

Embedding Cultures and Diversity within an early years setting and supporting children learning English as an additional language





**Don't judge me by my hair
or by the clothes I wear,
the colour of my skin
the relationship I'm in,
the career path I have trod
or who I see as God**



STOP!

**Look deeper
You will see
I'm a lot like you
And you're a lot like me.**



Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Statutory Framework for the EYFS 2014

There are an increasing number of children in Cumbria who have English as an additional language (EAL). It is essential that settings develop children's learning abilities in all aspects of English to enable them to participate fully in education and society as a whole. At the same time children's home languages must be recognised, valued and supported.

Our EAL guidance sets out to improve teaching expertise in early years settings so that all children will be welcomed into a fully inclusive learning environment that truly values individual diversity.

Children learn a language by
hearing it and wanting
to communicate.

The most important resource in
the early years setting is
YOU
talking and listening.

The arrival of a new child with EAL should be an exciting time. Practitioners may need to make adaptations to their environment and their routines to meet the needs of these children. This guidance should be used to help you support these pupils, to enable them to settle quickly and to begin to acquire a new language and use this language to learn.

- All members of the team should be given information about newly arrived children. This may take the form of a summary of information from the home visit or admissions form, to be shared through staff meetings, briefings, handouts or staff noticeboards (maintain confidentiality).
- Ensure that children understand the routine so that they feel safe and secure, for example a visual timetable.
- Find out how to say a few key phrases - for example, hello, please, thank you - in their home language and display these around the room.
- Ensure that practitioners talk normally to the child and their family.
- Flexibility is very important for the first few weeks – the child may have never attended a childcare setting. They may get very tired so it may be appropriate for them to only attend part time. This needs careful consideration by both staff and parents, or carers.
- Children with EAL may not speak for some time. Allow them to remain silent – this may take a few months.
- Ensure that children can communicate basic needs, such as going to the toilet or feeling sick. For example, provide EAL fans (see resource section on pxx)
- Identifying a 'buddy' will prove extremely supportive – this child can act as a friend during the first days and weeks. This needs to be a confident child; it would also be beneficial if they share the newcomer's language.
- Practitioners must support the child in managing potentially stressful situations such as using the toilets, going to lunch, at snack time and when involved in things with different adults or in different rooms.
- Children with EAL should not be considered as having Special Educational Needs (SEN) and should not be automatically identified for SEN support.
- Children who are learning EAL will learn more quickly alongside fluent users of English who can provide good language and learning role models. During group sessions ensure that the child is included in groups that can provide good role models in terms of language and learning in order to create the best fit for his or her language and learning needs.
- You do not have to know any words of another person's language to make them feel welcome.



Establishing strong links with parents and carers

The EYFS seeks to provide partnership working between practitioners and with parents and/or carers.

Statutory Framework for the EYFS 2014

Families may speak more than one language at home; they may be Travellers, refugees or asylum seekers.

All practitioners will benefit from development in diversity, equality and anti-discriminatory practice whatever the ethnic, cultural or social make-up of the setting.

It is vital that we as practitioners consider that children come from varying backgrounds and that these factors may affect the child, for example eye contact, consideration of war and the political situation, separation from families, financial difficulties, implications of uniform, religious or cultural identity and its implications, being new to a white or multicultural environment.

Settings need to:

- provide a welcoming ethos – make children feel welcome and give them a positive role in the life of the setting. Parents will feel valued by the setting if they always get a warm and genuine greeting and they do not see other parents being treated better than they are. Ensure they feel that they can always talk and make their feelings and opinions known to staff, and that mutual respect is given.
- Staff must pronounce parents and children's names correctly and these must not be changed.
- Provide a setting tour – parents and children alike will find this interesting. This may be very different to their own experience.
- Show a video, DVD or photographs that illustrate children participating in typical activities within an early years setting, preferably your own.
- Demonstrate to parents that the setting is part of the community that it supports.
- We all have cultural and religious backgrounds – these must be treated with respect and valued. Parents will feel valued by the setting if resources and displays represent the ethnic, cultural and social diversity in society, and if they can see their own family background and culture represented as well as those of others.
- Setting information in dual languages, for example prospectus letters, daily routines, admissions, fees and EYFS.
- Provide contact points for other services, for example translators, community groups, and so on.
- Organise social events for families who are new to the local community.
- Carry out home visits or pre-admission discussions (with a translator if possible), to get information about new arrivals. Information that will help you and the parents might be the child's country of birth, date of birth, birth certificate, the child's previous experience of childcare, breaks in childcare, attitudes to childcare, siblings, languages spoken and literacy levels, needs and interests, dietary needs, medical needs. Please note that you should reassure parents that the information they give will remain confidential, such as if they are asylum seekers.
- Invite parents into setting activities – they may have useful skills which can be used in your setting, for example reading a book in their own language.
- Engage in partnership with parents and carers to support children's learning. Parents and practitioners have a lot to learn from each other; this will help to support and extend children's learning and development.
- Parents can be helped to understand more about the child's learning through workshops on areas such as play and outdoor learning.



The role of the practitioner

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Statutory Framework for the EYFS 2014

The role of the practitioner is vital in supporting children learning English as an additional language to learn successfully. Children have to be given the opportunity to interact with adults on a regular basis, in a relaxed atmosphere and in meaningful contexts.

Practitioners need to:

- provide an atmosphere of safety;
- observe children to ensure you plan appropriately for their ongoing development;
- role model language to introduce children to new structures and vocabulary;
- be a good listener;
- create meaningful situations in which children are encouraged to communicate;
- pose open questions and explore areas of interest to the child;
- engage in talk during shared activities;
- be encouraging without being demanding;
- allow children time to think, reflect and quietly absorb the language around them; and
- use careful enunciation of words and phrases.



Establishing a welcoming and inclusive environment

The environment plays a key role in supporting and extending children's learning and development:

A welcoming environment with approachable staff helps to create effective communication.

Effective communication means there is a two-way flow of information, knowledge and expertise between parents and practitioners.

All communication is important, including gesture, signing and body language. Actions can speak louder than words.

Posters, pictures and other resources on display will show the setting's positive attitudes to ethnic, cultural and social diversity. They will help children and families to recognise that they are valued.

Display lists of words from home languages used by children in the setting and invite parents to contribute to them. Seeing their language reflected in this way will encourage parents to feel involved and valued.

Find out from parents the greetings they use either in English or in other languages. Encourage staff, parents and children to use these greetings.

Ensure that children understand routines and know what they can access independently and when and how to seek adult support.



Meeting the requirements of the Early Years Foundation Stage – supporting children with EAL

Effective practice, challenges and dilemmas, and reflecting on practice

A Unique Child

Principle – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.

Development Matters in the EYFS 2012

Effective practice

All children and their families are unique. Developing effective practice for children learning EAL requires practitioners to consider circumstances and situations which may be unfamiliar to them. Working to ensure that practice is truly inclusive requires practitioners to really examine what they do, to ensure that all children and families receive equitable services and have opportunities to participate, to be heard and to feel a sense of belonging within the setting.

Children learn at different rates, in different ways and will vary in their home and family background experiences; great care should be taken not to make any assumptions about them due to their particular linguistic, cultural, social or ethnic background.

Working together as a whole team, and genuinely seeking to improve practice for children and families for whom English is an additional language, requires time and effort to examine attitudes and feelings, as well as knowledge about language and bilingual language development.

Children learning EAL are not a homogenous group; their needs will be individual. It is important to work closely with parents to share information about all aspects of children's development at all ages and stages.

Personality plays a great part in language development. Some children go through an extended period of silence when entering an unfamiliar language environment; others may continue to speak

the language they know best, regardless of who can understand them. Each child must be carefully observed, so that when their situation begins to change, parents and practitioners can support their next steps.

There are specific skills that can be taught effectively through scaffolding, modelling and planned interventions following observations to assess need. However, there are no 'magic answers' to supporting children learning English. Like all children, those learning EAL thrive and learn best where practice is excellent. Key factors include:

- the inclusive attitude and ethos set by leaders and managers, and required of all practitioners in the setting;
- an understanding that bilingualism is an asset;
- genuinely reflective practice; and
- an adherence to the belief that every child matters.

Challenges and dilemmas

Practitioners should refer to the Challenges & Dilemmas on the 'Principles into Practice cards' for A Unique Child and consider these in light of working with children and families for whom English is an additional language (The EYFS 2008):

- Access to interpreting and translation services.
- Ensuring that all families feel included and are able to participate in their children's care and learning experiences in the setting.
- Keeping children safe when they may not understand your verbal instructions.
- Ensuring that all practitioners in the setting receive training on EAL and equality and diversity. Ensuring that it impacts on practice.
- Making all staff and children feel comfortable and unselfconscious about hearing and using languages other than English.
- Making sure names are correctly pronounced.
- Giving children 'time out' from English and space to think their own thoughts.
- Understanding that many children will go through a 'silent' period at some stage, sometimes for an extended period; being patient during this time and continuing to expect that children will respond.



Reflecting on practice

Practitioners should refer to the Reflecting on practice notes on the 'Principles into Practice cards' for A Unique Child and consider these in light of working with children and families for whom English is an additional language (The EYFS 2008).

How would you and your colleagues answer the following questions about your provision?

Do you:

- record detailed language background and home language use, preferences and skills, on admission to the setting?
- check spelling and pronunciation of children's and parent's names?
- reassure parents that use of home languages in the setting will support their child's overall learning and developing use of language, including English?
- work effectively with bilingual staff, wherever possible, to provide positive role models, raise self-esteem, raise language awareness of all children and support home-school links?
- seek effective two-way communication of information via interpreters, written translation or the internet?
- reflect on your provision for children and families for whom English is an additional language, challenging your own knowledge, skills and understanding?
- look closely at your practice and find it to be equitable for all families?
- genuinely welcome all families and children without prejudice?
- openly discuss emotive and difficult subjects such as racism or the effects of religious, cultural or economic intolerance in our community?
- seek training, advice and support in order to improve your provision for children learning English where necessary? and
- have policies that include provision for working with children and families learning English?

Positive Relationships

Principle – Children learn to be strong and independent through positive relationships.
Development Matters in the EYFS 2012

Effective practice

From the moment a baby or young child becomes your responsibility you begin to notice their individuality and personality. If you do not share a common language with a baby your speech sounds may be strange initially but babies are able to tune in quickly to other languages. Your gestures, expressions and tone of voice will reassure and comfort.

Likewise, with toddlers and older children who may already have well-developed skills in their home languages, body language, gesture, expressions and tone of voice will convey important messages and be a key part of your shared communications.

Where languages other than English are dominant in a child's home, it is important to find out about the language experiences of the child and talk to parents about how you can mutually support the child to develop their language skills at home and in your care. Parents' views must be respected and their decisions made in light of sound information about language development and the benefits of bilingualism.

Very young children, especially babies, may be comforted, particularly at rest times, by songs or stories recorded in their home language by their main carer. It may also be helpful to be able to tune into the home language at other times during a long day of unfamiliar speech sounds.

Children sharing the same first language should not be discouraged from sharing that language together in play. This should be facilitated where possible, perhaps with the help of parents.



Children new to a setting and new to English can be greatly supported by empathetic peers who can act as a 'buddy' to them even if they do not share their home language. This will be supportive for settling in, forming relationships and learning English from their peers.

If practitioners share a child's home language or if they are able to access bilingual support, children should be helped as soon as possible to understand that they are learning to speak more than one language and that those languages have names. This is an important part of their identity.

