

Good practice

- Place pupil in the correct age group where appropriate
- Introduce the child to other bilingual learners
- Inform the class prior to the child starting about the pupil (how to pronounce their name and where they are from is a good start)
- Display words in different language and in particular their home language where possible
- Buddy the new child with a couple of other children. Make sure they are with good role models
- Encourage buddies to show new child school routines
- Speak clearly but don't shout. If the child does not respond, remember they may be going through a silent period and to keep trying to involve them in the classroom. Don't ignore them because they continue not to speak- keep trying.
- Praise achievement
- Group child with more able pupils who can demonstrate good linguistic models
- Provide bilingual and picture dictionaries where possible
- Allow pupils to use their first language. Writing in their home language can be a useful form of initial assessment.
- Learn key words and phrases in the pupils home language where possible and teach the whole class. The child may like to help with this.
- Involve the pupil with classroom routines such as handing out whiteboards and pens.