	01430 457374
Cantonese	01430 457375
Mandarin	01430 457375
French	01430 457376
Polish	01430 457377
Portuguese	01430 457378
Turkish	01430 457379
Czech	01430 457380
Kurdish-Sorani	01430 457386
Lithuanian	01430 457387
Romanian	01430 457388
Russian	01430 457389

How does it work?

By telephoning a number unique to each language listed above, a caller will be connected directly with an interpreter who will establish the nature of the call, take contact details and refer the call back to the council so it can be dealt with. It is then the responsibility of the relevant department/ establishment to find an interpreter, if necessary (see section of Community Supporters/Interpreters) to support the family with further communication.

If the call is an emergency, a relevant person from the council will also be conferenced into the call at the same time.

Information on Talk Back is available in many community establishments e.g. libraries schools and also from the EMAS Service and Lincolnshire County Council Offices

4.3. Professional Interpreters or Translations

As stated in the section **Community Supporters/Interpreters**, the EMAS Service will endeavour to find a local interpreter to support a new family who does not have a good command of English. However, if a community interpreter is not available who speaks the required language or you feel an independent interpreter is needed, you may need to contact an interpreting service. Interpreters can be used in 3 way telephone conversations or face to face interpreting.

The council provides a standardised interpreting and translation service, delivered by and in association with the communications company EITI. Information on the use of EITI can be obtained from The EMAS Service or by contacting them directly on 0870 7012020.

4.4. A Few Words need Translating?

Try some of the online translation services. While useful for single words or short phrases, they may not be reliable for longer pieces of text. Babel Fish Translation is one of the most popular online translation services

5. CREATING AN INCLUSIVE ENVIRONMENT

It is vital that every setting strives to ensure that all their parents and pupils feel valued, at ease and welcome. This can be achieved in many ways.

5.1. First Impressions

- The first point of contact between parents and the school is usually the receptionist/secretary. It is at this first contact point that parents will feel whether they and their child are welcome and whether the ethos of the school/setting is one that promotes and respects cultural diversity. Cultural awareness should be promoted and delivered through a whole school/setting approach so that all staff are sensitive to the needs of families and can communicate positively and reassuringly.
- Visual evidence, beginning in the school's reception area, shows that the setting respects the parents' culture and welcomes them.

E.g. Welcome Poster and displays showing cultural diversity.

NB Provide a school/setting environment that reflects a multi-ethnic society. Make sure that dual text labels, displays and information are integrated into all visual materials throughout the setting/classroom.



5.2. In the Classroom/Setting

"In order to achieve, all pupils need to feel safe, settled, valued and know that they belong."

The Early Years setting can ensure that it meets these needs for the EAL child by respecting the pupil's and his/her family's culture, language and religion. This can be achieved in a number of ways. The following list of ideas is not intended to be conclusive, but to give some pointers, which you may wish to develop.

- **Be mindful of all the relevant information about the child** (discovered at the **'Initial Meeting with Parents'**- see earlier section with this title),
 - Ensure this information is disseminated to **all** staff. This may include sensitivity to special dietary needs.
 - Try to plan activities you know the child enjoys and can relate to (especially during the first few days)
 - Allow the child to choose a picture for his/her peg or draw one if appropriate.
 - Make sure the child's name is always spelt correctly and that staff and the other children can correctly pronounce his/her name.

- **Give multicultural materials a high profile.** This may be in the form of:
 - Displays/ Interest Tables - to celebrate festivals and/or featuring relevant artefacts.
 - Dual text books
 - Signs and labels - dual text (N.B. visual clues are also useful to aid understanding)
 - Newspapers with text other than English
 - Posters
 - Food packaging from other countries.
 - Dolls, **Persona dolls**, puppets, jigsaws, games, people crayons and paints

See Appendix 1 for details of suppliers of these items.

Providing multicultural resources gives the EAL pupil opportunities, through play, to draw on first hand knowledge/experience.

N.B. Check illustrations reflecting positive images of people from different countries in active and effective roles. Dolls and puppets should have authentic skin tones, facial features and hair texture.