Challenges and dilemmas

Practitioners should refer to the Challenges & Dilemmas on the 'Principles into Practice cards' for Positive Relationships and consider these in light of working with children and families for whom English is an additional language (The EYFS 2008).

- Sharing knowledge and understanding about a baby or young child's needs with their parent or carer when you do not share a common language.
- Finding a way to have a meaningful contact with parents if older siblings usually bring the child to your setting.
- Finding mutually acceptable solutions when culture or religion conflicts with policy, for example babies are not allowed to wear jewellery in your setting, but a baby wears a talisman around their neck for cultural or religious reasons.
- Approaching parents about toilet training or eating habits, which can be very emotive subjects if you are having difficulties, for example toilet training a child who never wears nappies at home and will not let you put one on at the setting.
- Understanding and responding to culturally diverse child-rearing practices.
- Trying to learn a few phrases of a child's home language to show your respect and interest.

Reflecting on practice

Practitioners should refer to the Reflecting on practice notes on the 'Principles into Practice cards' for Positive Relationships and consider these in light of working with children and families for whom English is an additional language (The EYFS 2008).

- How do we value, draw in and record parents' knowledge about their child including the full range of language skills and experiences?
- Do we try to find ways to listen to children's voices when we cannot understand what they are saying to us?
- Do we appreciate the level of trust parents must have in us if they cannot always make their day-to-day needs and anxieties known to us?
- Have we considered what our setting must sound like and feel like to young children and their families if they cannot understand much of what is being said?
- Do we appreciate how tiring it is to listen to a language we cannot understand for long periods?
- What do we actively do to make families who do not speak English feel truly welcome?





Enabling Environments

Principle – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Development Matters in the EYFS 2012

Effective practice

Whether or not you share the family's language when you become the key person for a child learning EAL you will become an important language role model for that child and, perhaps the family. If you share the family's home language you are uniquely placed to have an overview of the child's bilingual development and you will need to discuss with parents which language will be used, by whom and when. Children need a consistent approach - it is better for adults to use one language at a time than try to operate in both at once as this is likely to be confusing.

If you are caring for a baby you have a fascinating journey to share; those early words will take on a special significance as you and the family observe and discuss developments together, sharing progress at home and in the setting, and carefully planning next steps together.

It is important to find out about a young child's abilities in their home language when they first come to your setting so that you can build on their prior learning. Do you know which language they hear or speak, with whom and in what context? For example, they may hear and use their home language or dialect with older relatives, English with their siblings and a different language for worship.

Understanding young children's daily routines, particularly around meal times, toileting and sleep are essential in order to meet individual needs. Parents are almost always ready to discuss what is best for their children and will therefore appreciate your interest.

The physical learning environment should give all children the opportunity to make independent choices; this will enable you to observe what interests a child has and begin to develop the language which will support those activities.

The physical environment should also include play and learning resources that positively reflect the children's cultural and linguistic identity experiences, for example books, posters, labels, role-play equipment including community language newspapers and food packets, displaying a variety of scripts to support language awareness.

Opportunities to play outside are often particularly beneficial as most children tend to be less inhibited in their language use in an outdoor environment. Practitioner observations have shown that children commonly make at least five times as many utterances outdoors as they do indoors. This has clear implications for ensuring that the potential for outdoor spaces as learning environments is maximised.

Challenges and dilemmas

Practitioners should refer to the Challenges & Dilemmas on the 'Principles into Practice cards' for Enabling Environments and consider these in light of working with children and families for whom English is an additional language (The EYFS 2008).

- Ensuring your setting really does say 'Welcome' to one and all.
- Building bridges where misunderstandings have arisen because of difficulties in communication.
- Having a professional dialogue about the potentially emotive issues surrounding children and families who speak languages other than English at home.
- Ensuring that children learning EAL understand routines and know what they can access independently and when to seek adult support.





Reflecting on practice

Practitioners should refer to the Reflecting on Practice notes on the 'Principles into Practice cards' for Enabling Environments and consider these in light of working with children and families for whom English is an additional language (The EYFS 2008).

- Have we created a learning environment where linguistic and cultural diversity is visibly celebrated?
- Do we record cultural and religious information at admission, including customs, and are we sensitive about diet, festivals, worship, and so on?
- Do we actively seek to inform ourselves about the languages, culture and circumstances of the families we work with?
- Have we thought about what additional support EAL learners may need in order to access routines, activities and equipment?
- Do we have a common understanding about EAL development with our partner agencies, particularly Health, including speech and language therapists and health visitors?
- Do we work with partners in adult and family learning to signpost or provide opportunities for parents to learn or improve their English skills? This enables parents to access resources and participate more fully in the wider community as well as their child's learning journey.



Learning and Development

Principle – Children develop and learn in different ways.

Development Matters in the EYFS 2012

Effective practice

A good EYFS setting is the ideal environment for children to learn EAL.

The role of the practitioner

The expertise of the practitioner is vital to the successful learning of EAL. The positive and welcoming ethos and attitude within the setting are crucial for underpinning success. Practitioners build on this in their observation, assessment and planning for children's play, active learning and creativity across all six areas of learning and development.

In the EYFS practice guidance, practitioners will find specific references to the needs of children learning EAL. The following general points also apply:

- Second language learners will acquire much of their language incidentally through interacting with peers and adults in meaningful contexts.
- Close observation of those interactions and the resulting language used will enable you to decide what aspects of language you might plan to teach in a more structured way. In this way the social language of children can be built on and will inform future planning.
- Knowing something about the different languages the children speak at home can help you to understand some of the typical errors children learning EAL will make. For example, you notice a child either doesn't use he or she, him or her, or mixes them up; this is common for children whose home language contains no personal pronouns. So you could help them by inventing a game or tell a story with puppets in a small group which involve perhaps a Mr and Mrs or a boy and girl. The story could involve a repetitive refrain such as 'She said "yes" but he said "no"' to a list of suggestions or possibilities you or the children put to them. Later you might want to consolidate the idea by sometimes saying 'He said' and sometimes saying 'Yusef said', so the child understands 'He' and 'Yusef' are interchangeable in this context.



- Modelling is important for introducing children to new language structures and vocabulary. Children need to hear language used in a meaningful context before they can rehearse and use it themselves. Much of this is what practitioners and parents will do naturally to encourage children's language learning.
- It is important to be encouraging without being demanding and to use modelling to correct mistakes rather than tell children that they are wrong – this will only serve to inhibit their attempts and damage self-esteem.
- Questions should be used with great care. Avoid using questions such as 'What is this?', or 'What colour is this?' too often. If they know the answer they can express it in English; this may boost self-esteem, but overuse of closed questions limits learning and, if they do not know the answer, it increases the sense of failure. Such questions do not lead to an extended use of language.
- Open-ended questions such as 'Why is he crying?' provide opportunity to use language extensively.
- Talking to children as you play alongside them, for example saying 'Can you give me the scissors please?', 'Yes, those are what I need'. Or 'Oh, that's the stapler. I don't need that yet, here are the scissors,' is a more effective way of finding out if a child has understood you and supplies children with the information they may not have known.
- Recasting or remodelling language provides a positive way of dealing with errors children make as they try out new language. For example, if a child says 'I goed to the park', the practitioner acknowledges the successful communication of meaning and models the correct form of language by saying 'You went to the park...did you go with your sister?'
- Careful enunciation of words and phrases is important; speech should not be exaggerated or amplified but delivered clearly and not too fast, with appropriate gesture and expression.
- Repetition is important, not only in stories, songs and finger plays and so on, but also in repeating and confirming children's own attempts at speech. By showing your interest in this way you will encourage children to continue in their attempts to speak. By repeating and adding to the child's spoken language you will be scaffolding their language learning, consolidating and adding to their knowledge of language structure.
- Practitioners may 'self talk' through activities with which they are engaged, so that they are giving children a commentary on their actions, for example, 'I'm putting the banana on the plate, now you can help me cut it' or 'parallel talk' where the practitioner provides a commentary on what the child is doing. Both strategies can be very helpful for short periods but should not be extended to the point where they become intrusive or inhibiting.
- Children need time to think, reflect and quietly absorb language around them. Practitioners need to be as ready to respond as they are to initiate conversation and interactions, taking the lead from the child's needs or interests.
- Language is always best used in a meaningful context; talk about the sand, the water or the bricks while you are playing with them; talking about what children might have done at home, for instance, out of context can be confusing.
- Remember how tiring it can be to be in an unfamiliar language environment.





Celebrating Practice: One setting's experience of including children learning EAL Penrith Pre-School

Our experience with children learning EAL

Our first experience with the Polish community is usually when the fathers approach us to see what we can offer their children and families. The fathers have often come to this country initially and their wives and children follow soon after. They are more fluent in speaking English and understand much better, partly because they may have been successful in gaining employment but also by having to communicate with English people and picking up the language as a necessity.

We are recommended to the Polish families by the local primary school as most of the Polish children go to the same school and if they have younger siblings they are referred to us for their nursery education.

The communication between us has been the hardest challenge to overcome but we looked at ways to help this difficulty. We introduced simple sign language and used picture fans recommended by our Early Years Advisory Teacher and pictures to tell us children's basic needs and wants. We quickly found that they soon understood the routine of the nursery session by following and imitating the other children and also because the timetable of the session was the same every day. The children who attend already, welcomed the Polish children and played with them. When observing the children playing together, we found that they could communicate without saying a word.

We have been successful in receiving ESG funding (through our Area INCO) which has enabled us to employ a nursery practitioner who speaks fluent Polish and who works with us in the afternoon. This has not only helped us within the nursery with communication between us and the children and their parents, but also supports the families at home.

The practitioner accompanies them to doctor's appointments, dentists, and opticians and interprets for them. The practitioner also helps with housing issues, filling in forms and she is a vital part in settling families into our community.



Gina the Polish practitioner playing alongside children in the home corner



Gina the Polish practitioner playing alongside children in the sand



Valuing home languages

A second language is an advantage. English should not replace the home language; it should develop alongside it.

Research suggests that children's competence in their home language is a positive attribute and enhances a child's ability to learn English. It is unhelpful to expect children to leave their home language at home. Both languages should develop alongside one another.

There are many reasons to maintain the home language:

Family

Young children learn to communicate best within their close circle of family and friends. Their home language is important for bonding, trust, affection, security and authority.

Culture

Language is important for personal, social and emotional development. It is rooted in cultural identity and contributes to the development of personal values and a positive view of one's place in society.

Education

Children will be surrounded by English in their early years setting, but they will continue to think in their home language at this stage. This means it is important to keep their home language active for developing their knowledge, skills and understanding.

Learning English

Children's home language supports their learning of English as an additional language. It teaches them how language works. Multilingual children transfer skills from one language to another.

Value the home language

Young children learning one language at home and another in their early years setting need to use their home language as much as possible. Parents should be encouraged to speak their home language. This builds a firm foundation for the second language. Without this foundation, both the first and second language can be delayed or disrupted.

Parents...

Whether multilingual, bilingual or monolingual, parents may need to be reassured about their children's exposure to languages other than English within an early years setting. Some bilingual parents will want their children to learn English as quickly as possible. It is essential to explain to them the importance to children of first gaining competence and confidence in their home language within the setting.

Practitioners may encounter families where each parent speaks a different language. In such cases, parents need to be reassured that this is a positive attribute and that learning English should be a smooth process for their children.

English-speaking parents may be concerned that exposing their children to other languages impedes their development. Here, practitioners need to be able to articulate the many benefits for all children in hearing different languages, such as encouraging flexible thinking and an understanding of language as a symbolic system.





How do young children learn English as an additional language?