5.3 Persona Dolls

These are special dolls with their own personalities, life histories, likes and dislikes. Children readily accept them as small friends. They provide a powerful tool for exploring, uncovering and confronting racism and other social inequalities. They enable children to appreciate that words and actions can be hurtful; teach them to empathise with people experiencing discrimination and encourage them to stand up and show their support.

Persona Dolls provide an effective, non-threatening and enjoyable way to raise equality issues and counter stereotypical and discriminatory thinking of young children.

The Dolls and their stories are powerful tools for exploring, uncovering and confronting bias. They help children to express their feelings and ideas, think critically, challenge unfair treatment and develop empathy with people who are different to themselves.

<http://www.persona-doll-training.org>



You can use this website to find out more about Persona Dolls, to book training, order dolls, books and other materials in the UK, ask questions and share your ideas and experiences.

6. DEALING WITH RACIAL DISCRIMINATION IN EARLY YEARS SETTINGS

It is natural for young children to develop opinions and show bias towards children different to themselves. It is not wrong for a young child to discriminate based on ignorance and innocence however, it will become an issue if it is ignored by not providing the child with accurate and positive information.

Early Year's practitioners are in the best position to challenge young children's discrimination and have a positive influence on a child's behaviour and attitudes.

Children become aware of whom they are at a very young age:

- At the age of 2, they become aware of their gender and ethnicity. At the same time they become aware of how society values people with differences and can absorb both negative and stereotyped views as well as positive ones.
- Between the ages of 3 and 5 children will examine elements of their identity and question it - what will change and what will not.
- By the age of 4 they are clear of roles that people are 'given' or take on, correctly or incorrectly and may be negative about others based on bias of race, religion and language.

Children will not develop to their full potential if their identity is devalued and is negatively reflected in their environment.



6.1. Why is Racism Different to any Kind of Discrimination or Bullying?

All types of bullying and discrimination are hurtful, damaging and unacceptable in any circumstances. However, racism can be seen as different to other kinds of bullying in the following ways:

- A racist remark affects not only the child it is directed at but also the child's family and community.
- Racism and its atrocious consequences can be seen throughout history and has affected millions of people over time.
- A racist remark will result in the victim questioning all aspects of their life; the way they live, what they believe, the people they know etc.
- Those who are racist often have a false sense of confidence that they are expressing the views of many other people who think the way they do.

With these four points in mind, it is important to remember that all types of racism, however mild you judge it to be, must be recorded and dealt with.

A racist incident is one that is perceived to be racist by the victim or any other person. This includes behaviour, words or practices which disadvantage or advantage people because of their colour, religion, culture or ethnic origin.

Racism in young children usually takes the form of name calling, negative comments about skin colour, comments on smells, laughing at names, negative comments on food eaten and the way it is eaten and laughing at use of home language.

Schools must record and report all racist incidents to the County Council via The School Liaison Officer. Advice and guidance can be found in the handbook 'Dealing with and reporting racist incidents in school' Lincolnshire County Council 2006

For further information and support, contact the EMAS Service.

6.2. How can our Setting make a Difference?

- Deal with all racist incidents ensuring that the victim, perpetrator and their families are aware of the actions taken and are provided with support if needed.
- Correct a child's bias opinions openly but sensitively so all children will learn.
- Build knowledge of different cultures, religions and lifestyles into your day to day teaching. (refer to section **Creating an Inclusive Environment**)
- Ensure all your staff are fully aware of what a racist incident/comment is and how to deal with a situation.
- Use persona dolls to discuss discrimination with the children and ways to address it.
- Make sure that all staff, parents and pupils are aware of the school's policy for zero tolerance of racism.
- Invite people into your setting who are able to demonstrate a wide range of life styles to develop children's awareness, understanding and tolerance of people's similarities and differences.

No one is born hating another person because of the colour of his skin, or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

From Nelson Mandela's inaugural speech as President of South Africa, 1994

7. STRATEGIES TO SUPPORT EAL PUPILS

"The early years are critical in children's development. Children develop rapidly during this time- physically, intellectually, emotionally and socially. The foundation stage is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and cooperate with other children. "

Margaret Hodge MBE MP (taken from forward 'Curriculum guidance for the foundation stage')

Many strategies designed to aid children's development in the areas outlined above are already used very effectively within foundation stage settings.

This section is intended as a resource for exploring strategies EMAS have used when seeking to engage the young EAL learners. Many of the ideas may be familiar to you already however, we hope it provides you with some new ideas that you can incorporate into your setting with positive results.

7.1. General Strategies

- **Use consistent routines** which are explained to the child and parents - this will help the child to know what to expect next.
- Where possible **involve parents** of ethnic minority children in school activities e.g.
 - Outings
 - Learning Activities
 - Preparing dual text labels
 - Bilingual storytelling
 - Sharing skills and information
 - Providing artefacts for displays/interest tables

- Encourage the EAL pupil to learn and understand some **simple classroom phrases** e.g. 'sit down', 'hang your coat up'. Make use of the parents' bilingual skills to reinforce these phrases at home.

- Try to learn **key words and phrases in the child's home language**. Teach classmates key words e.g. answering the register in an alternative language, count from 1 to 5 in different languages, learn how to say 'please' and 'thank you' in a number of languages etc.

- **EAL pupils should be grouped according to their general ability rather than their level of English**. Ensure tasks are cognitively demanding. For example do not give basic colour/object matching tasks simply because the English vocabulary needs consolidation. Match the task learning demands to the child's needs.

- **Contextual talk** is very important. Talk about the here and now. Link speech with objects and pictures. *For young English learners language is best learned in context not by withdrawing children to teach them in isolation.*

- Operate a '**BUDDY**' system. Choose a positive role model, if possible, a child who has a good command of the English language,
 - Remember, a good buddy will:
 - Talk to their partner even if they do not talk back to them
 - Give their partner space to adjust to their new environment
 - Make sure their partner is in the right place at the right time. E.g. lining up to wash their hands before lunch.
 - Tell their partner what they need to know but does not overload them with information
 - Be responsible

For very young children, it will be difficult to find one child who can take on the role of an 'EAL buddy' successfully, however,

within your setting hopefully you will have some children who are beginning to show the understanding and awareness needed.

- Use listening activities/games which **allow the pupil to copy/mimic other pupils** e.g. 'Simon Says'. When playing turn taking games place the child 3rd or 4th so s/he can rehearse and repeat phrases before responding.

- Think carefully about who the EAL pupil is grouped with in order to **provide good role models**. Consider also the comfort of the EAL pupil e.g. is the group single sex or mixed, are there dominant characters in the group who may distract the pupils from listening?

- **Repeat the main points of a task** in bullet point form avoiding non-relevant language.

- Emphasise and **repeat key words and phrases** during practical activities. Use varied questioning so that the child hears a wide range of language formats in context.

- **Limit intensive listening** to short bursts preferably at the beginning of the day.

- **Use clear, natural speech** and continue talking even when the child does not respond.

- Encourage the pupil to listen to tapes, songs etc in their own language. (See section on **Resources**).

- Respect the 'silent period'. This is a recognised stage that a child new to English may go through. (See section on **language development**). Young bilingual learners need to observe, try out unfamiliar toys, and tune into new language. Continue to involve the pupil in all activities and respond positively to non-verbal communication such as smiles, eye contact, gestures etc. Praise and accept minimal efforts to join in and communicate.
- Keep language profile records - regularly observe and record the child's developing use of English, including non-verbal communication. Discuss progress with support staff and parents. Ask parents about the child's progress in their home language. (See section on '**Assessing pupils with EAL in the foundation stage**')



7.2. Ideas for Engaging EAL Children during Carpet Time

A child who does not speak English or who has had no experience of education in pre-school or school, is quite likely to demonstrate some challenging behaviour purely due to the fact that they are not engaging in the activity. This behaviour can take the form of fidgeting, appearing uninterested, distracting others and finally getting up and moving on to something they are able to understand. The following ideas will help you to engage the child and ensure full participation.