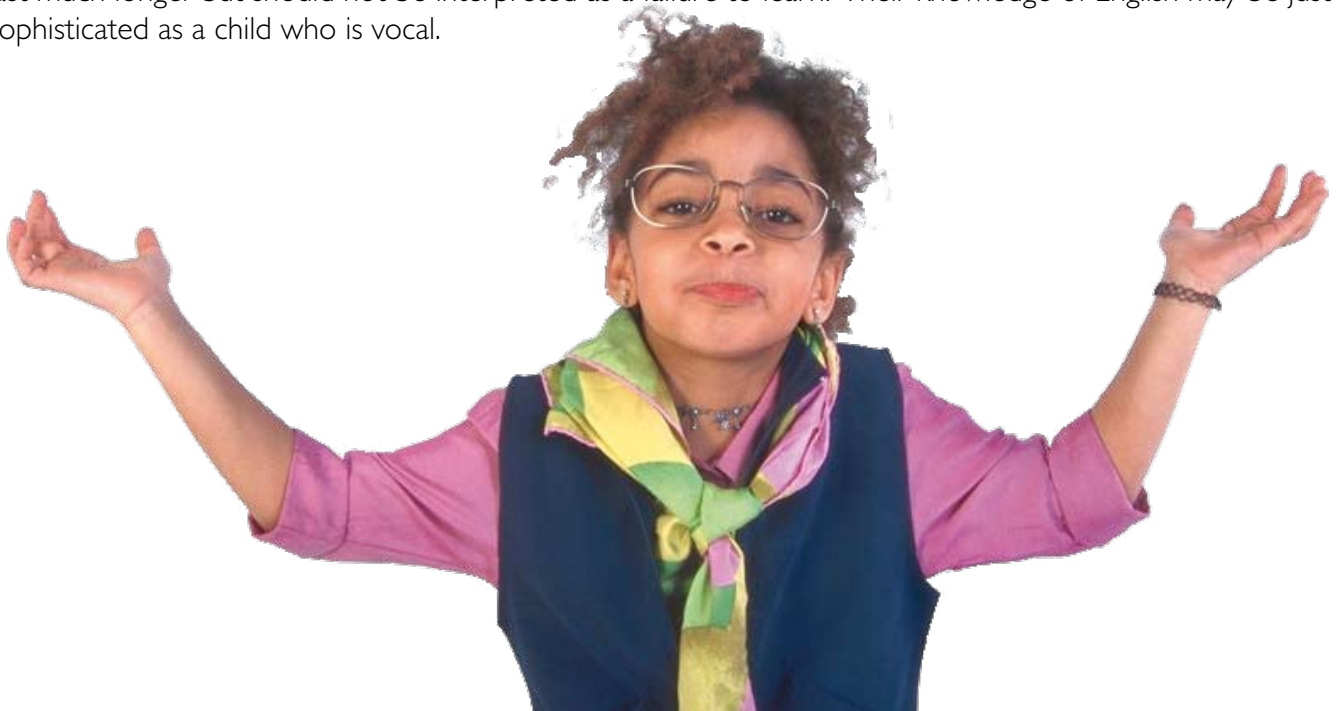
Children learn a second language in much the same way as they learned their home language. Practitioners must be aware of the stages that a child goes through to learn a language so that they can support a child through the process. As with any learning, a child will learn best through play!

The first words that a child will speak in English are often phrases that other children use in their play and interactions. As English learners play alongside children they will hear and join in, therefore learning the language in a natural context. It is therefore important to ensure that EAL learners work alongside children who model good, clear English.

Like babies, people new to English need to have lots of time to listen to the language so that they can become familiar with the patterns and sounds of conversation that surround them. This will allow them to distinguish between separate words and recognise familiar phrases.

Just as babies understand a great deal before they feel confident to communicate verbally, children learning a new language will also understand a great deal more than you think. They will usually respond to questions and instructions and they will point to things that they want to know the name of. Emergent bilingual children need time to assimilate a great deal of information before they are ready to speak – this is often referred to as the 'silent period'. This is an extremely productive period where children store up a huge amount of information for later use. When learning a second language, a child has the advantage that they already know how a language works and can translate some of these skills from their first language to their new language.

Before any learning can take place, children must feel secure in their environment. This is the most important factor to establish when working with a child learning a second language. Once they feel secure they will begin to make themselves understood and begin to communicate with a limited vocabulary. They will begin to use words socially, while still relying heavily on non-verbal gestures and visual clues. Children will begin to use single words, then two-word sentences, gradually moving towards more complex sentence structures. Most children acquire good conversational skills in about two years. However, some children will take longer than this; they may not begin to communicate until they feel confident that their speech is correct. Their 'silent period' will last much longer but should not be interpreted as a failure to learn. Their knowledge of English may be just as sophisticated as a child who is vocal.





Steps for success

STEP 1



- At this stage, give the emergent bilingual child space to settle into their new environment and time to adjust to their surroundings.
- Children may appreciate being accompanied by another child who, if possible, speaks their home language.
- All the activities in the setting will be suitable, but some children prefer outdoor activities during this settling in period, appreciate the familiarity of play experiences such as the home corner and enjoy the solitary experimentation provided by open-ended activities such as sand and water.
- In this phase, children may listen and watch but not participate in co-operative play situations. Practitioners should therefore encourage all children to use non-verbal communication, as this will enhance the emergent bilingual child's ability to take part in small group activities.
- Support the child's developing understanding, taking every opportunity to communicate with the child in different ways, for instance, through gesture.
- It is generally better practice, where staffing will allow, for children to engage in literacy activities such as story times and rhyme sessions in small groups, where practitioners have a chance to adjust the pace to enhance the child's understanding and participation.

STEP 3

- At this stage children will be able to communicate quite confidently in English with peers and adults. They will feel increasingly confident in expressing themselves and take risks in an effort to make themselves understood in English.
- Their vocabulary will continue to expand and they will be developing an understanding of many grammatical rules such as use of tenses. They can take part in discussions with their peers and fully appreciate stories and songs.
- It is still important at this stage to continue to recognise children's fluency in their home language(s) and to encourage them to share their knowledge with their monolingual peers.

STEP 2

- At this stage the child will begin to use single English words and phrases to communicate their feelings and wishes, and will become more confident in participating during play with their peers.
- Children will understand far more than they can communicate in English, and can follow clearly phrased instructions and respond to simple questions.
- It is important that practitioners speak clearly and use language that is free from ambiguity.
- Where possible, be consistent with instructions, especially regarding nursery routines.
- Repetition and familiarity with particular vocabulary is a very important part of the process of language acquisition. Stories that have chorus lines, such as We're going on a bear hunt by Michael Rosen, provide excellent opportunities for emergent bilingual children to recognise the sound and patterns made in spoken English and to hear and mimic intonation.
- Children may feel confident to join in with chanting the chorus lines during group sessions, but more commonly will be found rehearsing the dialogue on their own later, using the book or story props to reconstruct the narrative. This type of self-motivated activity is an excellent way for children to rehearse and master their developing use of spoken English.

STEP 4

- At this stage the child can communicate fluently in English. However, do not assume that the child has no further need for support. Recent research suggests that however fluent a child may appear in spoken English, this may hide some fundamental misunderstandings which often surface with older children in their academic work.



Strategies for supporting children learning EAL

The key to supporting children learning English as an additional language is to ensure that the emotional environment is appropriate.

The 'Principles in Practice card', 3.3 The Learning Environment (The EYFS 2008) states that:

The Emotional environment is created by all the people in the setting, but adults have to ensure that it is warm and accepting of everyone.

Children need to feel safe, secure and relaxed before they are ready to develop English as an additional language. They will usually go through a 'silent period' whilst building the confidence to explore a new environment and whilst laying the foundations to enable them to acquire another language. During this time it is important to look out for signs of non-verbal communication.

Practitioners must observe the children continuously to identify their interests and recognise times at which the children are most at ease and appear secure in the environment. These observations should be used to inform future planning as well as to evaluate the environment and routines to accommodate the children's needs.

Some things to consider when setting up the learning environment:

- Create multilingual labels.
- Display dual language books.
- Use books illustrated with pictures of children and settings from other cultures (both fiction and non-fiction).
- Provide props and items from children's homes, for example kitchen utensils, dressing up clothes, dolls with different skin tones, crayons to produce different skin tones, a variety of foods at snack time (parents could advise), artefacts reflecting festivals.
- Create dual language tapes (stories, songs, etc).
- Play music from other cultures featuring different languages, instruments and rhythms.

Display posters, postcards, photographs, magazines, books, calendars, cartoons, signs and symbols reflecting other languages and other cultures.

- Display pictures of role models and celebrities from diverse ethnic backgrounds.
- Teach greetings and numbers in other languages.
- Read stories from other cultures.
- Play games from other cultures.

Children who are new to English are not new to language. It is not uncommon to hear early years practitioners say that children learning EAL 'have no language,' but this could not be further from the truth. Young children learning EAL arrive in settings with a sophisticated understanding of one language and with the potential to apply this knowledge to learning English. It is vital, therefore, that practitioners understand how best to support children new to English and view being bilingual or multilingual not as a problem, but as an asset.

Give children space and time; your patience and support, thoughtful provision and acknowledgement of their skills in their home language will give them the confidence to achieve in English. Children are natural linguists. With your support, children learning EAL will have the best foundation for becoming truly bilingual, with all the intellectual and social benefits this confers.





How does it feel to be a child learning English as an additional language arriving at an Early Years setting?



Confused...
Strange...
Frustrated...
Isolated...
Scared...
Worried...
Anxious...

Imagine how it would feel to suddenly find yourself in an environment where you are not able to understand what anyone says and they are unable to understand you.

If you can imagine this, you will already be able to guess how a child who speaks little or no English may feel when starting at your setting.

Feelings of confusion, strangeness, frustration, isolation, scariness, worry and anxiety are common. So too is the desire to communicate, which will be the motivation for learning a new language.

Language is important for many social and cultural reasons. A child's sense of personal and cultural identity is supported through their use of language. Practitioners must ensure that they celebrate all children's languages and cultures so that children can become confident to learn a new language. This will enable them to feel more valued within their setting and support them in achieving their maximum participation.

Remember:

Each child will have an individual pattern of progress and many things can affect language acquisition. These include motivation, self confidence, anxiety levels, self image, family circumstances and personality.

Some basic facts

- A child's 'first language' is any language learned before the age of three.
- A language learned after the age of three is considered to be a 'second' or 'additional' language.
- English is the recognised language in Britain and is therefore often referred to as the 'majority' language.
- If a child learns one language up to the age of three and then learns a 'second' or 'additional' language, the learning process is referred to as 'sequential bilingualism.' This means that one language is learned after another. In this case a child will have a grasp of the basic rules of the first language; and the better developed the first language, the easier it will be to learn the second language.
- If a child learns two (or more) languages from birth, this is referred to as 'simultaneous bilingualism.' This means both languages are learned at the same time. It has been found that where one parent or family member speaks only one language and the other parent or another family member speaks only the other, children find it easier to separate and learn the two languages.



Some common patterns

- A child may have a 'silent period.'
- It is common for children to say little or nothing for up to seven months.
- Some children may show a reluctance to participate. This may be because toys or activities are unfamiliar, a lack of confidence or simply because the child needs time to watch and observe others.
- Practitioners may hear some code mixing – children may mix and use words from two languages in one sentence. It is common in children who are in the early stages of learning two languages simultaneously and will continue until they are able to separate the two sets of vocabulary.
- Practitioners may hear imitation of whole phrases or sentences. A child may copy phrases and sentences in order to help them to join in with games and interact with their peers even if they are not sure exactly what is going on. This is often accompanied by actions and gestures which are also copied.
- Practitioners may observe rule mixing – children may mix and use the grammar and rules of two languages. It can make their sentences sound very confused – by saying the words of a sentence in a strange order for example. This is part of the normal pattern of development and will continue until the child can separate the two language systems.