1. Sit the child close to the teacher so that they feel secure and can be reassured with non-verbal gestures, for example, thumbs up or a smile.
2. Choose stories and books that have clear illustrations and repeated actions and/or language patterns. Use a variety of props/visual aids.
3. Tell stories that are common to many countries.
4. Give the child an object to hold. For example, a character puppet from the story you have been reading, so that they feel involved even when they may not understand the text.
5. Give the child a word/number to listen out for as you talk. Every time they hear it they can put their hand up or hold up a word/picture card or number fan.
6. Give the child a 'very important job' to boost their confidence. E.g. turning the pages of the big book or following the text with a pointer.
7. Pair the child up with their 'buddy' to help them keep on task and offer extra demonstrations/explanations.
8. Include stories, songs and rhymes from a range of cultural traditions.

8. LEARNING ENGLISH

The speed with which children begin to understand and speak English varies from child to child. The child's level of proficiency in home language, their self-confidence, previous experiences and personality all play a part.

Early years settings are ideal for helping children to acquire English quickly because:

- The curriculum in the early years is designed to foster language development.
- All the children are developing language
- Language learning is embedded in context - children have concrete experiences to help them understand meaning.
- Language develops more quickly in a stress free, relaxed environment where children are absorbed in shared activities.

8.1. The Early Stages of Learning English

The following outline of the development of young children's learning of English as an additional language has been prepared by NALDIC (National Association for Language Development in the Curriculum). The outline, which draws on research findings, was written to inform judgements made by educators in assessment contexts.

The process should be seen as cumulative and there will be variations in the rate of development for each individual child according to the environmental, personal and social factors, as referred to at the beginning of this section.

The early stages of learning English are identified as:

8.1.1 The Silent Period

Many bilingual children who are at an early stage in their learning of English go through a 'silent period' when they first enter an unfamiliar early years setting. This can last for up to six months or longer. This is **not** a 'passive' stage. During this time, children will be:

- Watching
- Actively listening
- Exploring their environment - to understand new experiences and to develop new meanings
- Trying to relate previous knowledge to new contexts

It is important that children should not feel pressurised to speak until they feel confident enough to do so.

However, it is essential that adults continue to:

- talk to the children
- recognise and react to their *non-verbal responses
- support the child's understanding of meaning
- involve them in activities

These strategies will help children to internalise the language they hear and to develop a sense of the patterns, meanings and range of language functions in their new, unfamiliar environment. (see also following section - '**Strategies to Develop Communication in English**').

*Non-verbal gestures are used as a response to a question or to indicate a need. This understanding usually comes prior to spoken language.

8.1.2. Echoing

Echoing single words and some short phrases used by adults and peers. All attempts at speech should be encouraged and praised.

8.1.3. Development of Formulaic Language

'Chunks' of social speech. E.g.

"Mummy come soon."

"My turn!"

Children may begin to join in with story refrains and repetitions and songs.

8.1.4. Chunking

'Chunking' will continue, but children will increasingly begin to use one-word utterances (frequently nouns), which will perform a range of language functions e.g. questioning, responding, naming.

8.1.5. Telegraphic Sentences

This is where children begin to generate their own sentences using two or three word utterances. Function words are likely to be omitted, the main concern being the communication of meaning. Non-verbal gestures will often accompany speech. Holistic phrases, (a development of 'chunking'), will continue during this stage.

8.1.6 Use of Extended Sentences and Simple Phrases

Children will begin to use extended sentences and simple phrases. These will contain surface developmental errors in the use of plurals (lack of 's' on the end of nouns, tenses (limited use of e.g. 'ed' on the end of words), personal pronouns (misuse of he/she/ his/ her etc, function words and articles (lack of a/an/ the). Again the emphasis is on the communication of meaning.

8.1.7 Developing more Control in Use of Functional Language

Children will begin to show more control of language, however, surface errors in the use of tenses, word endings and plurals will continue for some time until children understand the use of different grammatical structures in the target language, which may be very different from the home language. This stage is ongoing.

8.2. STRATEGIES TO DEVELOP COMMUNICATION IN ENGLISH

(adapted from 'Highscope' as produced in ' Assessing English as an Additional Language, *Tower Hamlets*)

8.2.1. S.O.U.L .

Use these steps as you approach a child who is busy:

- Silence
- Observation
- Understanding
- Listening

These steps will help you enter rather than interrupt children's play, and will enable you to become a partner in their efforts. S.O.U.L. means allowing the child to initiate an activity, spending time observing, becoming sensitive to each child's different needs and becoming an effective listener.

8.2.2. Self Talk - (Self directed monologue)

This is about labelling and describing what you are doing, and demonstrating how to communicate about an activity. Doing this will give validity to the child's own self-talk.

E.g.- you are in the home corner with a four year old who is preparing dinner. You begin to set out the table discussing what you are doing as you proceed - "I'm putting a red plate and a fork here and a spoon right next to them."

8.2.3. Parallel Talk

In this case you are describing the child's activity. As you interact with the child, you comment on where the child is playing, what the child is playing with, and possibly what the child is doing. The language has meaning for the child because it concerns something he or she is interested in.

8.2.4. Repeating

After listening carefully to a child, you repeat back what s/he has said, or part of it. Repeating is effective because it clarifies and serves as an acknowledgement of what the child has said. It is also a way of supporting the child's choice of words, and it encourages children to continue talking because it indicates further interest in what they have said.

8.2.5. Restating

Sometimes children will make miscues when communicating. When children make a language error, repeat back what they have said in a corrected form without drawing attention to the error. You are modelling standard language in a positive, non-punitive manner that facilitates communication.

8.2.6. Expanding/Extending

This can be thought of as a natural conversation technique in which the adult adds new ideas or elements to the discussion. This technique encourages children to expand their thinking about the subject of conversation or to develop new vocabulary.

E.g.

Child: Dog running fast

Adult: It is running fast - almost as fast as the cars.

Child: My dog is in house

Adult: I have got a dog. Sometimes he is in the house and at other times he's outside. He looks very different from the dog we saw.

Child: How he look?

8.2.7. Encouraging Children's Ideas

We can encourage children to articulate their ideas and how they have found solutions to problems by asking them questions such as

"What did you do to make the toy car work?"

8.2.8. Modelling

Children often need to hear new language structures in meaningful context many times before they can use them. We can provide opportunities for them to hear language we want them to learn in many ways such as through stories, activities with other pupils and tapes. One way the teacher may model language is by using it just the way she/he wants children to use it.

e.g. before feeling objects in a feely bag the teacher could model the language to be used:

Teacher: "feel the apple John. Does it feel rough or smooth?"

John: It feels smooth.

Teacher: Yes it feels smooth.

8.2.9. Open-ended Questions

Questions that have more than one right answer or ones that can be answered in many ways are called open-ended or divergent questions. This way of asking questions stimulates more language use, acknowledges that there can be many solutions to one problem, affirms children's ideas and encourages creative thinking. These types of questions often begin with 'who', 'what', 'why', 'where', 'when', 'how' or 'can'.

9. ASSESSING PUPILS WITH EAL IN THE FOUNDATION STAGE

When you have children in your setting with English as an additional language it is important to consider the extent to which they are able to learn through their home languages, the extent to which you are able to make assessments through these languages and the extent to which, at the same time, these children are developing their competence to learn and communicate through the medium of English.

A major concern of practitioners working in the Foundation Stage is how to assess learning on the communication, language and literacy scales, for children with EAL. The London Borough of Tower Hamlets has addressed this concern in their publication '*Assessing English as an additional Language*'. This is specific to children in the Foundation Stage and links in with the Stepping Stones/Early Learning Goals as well as the QCA National Curriculum EAL scales. It also offers descriptions of children's English acquisition and ideas for practitioner intervention.

Section 6 of the Foundation Stage Profile Handbook outlines how important it is to record a child's achievements in languages other than English and suggests how to complete the 'English as an Additional Language' section of the profile booklet. It also outlines the QCA guidance and assessment scales, for children with EAL, in the four areas of learning; listening, speaking, reading and writing, as used by the EMAS service.