Communication and Language

To be able to communicate and use language is a fundamental part of being a human being. It is essential for our development.

Communication

- is another means by which we pass on information, feelings, thoughts and experiences to another;
- needs a sender and receiver – context; and
- includes speech, signs, body language, writing, gesture, intonation, art, music etc.

Language

- is any shared symbolic system used in order to communicate;
- is a systematic use of sounds or gestures to pass information between members of a group; and
- can be verbal or non-verbal (writing, signs, symbols).

Communication often includes non-verbal signals and sometimes spoken words and signs. In order to develop higher levels of sophistication in our use of pretend, imaginative and abstract thought and symbols, we need to employ speaking or signing.

Communication and language underpin social development, thought, literacy and language needed for learning. As effective practitioners it is important that you model appropriate use of language for all children.

Adults must engage children in meaningful communication by:

- assuming that children have something important to communicate;
- spending time with children through giving them experiences and models of conversations;
- being a good listener;
- engaging in dialogue during and about shared activities;
- creating meaningful situations;
- posing open-ended questions and exploring issues of interest;
- viewing speaking and listening as a partnership; and
- providing a safe and secure atmosphere.

Good communication and language does not just happen. Practitioners need to plan opportunities to develop communication and language for all children within their settings



Action songs and rhymes

Action songs and rhymes are good for learning the vocabulary of a new language because they:

- teach language in context
- are fun
- involve everyone in the activity.

Here are some ideas for songs and rhymes which are already widely used in early years settings and have clear, repetitious language. They can be planned into everyday routines and be enjoyed by all the children...and you!

- Head, shoulders, knees and toes
- One finger, one thumb keep moving
- Here we go round the mulberry bush
- The wheels on the bus
- Old McDonald had a farm
- I hear thunder, I hear thunder
- Peter hammers with one hammer
- Tommy Thumb where are you?
- I'm a little teapot, short and stout
- Five currant buns in the baker's shop
- Five little ducks went swimming one day
- If you're happy and you know it
- Walking through the jungle
- I love to row in my big blue boat
- Wind a bobbin up
- Clap your hands
- I went to visit a farm one day
- Two little eyes to look around
- I can knock with my two hands
- An elephant goes like this
- Roly, poly, roly, poly, roll your hands
- Wink, wink, blink, blink, blink
- These are grandma's glasses

Words for most of these can be found in 'This Little Puffin' and other rhyme books. A copy of the words could be sent home with children learning EAL, possibly with a tape, or parents could be invited into the setting to read stories to the children.



Remember to go slowly and clearly at first, showing what the actions mean. If you use pictures or props as well as actions, the experience will be much more meaningful for the children

Display a selection of musical instruments from around the world and make musical instruments with the children such as shakers, tic-tac drums and rain sticks.

Have a collection of music from different cultures available to listen to.

Invite musicians into the setting which represent different musical traditions, for example African drumming.





Teaching through talk

The table below shows some of the vocabulary children will hear on a daily basis within your setting.

Type of vocabulary	Examples of language
Essential	Staff names, toilet, yes, no
Social	Please, thank you, sorry, hello, goodbye
Routines	Snack time, tidy up time, home time, story time
Pre-school play activities	Construction, cars, dolls, bikes, play dough, water, sand, paint, crayons, pencil, scissors, glue
Pre-school space	Carpet area, home corner, playground, window, door, bin, table, chair, outside, inside
Activity actions	Cut, stick, draw, paint, make, colour, roll, press, turn over
Instructions	Sit down, stand up, put on an apron, wash your hands, hang up your coat, put on your coat
Body	Head, face, eyes, ears, nose, mouth, teeth, hair, body, arms, legs, hands, feet, neck, shoulders, knees
Colours	Red, blue, yellow, green, black, white
People	Girl, boy, man, woman, children, teacher
Family	Mummy, daddy, brother, sister, baby
Clothes	Coat, shoes, socks, trousers, T- shirt, jumper, skirt
Home corner	Table, chair, cupboard, plate, spoon, telephone
Food	Apple, banana, carrot, tomato, bread
Actions	Walk, run, jump, hop, stamp, ride, wave, clap

Look at how many words children acquiring English as an additional language will learn through talk during an average session!



Strategies to develop communication

The following strategies are already widely used in early years settings. They help all children to improve their communication skills, and are particularly useful for children learning EAL.

Self Talk

This is talking about what you are doing, modelling language in context.

Parallel Talk

This is talking about what the child is doing. "You are painting a lovely picture. Is it your house?"

Repetition

To learn and understand new vocabulary, children need to hear it many times in context. We can provide opportunities for repeating language through tapes, stories, songs and rhymes. We can also repeat key words in sentences, for example:

Adult: Everyone come and sit on the carpet (pause). Come and sit down (pause). Sit down on the carpet.

Modelling

This is teaching new structures or vocabulary in meaningful contexts:

Adult: I like these teddies. Do you like the big teddy or the small teddy? I like the small teddy.

Child: I like the big teddy.

Extending

This is using what the child has said and expanding the language:

Child: Like yellow

Adult: Yes, I like yellow too, it's a pretty colour.

Child: I like yellow, pretty.

OWL

Observe, Wait, Listen.

SOUL

Silence, Observation, Understanding, Listening.

These steps help you to approach a child playing and become part of his or her environment. Observe quietly so that you understand the play. Then you become an effective listener and talk is contextual.

It is hard work operating in another language - so you need to give children learning English as an additional language...

TIME to:

- process what has been said
- think through what they want to say
- relax after they have worked so hard.

SUPPORT by:

- making sure your language is simple and clear
- waiting expectantly for answers
- allowing children to play without talking
- letting children use their home language
- keeping the noise level appropriate to allow language to be heard and understood.





Story books

Here are some suggestions for story books which have clear, simple, repetitious language, good illustrations and a particular vocabulary focus. There are plenty of other good books that you will find. Story books are easier to understand and 'come to life' when they are used with puppets and other props.

Title	Author	Publisher	Dual Language Suppliers	Vocabulary focus
Where's Spot?	Eric Hill	Heinemann	Roy Yates	Position, furniture, animals
Brown Bear, Brown Bear	Bill Martin Jr	Puffin Books		Colours, animals
Elmer	David McKee	Andersen Press	Milet	Colours, weather
Peace at Last	Jill Murphy	Macmillan	Ingham Yates	Rooms, furniture, garden
The Very Hungry Caterpillar	Eric Carle	Puffin Books	Mantra	Days, food, number
Rosie's Walk	Pat Hutchins	Bodley Head		Position
Noisy Farm	Rod Campbell	Campbell Books		Farm animals, baby animals
Dear Zoo	Rod Campbell	Puffin Books	Mantra	Zoo animals, descriptions
Splash!	Flora McDonnell	Walker Books	Mantra	Animals
Walking through the jungle	Debbie Harter	Barefoot Books	Mantra	Actions, animals
The Boo Hoo Baby	Cowell & Godden	Macmillan	Mantra	Actions, animals
Baby Goz – When I grow up	Steve Weatherill	Frances Lincoln		Animals, colours, position
Handa's Surprise	Eileen Browne	Walker Books	Mantra	Fruit, animals
Handa's Hen	Eileen Browne	Walker Books	Mantra	Counting
One Smiling Grandma	Anne Marie Linden	Mammoth		Counting
Head, shoulders, knees and toes	Annie Kubler	Child's Play	Mantra	Body parts

Some of the above books are available as dual language texts.

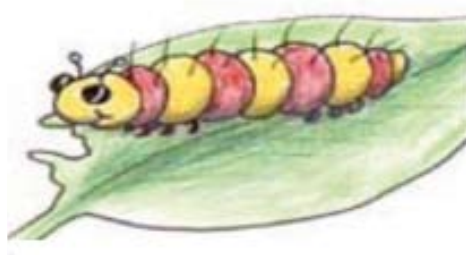




Some other resource books:

Fiction

Title	Author	Publisher
You're all Animals	Nicholas Allen	Hutchinson Books, 2000
Cleversticks	Bernard Ashley	Picture Lions, 2002
Skip Across the Ocean	Floella Benjamin	Frances Lincoln, 1998
Why Noah Chose the Dove	Eric Carle	Macmillan, 1998
Something Else	Kathryn Cave & Chris Riddell	Puffin, 1995
But Martin	June Counsel	Corgi, 2005
All Kinds of People	Emma Damon	Tango Books, 1995
All Kinds of Bodies	Emma Damon	Tango Books, 1995
A Pig is Moving in	Claudia Fries	Siphano Picture Books, 2000
Your World, My World	Tessa Garlake	Oxfam, 2001
All the Colours of the Earth	Sheila Hamanaka	Mulberry Books, 1999
Wake Up World	Beatrice Hollyer	Frances Lincoln, 1999
Skin Again	Bell Hooks	Jump at the Sun, 2005
Two Eyes, a Nose and a Mouth	Robert G Intrater	Scholastic, 1994
Children Just Like Me	A & B Kindersley	Dorling Kindersley, 1995
Friends	Rob Lewis	Henry Holt, 2001
All about Me	Debbie Mackinnon	Frances Lincoln, 2000
The Fire Children	Eric Maddern	Frances Lincoln, 1994
Just a Little Different	Mercer Mayer	Golden Books, 2001
The Story of the Kind Wolf	Peter Nickl	North-South Books, 1996
Two Monsters	David McKee	Red Fox, 1983
Tusk Tusk	David McKee	Red Fox, 1987
Black & White	Todd Parr	Megan Tingley Books, 2004
The Peace Book	Todd Parr	Megan Tingley Books, 2004
The Family Book	Todd Parr	Megan Tingley Books, 2004
It's Okay to be Different	Todd Parr	Megan Tingley Books, 2004
Shades of Black	Sandra L Pinkney	Cartwheel Books, 2006
The Sneetches	Dr Seuss	Random House, 2003
I Love my Hair	Natasha Tarpley	Little Brown & Co, 2003
Am I Really Different?	Evelien Van Dort	Floris Books, 1998
Frog and the Stranger	Max Velthuijs	Anderson Press, 1993
Long Blue Blazer	Jeanne Willis	Red Fox, 2002
My Nose, Your Nose	Melanie Walsh	Corgi, 2005
My World, Your World	Melanie Walsh	Corgi, 2005





Counting Books

Title	Author	Publisher
Fruits – A Caribbean Counting Poem	Valerie Bloom	Macmillan, 1997
Caribbean Counting Book	Faustin Charles	Barefoot Books, 1997
Moja means One: Swahili Counting Book	Muriel I Feelings	Puffin, 1976
Feast For Ten	Cathryn Fallwell	Houghton Mifflin, 2003
123 for You and Me	Meg Girnis	Albert Whitham & Co, 2000
Many Hands Counting Book	Brita Granstrom	Walker Books, 1998
We all went on Safari: A Counting Journey through Tanzania	Lauri Krebs	Barefoot, 2004
Hanukah: A Counting Book in English, Hebrew and Yiddish	Emily Sper	Cartwheel, 2003
Counting on Your Fingers African Style	Claudia Zaslavsky	Tricycle Press, 2001

Creating a supportive environment for children learning English as an additional language

Try to learn some key words or phrases from the child's home language(s).

Build links with parents and family members. They may be able to help you translate if necessary.

Find out as much as you can about how well the child is developing in their home language.