Copies of the publication '*Assessing English as an Additional Language*' can be ordered from;

Learning Design Ltd, Ground Floor South, Limehouse Court, 3-11 Dod street, London, E14 7EQ.

tel. 020 7093 4051, fax. 020 7093 4052, e-mail info@learningdesign.biz

ISBN 1-903616-23-9 (costs £5 incl. Post and packing)

10. GOOD PRACTICE SUPPORTS ALL

Most likely there is already some very good practice in your setting that takes into consideration the needs of all pupils to widen their experiences and understanding of different cultures. Here is a check list which will help you recognise that in many cases YOU ARE ALREADY DOING IT!

10.1. Role Play

- Children think about their own cultures and beliefs, and those of other people by using utensils, clothes, dolls, food, magazines etc. from a variety of countries
- Children learn new words and revisit events when the area is changed into themes of shops, hospital, storybooks, dentist and school
- inclusion, sharing new language and acceptance is supported by adults becoming involved in play
- puppets give confidence to act out situations and repetitive phrases from stories and rhymes

10.2. Circle Time

- children find out about their own culture and beliefs and those of other people when they are reflected in the choice of books
- children practice the sounds and rhythm of a language in a group when there is no pressure to perform individually
- children can listen and move to music from other countries
- children can taste food from other countries in snack time
- children can look at objects and their properties extending vocabulary and providing an opportunity to listen and absorb
- children will feel part of a group, taking turns, sharing and following routines
- special days can be celebrated from their own cultures and others

10.3. Games and Table Top Activities

- Children can be introduced to other children and act as a part of a group in a safe and structured routine
- children can learn simple mathematical and social language. Children can use equipment that reflects their own culture and others.

There are many games that extend language, examples are:

- matching/sorting
- listening/sound discrimination
- singing games
- memory games
- circle games
- board games
- recognition/identification games



10.4. Construction. Malleable Materials and cookery

- children can be given opportunities to make and taste ingredients from their own and other cultures
- opportunities can be given for EAL children to work alongside children who can provide a good model for language
- play dough and construction both encourage concentration, imagination, fine and gross motor skills and conversation
- cooking supports language development by naming utensils and ingredients and supports social development by taking turns and working as part of a group.
- sand and water provide opportunities to explore concepts in a practical way and with sensitive grouping and adults, new language can be introduced

10.5. Outside Play

- children are given the freedom to move in and out of groups with little pressure to communicate formally but many opportunities to communicate through gestures and repetitive games, for example, transporting, ball games, climbing and vehicles.

10.6. Graphics and Art

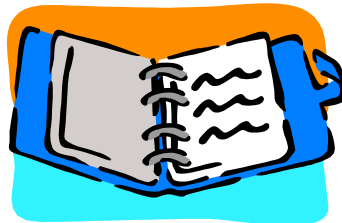
- posters and displays reflect many cultures
- crayons and paints are provided that gives children the opportunity to draw and paint people as they are
- opportunities are given for children to express themselves freely
- examples of different scripts are displayed

11. ACTION PLANNING

If possible take time to stand back and look at your setting, look at the rich environment you already provide. Listen to the richness of language and look at the involvement of the children. Give each person some time for observation and time to write down the good things that are happening and then as a team share that information.

Then, look at the action plan for the future, thinking short, medium and long term.

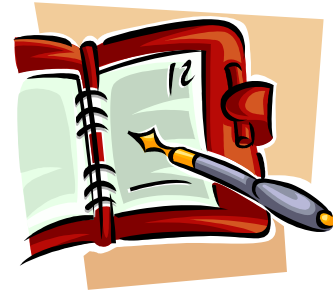
Short- term plans can be as simple as changing the snacks to reflect more cultures or adding one thing to the role-play. Medium term planning might include writing of policies or purchasing resources. Your long term goals are endless if you consider the diversity of the world as your guide and your resource!