Information and signs should be available in the most common languages of your setting.



Displays should reflect diverse languages, cultures and communities.

Allow time for children to observe and tune in to the new language. Many will have a 'silent period'.

Keep language profile records so that you know how the child is developing.

Ensure children's home languages and cultures are reflected in equipment and resources.



Some strategies to support children learning English as an additional language

Pair the silent child with a fluent and co-operative peer.

Use the three-second rule. Ask...and wait. This gives the child time to think and formulate an answer.

Use consistent routines so that the child knows what is expected.

Repeat key words and phrases during activities. Use songs and rhymes with repeated lines and chorus.

Place the child third or fourth in turn-taking activities so they can hear repeated phrases before responding themselves.

Give the child roles and tasks which require little or no English, such as sharing food at snack time.

Use gestures, facial expressions and visual props to support your speech.

Read stories that have repeated actions, predictable texts and clear instructions.

Praise all attempts at communication, however small.





Strategies to involve parents

Parents are a child's first and most important educators and their contributions must be valued. Below is a range of strategies which you can use to involve parents:

Invite parents into the setting to read stories in their home language. This shows children that their home language is valued.

Hold meetings for parents and explain the importance of the multicultural curriculum.

Encourage parents to make multilingual resources.

Encourage parents to record stories in their home language.

Invite parents into the setting to tell stories from their own cultures.

Encourage parents to make multilingual signs and labels for the indoor and outdoor environment.

Ensure that letters, newsletters, display boards, etc are multilingual.

Encourage parents to translate story books.

Encourage parents to come into the setting and cook foods from their culture.

Encourage parents to come into the setting and be involved with activities such as dance and arts and crafts.

Offer information session evenings from outside agencies such as Health visitors.

Encourage parents to organise social events within the setting community.



Parents and carers new to the setting should receive a copy of the setting's equal opportunities policy and race equality policy. This will help them to understand the values of the setting and the practitioner's expectations of the children and their families. Parents and carers should be shown resources and practitioners should explain why they value resources from other cultures and why everyday images of minority ethnic people are so important for children's development. Inclusive and multicultural displays also provide evidence about the attitudes and values of the setting.

All parents and carers must feel valued and involved. Each will have assets that they can demonstrate in the setting to allow them to participate in activities. Staff must find out what these are and encourage parents and carers to have a positive role in the setting. Their linguistic, cultural and religious background must be seen as an asset to the setting.

Practitioners must ensure that they communicate effectively with parents and carers; they should provide time to listen to them at the start and end of the day to exchange information. Practitioners must also share information regarding children's development. Supporting and working with families is seen as a vital part of a child's well-being and development.

The Statutory Framework for the EYFS (2014) states that:

"For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1."

The areas of learning recognise the importance of race equality across the curriculum. Personal, Social and Emotional Development and Understanding the World makes direct reference to issues relating to race equality. The other areas of learning all encompass race equality in an indirect manner.

Personal, Social and Emotional Development

Managing feelings and behaviour:

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

Making relationships:

Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World

People and communities:

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

(Early Years Outcomes 2013)



Golden rules for supporting children with EAL

1. Carry out a home visit (with the family's agreement) – meet the child in their own environment.
2. Remember the child may go through a silent period – don't worry if the child does not talk for some months. Involve the child in all activities and continue to talk and use eye contact, smiles and Makaton or non-verbal gestures to support your speech. Give opportunities for speaking but no pressure. Allow the child time to try out and tune in.
3. Use the three second rule: ask...and wait.
4. Observe the child's spoken and non-spoken language. Keep records to show progress or difficulties.
5. Ask parents how a child's communication is in their home language. Do they comprehend and speak?
6. Ensure all stories, songs and rhymes have clear illustrations and repeated actions and words. Use dual language stories where possible.
7. Provide taped stories and songs in English and in home language, if possible (ask parents for help to do this).
8. Help the child to understand simple classroom phrases: "Can I have...?", "Wash your hands", "Sit on the carpet", "Hang up your coat", "Put on an apron."
9. Use consistent routines so children know what is happening and use a whole-group visual timetable.
10. Involve the child in a variety of hands-on activities with other children so he or she can learn the new language in context. It may be appropriate initially to give the child jobs that require no or little spoken language, for example handing out snack and drinks.
11. When working in small groups ensure that the child is placed third or fourth in turn-taking activities. Ensure that the child works with confident and fluent speaking children during these activities.
12. Use visual aids to support stories, songs and talk, for example pictures, objects, photographs, puppets and Persona dolls.
13. Use everyday activity as a basis for your communication with the child in meaningful contexts.
14. Talk through what you are doing so the child can hear plenty of structured language in context with visual support. Ensure that this language is kept simple and includes key words and phrases. Use natural speech – do not talk extra loudly.
15. Keep language direct, simple and consistent. Avoid idioms and sayings, such as "Do you feel under the weather?"
16. Make sure resources show positive images of the child's home culture, for example books, dolls, toys, games, role play.
17. Reflect the child's home language within your setting by making signs, labels and displays – ask parents for help to do this.
18. Value the child's home language – learn a few phrases and help all children to learn these, for example hello, thank you, 1, 2, 3, 4, 5 (if possible, use the parents or carers to help with this).
19. Give lots of praise.
20. Be patient!





Glossary

Bilingual

Able to communicate fluently in two languages.

Emergent bilingual

A speaker of one language who is beginning to acquire an additional language.

Consecutive bilingual

Already competent in one language before being exposed to another, often outside the home.

Simultaneous bilingual

Speaking two languages that have been learnt from birth.

Multilingual

Able to speak more than two languages fluently.

Monolingual

Able to speak and understand one language only.

Community languages

Languages spoken by long-established and newer minority ethnic communities in Britain today.

EAL

English as an additional language.

E2L

English as a second language.

ESOL

English for speakers of other languages.

EMAS

Ethnic Minority Achievement Service – Government-funded local authority provision of educational support for speakers of English as an additional language and minority ethnic pupils.

SEN

Special educational need.





Resource checklist: what settings should provide

- **Welcome posters** reflecting the children in the setting, children in Britain and the world.
- **Photographs:**
 - global photo collections – calendars, postcards, magazines, world map, globe
 - albums of nursery ;children in different contexts – trips, activities, play, etc;
 - of different children and families in the UK and around the world;
 - of the children, their self portraits and drawings;
 - images displayed from the local environment, local shops, buildings, street signs which reflect the local and wider community.
- **Festival boxes** containing artefacts and pictures for each festival celebrated.
- **Posters** portraying people, festivals and other cultural events.
- **Writing area** – different languages on the wall or a writing table covered with different scripts, numerals, laminated alphabets available for children to look at or copy.
- **Numbers and words** translated into different languages on displays.
- **Fabric** – from African Caribbean, South American, South Asian shops to hang on walls.
- **Multicultural resources** – puzzles, games, dolls, etc.
- **Book corner** – posters and variety of multicultural books, dual language books, Hebrew books
- **Hello, Goodbye and Welcome** in different languages.
- **Quotes** which illustrate the ethos of the setting.
- Variety of **artefacts** from other cultures.
- **Musical instruments** from around the world.
- **Links** to the wider community.

Artefacts

Providing artefacts is very powerful in supporting children's learning; they will find these interesting and enjoyable to work with. They make learning about cultures much more meaningful to children as they stimulate their natural curiosity, discussion, creativity and powers of observation and detection.

Encourage staff, children and families to collect artefacts from their holidays, friends, relatives and other places visited. These may include:

- models
- musical instruments
- foods
- utensils
- kitchenware
- toys
- books
- religious objects.

Home corner

The home corner is a favoured area of provision for children to play. Practitioners must ensure that the resources within this provision reflect cultural diversity and promote anti-racist values. Enhancing children's understanding through role play of how others live, both in the UK and around the world, will enable them to see similarities and differences and will prevent prejudices from forming.

Examples of enhancing your role play area to reflect cultural diversity:

- Everyday artefacts which promote cultural diversity
- Photo albums showing families from different ethnic backgrounds, celebrating festivals and other cultural events.
- Wall hangings
- Pictures
- Baskets
- Fruits and vegetables
- Lanterns
- Materials
- Cushions
- Greeting cards
- Signs and labels
- Kitchen utensils and kitchenware
- Recipe books
- Food packages
- Dressing up clothes
- Jewellery
- Scarves
- Dolls from a range of different ethnic groups and clothes
- Stories and books



Globes and map

Very young children can be introduced to globes and maps in a very simple way. They can locate the country in which they live and learn to identify between land and sea. They may discuss countries where families and friends live as well as identifying countries where certain animals live.

A globe and map should be on permanent display so that children can see the countries that are talked about in relation to themselves. This will help to develop their spatial awareness and their knowledge and understanding of the world. Children can talk about places they have visited whilst on their holidays and talk about the distance to these places, the features and landmarks and climate of these places.

Photographs and pictures

Practitioners must display positive images of people and places. These are as important to children as the words that we say to them. Photographs must reflect the diversity of the UK and the wider world and children should be encouraged to identify the similarities and differences within the images. Practitioners must avoid images which portray stereotypes and any existing stereotypes or prejudice must be countered through questioning and discussion.

Questions to ask when using photographs and pictures:

- Where was the picture taken?
- What are the people in the picture doing?
- What do you think the people might be saying to each other?
- What is different in the picture?
- What can you tell me about the clothes that the people are wearing?
- What in the picture is similar to you and your life?
- What in the picture is different to you and your life?
- How do you think the people in the picture are feeling?
- What objects can you see in the picture? What do you think they are for?
- What is the environment like?
- How does the picture make you feel?

Visits, trips and community links

Practitioners should invite people from other cultures into the setting to extend children's knowledge and understanding of the world. They could talk about their culture, cookery, dance and art, and so on.

Visits could be organised to:

- local places of worship;
- restaurants;
- local shops and supermarkets – particularly those selling different foods;
- travel agents.





Persona dolls

Persona dolls are an excellent resource to use in the early years setting. They can be used to explore a wide range of issues and are an effective and fun way to tackle discrimination and raise issues relating to equality with young children.

Persona dolls have their own identity: they have families, homes, they go to nursery and they have their own personalities which develop over time. Children can relate to these well as they can reflect the children in terms of age, sex, race and cultural background. They can also reflect children who are not present, such as those from another culture or those with a disability. As children relate to the Persona dolls and establish friendships, they can assist children in developing strategies for dealing with unfairness against themselves and others. They can also encourage children to see the similarities and differences between the dolls and themselves which can help break down barriers and develop empathy and understanding towards those that are different from themselves.

They are a powerful resource for exploring issues such as racism, gender, disability, health, culture, religious and other equality issues. They can be used very effectively through storytelling and during circle time. They help children to express their feelings, thoughts and attitudes and help them to think critically, challenge unfair treatment and develop empathy with people who are different from themselves.

Objectives when using Persona dolls:

- To encourage children to learn about different lifestyles and so introduce social diversity.
- To present positive images of Black children and their families.
- To help children gain an awareness and understanding of the richness and variety of different lifestyles.
- To make the different backgrounds of the children visible to others in the group.
- To enable children to discover what they have in common with those from different ethnic backgrounds.
- To provide opportunities for children to see their own individuality and life experiences valued, thereby building self-esteem.
- To enable children to identify with and relate to the personality created through the doll.
- To help develop non-discriminatory attitudes and understanding amongst children.
- To tackle issues (such as name calling or rejection of a pupil) which have arisen in the school or setting.
- To encourage the children to consider the feelings of others, empathise and give advice, without personalising the situation.
- To help children learn self-help strategies for dealing with perceived unfairness.
- To challenge the stereotypes and prejudices that underpin racism and other social inequalities.





Useful addresses

Dual language texts and support resources are published by

Hounslow Language Service
Martindale Road
Hounslow
TW4 7HE
Tel: 020 8583 4166

Letterbox Library
71 – 73 Allen Road
London
N16 8RY
Tel: 020 7503 4801

Mantra Lingua
5 Alexandra Grove
London
N12 8NU
Tel: 020 8445 5123

Milet Publishing
North End Parade
London
W14 0SJ
Tel: 020 7603 5477

Multi-cultural resources and support materials can be obtained from:

Baker Ross Ltd
Unit 53
Millmead Industrial Estate
Mill Mead Road
London
N17 9QU
Tel: 0870 770 7030

NES Arnold
Excelsior Road
Ashby-de-la-Zouch
Leicestershire
LE65 1NG
Tel: 0845 120 4525

Hope Education
Hyde Buildings
Ashton Road
Hyde
Cheshire
SK14 4SH
Tel: 08451 202055

The Festival Shop Ltd
56 Poplar Road
King's Heath
Birmingham
B14 7AG
Tel: 0121 444 0444





Catalogues

Barefoot Books

Celebrating art and story with books that open hearts and minds of children from all walks of life.

www.barefootbooks.com 01903 82800

Letterbox Library

Celebrating equality and diversity in the best children's books. Book packs for nurseries available.

www.letterboxlibrary.com 020 7503 4801

The Festival Shop

For Multifaith, Multicultural and Citizenship resources.

www.festivalshop.co.uk 0121 444 0444

Mantra Lingua

Dual-language creative learning resources.

www.mantralingua.com 01204 366868

Multicultural Resources

Early Years catalogue contains books, puzzles, music, dolls and clothes

www.multicultural-resources.com 01204 366868

Eduzone

Resources for early years

www.eduzone.co.uk 08456 445556

Parrotfish

Multicultural resources and artefacts

www.parrotfish.co.uk

Starbeck Education Resources

Vast array of artefacts from around the world including music and textiles.

www.starbeck.com 01765 607815

Religion in Evidence

Books and artefacts on major world religions.

www.tts-shopping.com 0800 318686

Early Years Equality

Working to promote race equality in the field of early years provision

www.earlyyearequality.org

Useful websites

There are many extremely useful websites with information on supporting the access and inclusion of children with English as an additional language (EAL) and other minority ethnic children. Listed below are a number which may be helpful.

General EAL issues

<http://www.qca.org.uk/8476.html>

This QCA website 'Pathways to Learning' contains excellent information on supporting newly-arrived pupils with EAL.

<http://www.emaonline.org.uk/ema>

This is a resource base that has been developed by Birmingham, Leeds and Manchester local authorities. The EAL and Bilingual Resources section links to many resources including multilingual stories and guidance.

<http://www.dgteaz.org.uk/resources/letters.htm>

This contains translated letters in many languages.

<http://www.naldic.org.uk>

The National Association for Language Development in the Curriculum works to provide information regarding supporting pupils with EAL.

www.antiracisttoolkit.org.uk

Practical ideas to promote race equality, case studies and materials for staff training.

www.mamalisa.com/world

Children's songs and nursery rhymes from around the world.

www.multicultural-art.co.uk

Multicultural posters for all ages.

www.unicef.org/uk/tz/resources/index.asp

Useful resources about children's rights.

www.dep.org.uk

Excellent resources on race equality and global citizenship.



www.dep.org.uk

Excellent resources on race equality and global citizenship.

www.williesdenbookshop.co.uk

Williesden Bookshop. Specialises in multicultural books.

www.jcore.org.uk

Resources, training and workshops on race equality.

www.oxfam.org.uk/coolplanet

Ideas and resources for teaching about global citizenship.

www.open-sez-mefestivals.co.uk

Resources for multicultural learning

Translation websites

The following websites can be used for supporting translation, but you should always be aware that accuracy of translation websites can vary.

<http://www.systransoft.com/index.html>

<http://world.altavista.com>

<http://www.poltran.com/pl.php4>

http://www.seasite.niu.edu/Tagalog/Tagalog_for_Kids/agalong_for_kids_fs.htm

<http://www.glencoe.com/sec/math/mlg/mlg.php?site=1&letter=Formulas&language=1>

<http://www.geonames.de/index.html>

http://www.byki.com/free_lang_software.pl

<http://www.lingua-uk.com>

Religious and cultural information

The following websites may be useful in accessing information on various religions, including how certain religious and cultural practices may impact on a pupil's access to education.

www.bbc.co.uk/religion/religions

www.infoplease.com/ipa/AO855613.html

<http://uwacadweb.uwyo.edu/religionet/er>

<http://www.qca.org.uk/pess/718.htm>

Race equality and multicultural curriculum.

<http://www.cre.gov.uk>

The Commission for Racial Equality website contains much useful information on race equality issues.

<http://www.multiverse.ac.uk>

This website provides practitioners with resources that focus on the educational achievement of pupils from diverse backgrounds.

<http://www.qca.org.uk/8859.html>

This QCA website 'Respect for All' gives examples of ways in which National Curriculum subjects at every key stage can have a multicultural dimension.

www.under5s.co.uk

Ideas for nursery settings on many topics including festivals and special days.

www.support4learning.org.uk/sites/support4learning/religious_calendars/religious_calendars.cfm

Links to up-to-date calendar of festivals.





Why race equality?

- To prepare children for life in multicultural Britain.
- To provide children (particularly in predominantly white settings) with the resources, activities and discussion that represent the diversity of society.
- To begin the long-term process of raising awareness of the issues around race equality and multicultural education.
- To provide a hands-on practical guide for early years educators which will encourage the implementation of race equality in their setting.
- To fulfil the requirements of the Early Years Foundation Stage curriculum which refer to multicultural and race equality education.

If we begin with our children and our grandchildren then we just might live to see a community and nation and world which respects and celebrates diversity, a world in which we all live together without prejudice, discrimination and hate. Institute of Citizenship

Children need to have a sense of who they are and how their family, their home, their educational setting and other aspects of their lives all contribute to their identity. They also need to understand the notion of community, their place in it and how their school or nursery is a part of a community. We need to see our place in this ever-increasing community. Whilst we need to have a strong sense of our identity, we must also understand that we are surrounded by diversity and that we must learn to appreciate, understand and equally respect those in the wider society. It is fundamental that our children are educated to understand that human beings share a common humanity and are all of equal worth.

Young children need to develop a strong sense of identity but still be able to understand their similarities to and differences from others as a natural part of the learning process. All settings, whatever their location, cultural and ethnic composition should ensure that the children are provided with opportunities to respect and value similarities and differences equally. There are often children learning English as an additional language who have moved from one country to another. It is important that we integrate this learning into the curriculum and build upon the children's own experiences.

All-white or mainly white settings have a big challenge, as there are fewer representatives of society at large, there is a need to work harder at presenting images of others in a positive way, without being tokenistic or presenting stereotypes. The principle, however, remain the same. The children need to be surrounded by images of different people through resources that are presented with, the stories they are read and the discussions that the children engage with.

Educators have a responsibility to teach the following principles:

- tolerance
- understanding
- respect.

These principles will encourage children to strive to make the world a better place. The race equality dimension should be a natural part of the planning process and is an essential component of an inclusive setting.

What is race equality education?

All practitioners should be striving to achieve race equality in their settings – they should be encouraging the recognition of diversity and equality.

It is about eradicating racism and valuing diversity. Early years practitioners have a particular responsibility to counteract the negative effects of discrimination on pupils and their families and to challenge and prevent racism.

Children will usually reflect the racial attitudes in their personal environments. Unless their educational environment is positive towards difference, it is likely that they will hold those racially-prejudiced attitudes that are prevalent in our society which will have been formed prior to their learning in an early years setting.



It is also necessary to:

- adopt an anti-racist approach that incorporates multicultural education or 'multiculturalism' and anti-discriminatory practices; and
- ensure that all forms of stereotyping, prejudice and discrimination and all forms of racism are identified, examined and understood.

One component without the other will not provide children with the tools necessary to develop the skills and knowledge required or provide the curriculum and ethos necessary to promote race equality.

What is multicultural education?

Multicultural education emphasises the celebration of cultural and religious difference. This provides an education aimed at preparing children to live in a multicultural society by giving them an understanding of the culture and history of different ethnic groups.

Examples include organising:

- activities
- visits
- visitors
- cultural events
- exchanges

to increase understanding and appreciation of a variety of cultures, for example:

- cookery
- music
- dance
- and storytelling.

This provides an opportunity for children to experience aspects of other cultures or religions and may increase children's ability to value their own culture as well as those of others.

Multicultural education must also include the various cultures of white people: for example, a farming family may experience a very different culture to a family that live in a town. Enable children to experience the similarities and differences in these cultures.

Understanding other cultures and religions should help to prevent the ignorance that leads to stereotyping and racism.

Multicultural education can however be tokenistic and may reinforce existing prejudices based on stereotypical representations of other cultures, religions or lifestyles. A narrow multicultural curriculum focusing on exotic culture does not create an atmosphere of respect; a snapshot of other cultures could actually be more damaging than doing nothing at all. The promotion of cultural diversity, religious tolerance and understanding is insufficient alone but valuable when presented within an anti-racist framework.

Race education and multicultural education should not be an add-on or a topic. They should be a thread that run through learning on any subject and should be as much about how learning is led and experienced as the subject matter.

Race equality and inclusion

Inclusion forms an integral part of race equality education and is a fundamental principle in the government's Every Child Matters initiative. The aim of inclusion is to embrace all people, taking positive account of race, gender, disability, medical or other needs. It is about giving equal access and opportunities and eliminating discrimination and intolerance. Inclusion means that educational settings must adapt to the needs of every child, working towards providing effective planning to meet individual needs.

Practitioners must provide equal opportunities for all children in a warm, welcoming and relaxed environment which promotes respect and tolerance. They must ensure that they promote the development of all children and ensure that they and their families feel included and valued, in an atmosphere which encourages an appreciation and understanding of diversity.



The term 'inclusion' must apply to diversity in its broadest sense, embracing all groups (whether they are part of the setting or not) who may be disadvantaged or marginalised.

"Inclusion is a process of identifying, understanding and breaking down barriers to participation and understanding...a sense of belonging is the best indicator of inclusion."

"Inspections focus on how well individual children benefit from their early years experience. It is important to test the provider's response to individual needs by observing how well they help all children to make effective progress, especially those whose needs or circumstances require particularly perceptive intervention and/or additional support. In any particular provision, this may include children from disadvantaged families and/or backgrounds, or vulnerable groups including children for whom English is an additional language."

(Ofsted, Evaluation schedule for inspections of registered early years provision, 2014)

- Children must feel valued and be free from discrimination.
- Staff must be committed to equality and recognise that children's attitudes towards others are established in the early years.
- Staff must be familiar with relevant legislation and plan to help children learn about equality and justice through their play.
- Provision must be carefully organised and monitored to ensure all children have access to the full range of activities.
- Practitioners must work closely with family members to share information about cultures, home languages, play activities and children's specific needs.

The Race Relations (Amendment) Act 2000 – the background

The Race Relations (Amendment) Act 2000 strengthened the Race Relations Act 1976. It came about as a result of the Macpherson Report into the murder of the Black teenager Stephen Lawrence. The Act places a statutory duty on public authorities and maintained early years settings to: *'eliminate unlawful racial discrimination and promote equality of opportunity and good relations between persons of different racial groups.'*

It is good practice for all early years settings to be guided by the principles of equality and justice which underpin the law.