11.1 Action Plan to Support EAL/Ethnic Minority children in our setting - proforma

Action Plan	Short/Medium/Long Term?	Who will be involved?	How will it be done?	How will we know its been done?	Resources/Cost Implications

Appendix 1



USEFUL ADDRESSES OF SUPPLIERS OF MULTICULTURAL AND BILINGUAL RESOURCES

<p>Bradford Multi-Cultural Bookshop Unit 3, Carlisle Business Centre 60 Carlisle Road, BRADFORD BD8 BD 01274 544158 email: aamirdarr@multiculturalbookservice.fsnt.co.uk</p>	<p>Letterbox Library 71-73 Allen Road LONDON N16 8RY 020 7503 4801 Fax: 020 7503 4800 Email: info@letterboxlibrary.com www.letterboxlibrary.com</p>
<p>Mantra Publishing Limited Global House 303 Ballards Lane LONDON N12 8NP 020 8445 5123 email: info@mantralingua.com</p>	<p>Trentham Books Limited Westview House 734 London Road Oakhill STOKE-ON-TRENT ST4 5NP 01782 745567 Fax: 01782 745553 email: tb@trentham-books.co.uk www.trentham-books.co.uk</p>
<p>Leicester Multi-Cultural Centre Forest Lodge Education Centre Chanor Road New Parks LEICESTER LE3 6LH 0116 231 3399</p>	<p>The Festival Shop Limited 56 Poplar Road Kings Heath BIRMINGHAM B14 7AG 0121 444 0444 Fax: 0121 441 5404 email: info@festivalshop.co.uk</p>
<p>AMS Educational Woodside Trading estate Low Lane Horsforth LEEDS LS18 5NY 0113 2580309</p>	<p>Brainwaves (Rewards for Schools) Bodwin Cornwall PL31 2RT 08000 325454#Fax: 08000 325464 email: sales@brainwaves.net</p>

<p>Soma Books 38 Kennington Lane LONDON SE11 4LS 020 720 76283</p>	<p>Starbeck Educational Resources 21 Hell Wath Grove RIPON HG4 2JT 01765 607815 Mobile 07710 455552/07740 407401</p>
<p>Articles of Faith Resource House Kay Street BURY BL9 6BU 0161 7636232</p>	<p>LDA Duke Street WISBECH Cambridgeshire PE13 2AE 01945 463441 Fax: 0800 783 8648 www.LDAlearning.com</p>
<p>NES Arnold Novara House Excelsior Road, Ashby Park ASHBY DE LA ZOUCH LE65 ING 0870 6000 192 Fax: 0800 328 0001 email: orders@nesarnold.co.uk</p>	<p>R.D.S.Children's Books Ltd 8 Merton Road LONDON E17 9DE 020 8521 6969 email: r.desalvo@tesco.net</p>
<p>Step by Step Limited Lee Fold HYDE Cheshire SK14 4LL 01530 418550 Fax: 01530 419350 email: sbsinternational@educational- supplies.co.uk</p>	<p>Smart Kids (UK) Limited 169 B Main Street New Greenham Park THATCHAM Berkshire RG19 6HN 01635 44037 Fax: 01635 45114 www.smartkidscatalog.com</p>

Appendix 2

USEFUL WEBSITES FOR SUPPORTING ETHNIC MINORITY CHILDREN AND CHILDREN WITH EAL

www.standard.dfes.gov.uk/primary/faqs/primary/primary/1092431/

Frequently Asked Questions on working with pupils for whom English is an additional language

www.standards.dfes.gov.uk/ethnicminorities/

Site to support LEA's and Settings with New International Arrivals

www.persona-doll-training.org

Information on persona dolls and training available to address discrimination in the early years

www.qca.org.uk/8476.html

Pathways to learning for new arrivals. General information for responding to the needs of pupils newly arrived from overseas

www.dgteaz.org.uk

Standard letters translated into 30 languages

www.multiverse.ac.uk

Site for teachers/practitioners that focuses on educational achievement of pupils from diverse backgrounds

www.cre.gov.uk

Information on legal requirements of schools/settings in relation to Race Equality

www.literacytrust.org.uk/Database/EALres.html/

List of useful EAL and multiculturalism resources and related websites