"It is important to recognise and accept that the need to eliminate unlawful racial discrimination and promote equality of opportunity applies equally in all settings, whether rural, suburban or urban. This is as important where children are from one racial group as it is in multiracial and multicultural settings. Aspects of the policy will differ greatly from one setting to another. The emphasis will be quite different in an inner London nursery compared with a synagogue nursery.

It is our duty as early years educators to prepare children for life in a diverse society. A comprehensive race equality policy provides a strategic approach, enabling short and long term objectives to be realistic and effective. Staff need to think carefully about the practical implications when implementing the policy, ensuring that all are striving towards the same goals and creating an ethos that promotes race equality.

Adults working in early years settings need to be fully aware of how discrimination in all its forms can affect the development of children. Guidelines and strategies to counteract discrimination must be developed, implemented and monitored.

Unless ways of countering the negative effects of discrimination on pupils and their families in early years settings are devised, development may be limited from the outset of the children's education.

Adapted from Sure Start: Promoting Race Equality in the Early Years, Jane Lane (Policy Director, Early Years Equality).



An anti-discriminatory approach

“Children are not born prejudiced...it is something they learn.”

Jane Lane – Early Years Equality.

Children’s racist attitudes are widespread before children are four years old. Some children as young as two years old have become aware of cultural, racial, gender and class difference. They acquire their attitudes from the people around them and their environment; books, toys, the media, friends, family, practitioners, carers, what they see (and what they don’t see), what they do and what is said (and unsaid). The setting plays an important part in the development of young children’s identities and their attitudes towards others; what they are exposed to in the setting builds their picture of the world. Practitioners must adopt an approach which counters any negative attitudes and behaviours that children may have already learned – this is crucial.

Children must be taught positive values and attitudes. Practitioners must address issues relating to diversity and equality and ensure that the children with whom they work are provided with opportunities to learn to respect difference. Practitioners in mono-cultural settings have a specific role to play in presenting positive images of diversity, as the children may not have encountered other cultures or religions previously.

Using books to promote race equality

Books are an invaluable tool for the teaching of issues relating to race equality, similarities and differences, stereotyping and prejudice. Very young children are particularly able to relate to these issues in the context of a captivating story. Books should not be read to the children as a one-off, in isolation, but activities and questions for discussion should be carefully thought through. Books are responsible for shaping children’s understanding of different ethnic groups, particularly if children are in a setting that is all-white or faith-based. Exposing children to a variety of literature can help them to understand the differences and similarities between people.

It is important to use books to enable children to recognise both similarities and differences. Many books about life in other countries will highlight differences, yet children should still be provided with the opportunity to look for similarities and elements that they can relate to, rather than dwelling on exotic differences alone. We must also make children aware when reading books (for example) about African villages, (such as *Handa’s Hen* by Eileen Browne), that not all African people live like this. These books are showing only a snapshot of rural life in Kenya or Tanzania. It is too easy to reinforce stereotypes and omit the wider learning opportunities.

The value of books

- Develop children’s understanding of the lives, attitudes and perspectives of people from different cultures, races and religions.
- Enable children to learn about each other and the wider world.
- Allow children to recognise and challenge stereotypes.
- Give children the opportunity to talk about their own lives and experiences.
- Allow children to identify with the experiences and feelings that are common to all human beings and understand what makes us different.
- Allow children to empathise with characters who are treated unfairly.
- Contribute to raising self-esteem of children who can identify with characters in the books.
- Provide opportunity for texts to be followed up with constructive dialogue and questioning which develop thinking skills and avoid or counter stereotypes.

Books in early years settings should:

- reflect a diversity of gender roles, racial and cultural backgrounds, special needs and abilities, a range of occupations, a range of ages.
- present accurate images and information.
- show people from all groups living their daily lives – working, with family, celebrations.
- reflect different languages and should include alphabet books and stories in Braille.



The following types of books are recommended by Ofsted:

- Books which link country and town and challenge stereotypes of farmers.
- Books which challenge stereotypes of minority ethnic groups.
- Books with traditional stories and heroes and heroines from a range of cultures including Roma and Traveller.
- Books which reflect the same story in different cultures, for example Cinderella.
- Texts about refugees.
- Texts which can be used to challenge racism.
- Dual language texts.

EAL- friendly environment checklist

Indicator	Yes	No	In the future
Is there a comfortable and stress-free environment?			
Does the arrangement of the room encourage interaction?			
Are there opportunities for children to participate in a range of activities?			
Does the structure of the day provide opportunities for routine times and times for free play?			
Is enough time given for children to become engaged in their own play?			
Are there opportunities for children to enjoy quiet times?			
Are staff familiar with the children's cultural and linguistic backgrounds?			
Does the environment reflect the cultural and language backgrounds of all children?			
Are children encouraged to use their first or home languages?			
Are bilingual staff employed to support the children's use of their first languages?			
Are there regular group times in languages other than English?			
Are children given opportunities to participate in interactions with their peers and staff?			
Do children participate in a range of groups each day?			
Does the equipment provided reflect diversity?			
Are there positive images of identity, gender, ability, ethnicity, language and religion?			
Do the books and posters portray girls and boys in non-stereotypical roles?			



Race equality checklist

Indicator	Yes	No	In the future
Examine current policies, practices and procedures and assess whether race equality is being promoted in all areas.			
Ensure that racism is challenged at all levels.			
Include the contributions of all children in our setting.			
Value the contributions to society made by different ethnic groups and individuals.			
Encourage children to develop positive attitudes about other.			
Encourage empathy and understanding.			
Integrate children's stories of their everyday life into their learning.			
Encourage children to think critically, to consider different perspectives, to analyse information and make up their own minds.			
Promote equality of opportunity – ensure that all children in the setting are equally valued, treated with equal concern and that the needs of each are addressed.			
Explore with children that no one culture, language or religion is superior to another.			
Provide resources, for example, books, music, art and displays that reflect the lifestyle, culture and traditions of the widest possible range of communities, demonstrating a commitment to cultural diversity.			
Be aware that practitioners are an important factor on the lives of children. Interaction between children and practitioners plays a crucial role in the educational process.			
Provide an environment which promotes mutual respect, open-mindedness and a range of teaching styles which enable children to have an active role in their own learning.			
Provide children with an understanding of how their setting is a community that constitutes an important place in the wider community.			
Create an ethos of acceptance, inclusion and recognition of diversity			
Raise awareness of the need to assess our own attitudes, prejudices and opinions about different ethnic and cultural groups.			



Audit

Race equality and cultural diversity across the Early Years Foundation Stage

All areas of learning and development contain opportunities for teaching directly or indirectly about race equality and cultural diversity, as shown below.

Through play

1. The resources in the home corner are culturally diverse. At times there is specific focus on a particular culture or community (for example an Asian or White home, a Chinese or Caribbean grocery store etc).
2. Dressing up clothes, dolls, puppets, Duplo and toys generally are culturally diverse.
3. Situations are created in structured play to explore issues of cultural diversity, including racism.
4. Opportunities are taken in unstructured play to explore issues concerning cultural diversity, including racism.
5. Children are encouraged to voice their opinions, discuss with others and work together in solving problems concerning cultural diversity, including racism.

Understanding the world

1. Children's own experiences are considered through different setting activities to develop an appreciation of diverse backgrounds, such as trips, visitors to the setting, celebrations, food, clothing, materials etc.
A stimulating environment both indoors and outdoors is provided with resources that reflect
3. cultural diversity.
Activities exist to encourage exploration, observation and talk of issues concerning racial
4. equality and harmony.
Opportunities exist to explore similarities, differences and patterns between people from diverse racial backgrounds.

5. The contribution from people from diverse racial backgrounds in the world that we live in is demonstrated in text, pictures, discussion etc.
6. Opportunities exist for children to know about their own cultures and beliefs and learn about those of others.
7. Opportunities exist for children to share their knowledge of their own family heritage and that of others.

Physical development

1. Equipment and other materials reflect diverse racial backgrounds.
2. Pupils are encouraged to participate in and value games, dance, PE and playground activities that reflect diverse racial backgrounds.
3. Settings try to involve community members from diverse racial backgrounds to teach games reflective of their backgrounds.

Personal, social and emotional development

1. Practitioners and other adults provide a range of positive role models from a variety of communities.
2. Positive images are used, for example, in books and displays that challenge children's thinking.
3. There are opportunities in play and learning that take account of children's particular religious and cultural beliefs.
4. Children are encouraged to develop an awareness of sensitivity, to needs, views and feelings of others.
5. Children are encouraged to value their own cultures and those of other people.
6. Children understand that racist name calling and racist behaviour is not acceptable and why.
7. Children are encouraged to feel they have the right to have their needs treated with respect by others.



Mathematics

1. Diverse racial backgrounds are reflected in the mathematics of counting, sorting and matching activities.
2. Geometric patterns and shapes are used to draw on a range of cultural traditions.
3. Diverse racial backgrounds are reflected in stories, songs, games and imaginative play used in teaching numeracy.
4. Reference is made to a variety of number systems used by people from diverse racial backgrounds.
5. Children who speak English as an additional language are helped in developing and using language that is specifically mathematical.

Communication and language; and Literacy

1. Opportunities exist to share and enjoy a wide range of rhymes, poetry, stories and books which reflect diverse racial backgrounds.
2. Children are encouraged to explore differences within the context of similarities.
3. Imaginative opportunities (for example story and Persona dolls) are created for children to talk about racist incidents.
4. Musical and artistic activities reflect diverse racial backgrounds.
5. Opportunities exist for children to hear, use, see and read familiar words in many languages through posters, notices, labels, books, audio and visual materials.
6. Opportunities exist for children to see adults writing in languages as well as English and to write themselves.
7. As far as practical, bilingual practitioners are involved in developing the spoken language of those children who speak English as an additional language.
8. Children are encouraged to use their home language when appropriate and to sing songs that allow them to say hello, goodbye etc, in their home language.

Expressive arts and design

1. There is a rich environment which values creativity and expressiveness across a range of cultures, including displays, posters, artefacts etc.
2. There is a wide range of activities which reflect cultural diversity.
3. There are resources from different cultures used to stimulate different ways of thinking.
4. There are resources that facilitate the exploration of different identities, such as crayons that reflect accurate skin tones and dolls with different skin tones, physical features, clothing, jewellery etc.
5. Opportunities are provided to work alongside artists, musicians, mime artistes, dancers and other talented adults from a variety of traditions and communities.
6. Activities which are imaginative and enjoyable and encourage seeing things from different points of view are regularly organised.
7. Culturally specific activities are used to enhance and reinforce self-esteem.
8. Explorations of colour, shape, form and space in two and three dimensions use materials which reflect cultural diversity.
9. Song and dance draw on a variety of traditions and cultures.
10. Art and design draw on different cultures in terms of materials and themes.
11. Imaginative role play and stories reflect cultural diversity and also provide opportunities to explore feelings (self and others) about inclusion and exclusion.

Diverse needs of children

1. There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.
2. A wide range of strategies based on children's language and learning needs are used.
3. A safe and supportive learning environment is provided, free from racial harassment.
4. Racial stereotypes are challenged.
5. Materials reflect diversity and are free from discrimination



Ethos of the setting

1. Multicultural and anti-racist education permeates the whole curriculum, differentiated to meet the needs of all children.
2. The ethos of the setting is inclusive towards all children in the setting and beyond.
3. Race equality is taken into account in all planning and implementation of the curriculum as a natural process.
4. Mono-cultural settings reflect the diversity of the UK and consider this in planning, curriculum and resources.
5. There is a whole-setting approach to issues of equality and fairness, which is apparent in the ethos of the setting.

Parents and carers as partners

1. All parents and carers are welcomed and valued through a range of different opportunities for collaboration between children, parents and practitioners.
2. The knowledge and expertise of parents, carers and other family members should be used to support learning opportunities provided by the setting.
3. Practitioners use a variety of ways to keep parents and carers fully informed about the setting's values, including their position on race equality and curriculum, such as brochures, displays, tapes, videos.
4. Parents and carers are kept fully informed through informal discussion and letters in home languages.
5. Experiences at home, for example visits and celebrations, are used to develop learning in the setting. Contributions from parents and carers are encouraged and welcomed.





Race equality audit

This audit may be a useful starting point when developing a race equality policy. It will highlight the areas that should be addressed by your setting and contribute to your targets.

How are we doing? (examples of good practice)	Areas for development	What assistance do we require? (e.g. training, resources)





Resource section

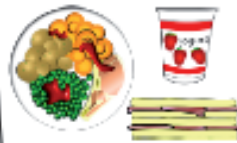




toilet



snack



lunch



coat

© Copyright 2006,
SparkleBox Teacher Resources
www.sparklebox.co.uk



Pupil fan

line-up



wash
hands

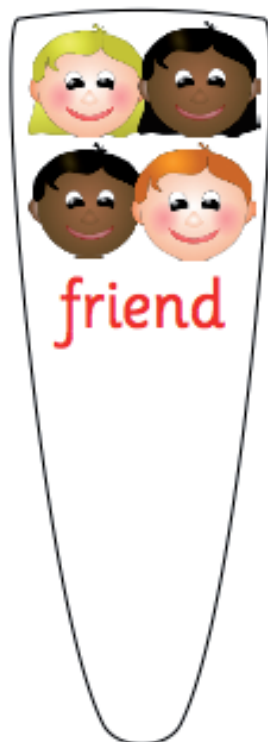


happy



sad



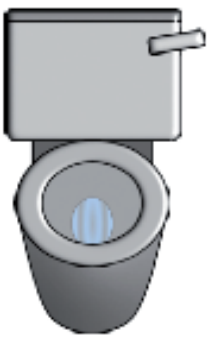


© Copyright 2006,
SparkleBox Teacher Resources
www.sparklebox.co.uk



Pupil fan

Large teacher's fan

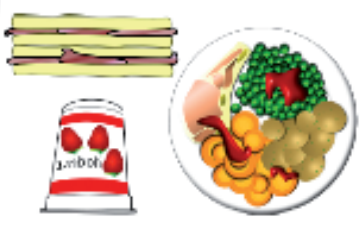


toilet



snack

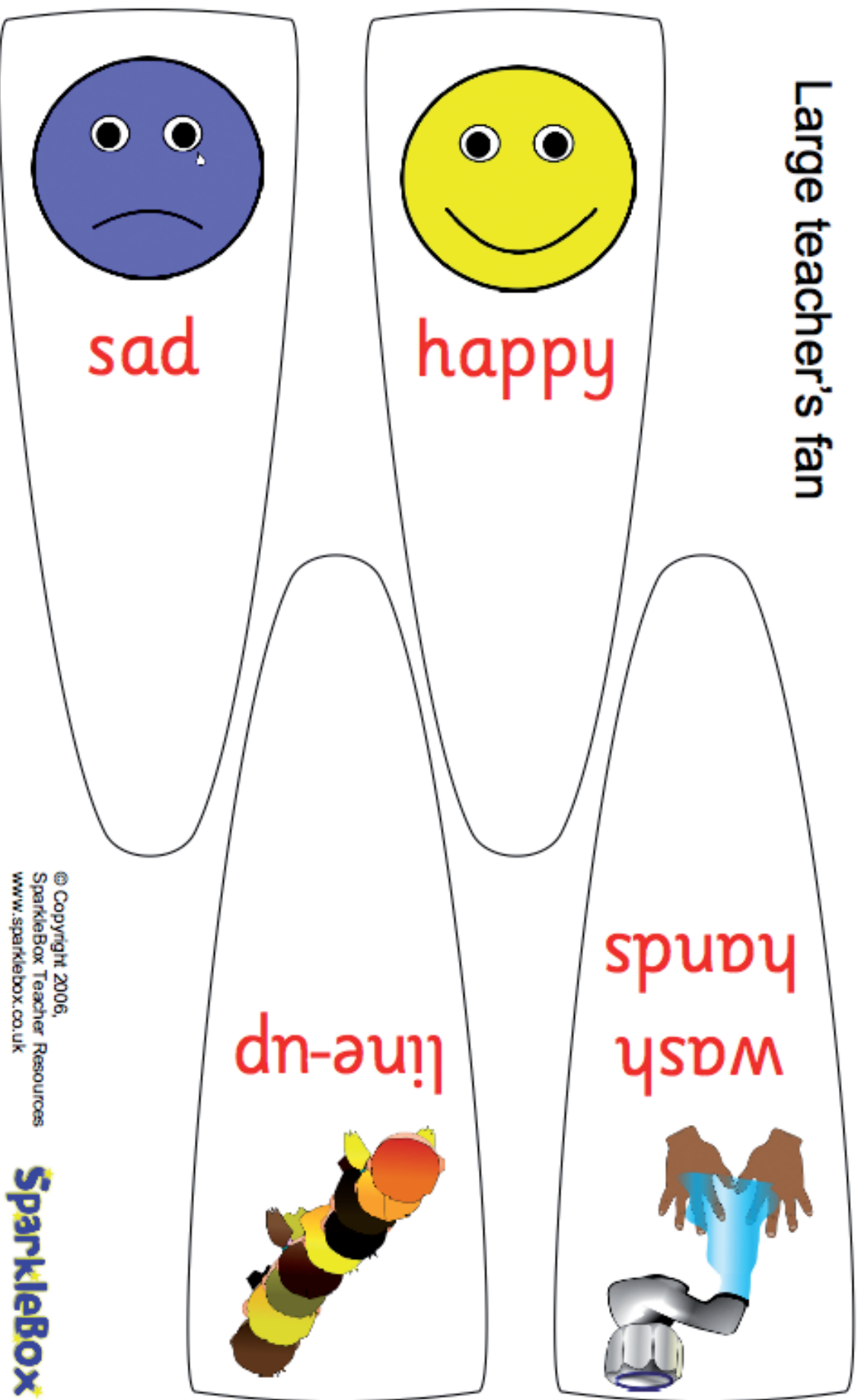
lunch



coat



Large teacher's fan




Large teacher's fan



7 8
6
4 5
3
2
1

play



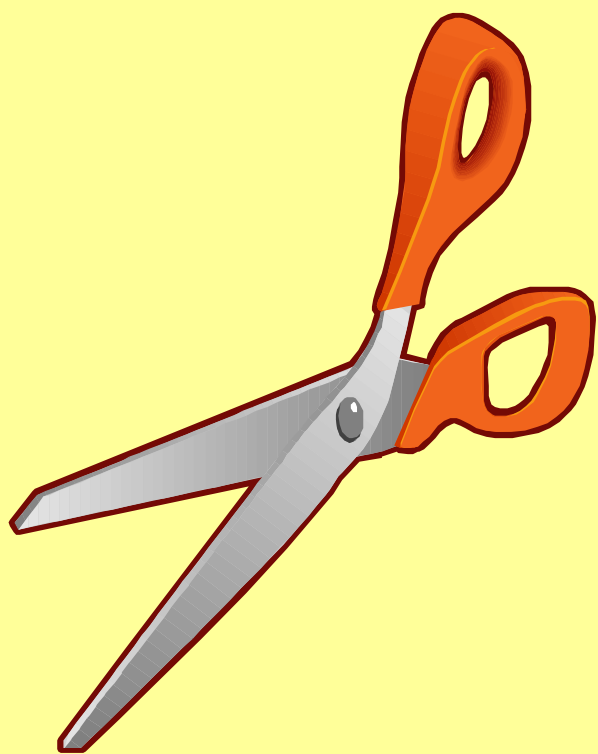
unwell

friend

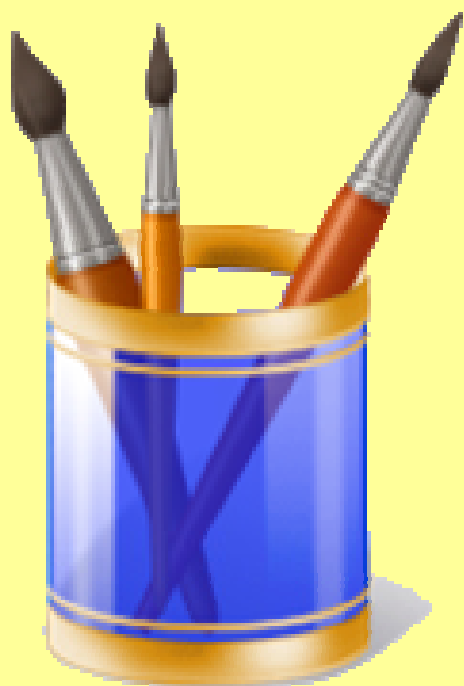


drink





NOŻYCZKI



PĘDZEL

Days of the week in French

lundi

Monday

mardi

Tuesday

mercredi

Wednesday

jeudi

Thursday

vendredi

Friday

samedi

Saturday

dimanche

Sunday

Numbers in German

1

eins

Numbers in German



zwei

Numbers in German

3

drei

Numbers in German

4

vier

Numbers in German



funf

Numbers in German



sechs

Numbers in German



sieben

Numbers in German



acht

Numbers in German



neun

Phrases in French

**Bonjour -
Hello / Good Day**

Phrases in French

Merci -

Thank you

Phrases in French

Oui -

Yes

Phrases in French

Non -

No

Phrases in French

Je m' appelle... -

My name is...

Phrases in French

Allons-y! -

Lets go!

Phrases in French

A demain -

See you tomorrow

Phrases in French

J'ai quatre ans -

I am 4 years old

Days of the week in Spanish

lunes

Monday

martes

Tuesday

miércoles

Wednesday

jueves

Thursday

viernes

Friday

sábado

Saturday

domingo

Sunday

"Machhali Rani"

मछली रानी

मछली जल की है रानी,
जीवन उसका है पानी,
हाथ लगाओ तो डर जायेगी
बाहर निकालो मर जायेगी।



Machhali jal ki hai raani ,
Jeevan uska hai paani ,
Haath lagao, dar jaayegi
Bahaar nikaalo, mar jaayegi

Fish Counting Rhyme

One two three four five,
Once I caught a fish alive.
Six seven eight nine ten,
But I let it go again.

Colours in Polish

Niebieski
(nye-bye-ski)

Zolty
(zhu-w-tea)

Colours in Polish

Zielony
(zhe-lo-knee)

Rozowy
(roux-zho-vy)

Colours in Polish

Czarny
(charr-ni)

Biały
(bia-wy)

Colours in Polish

Pomarańczowy
(po-ma-ran-chovy)

Brazowy
(bron-zo-vy)

Colours in Polish

Czerwony
(cher-voni)

Hindi Numerals	Number Name	English
	शुन्य	zero
	एक	one
	दो	two
	तीन	three
	चार	four
	पाँच	five
	छहः	six
	सात	seven
	आठ	eight
	नौ	nine
	दस	ten

Numbers in Polish

1

jedan
(ye-den)

Numbers in Polish



dwa
(dva)

Numbers in Polish

3

trzy
(tchi)

Numbers in Polish

4

cztery
(ch-ter-y)

Numbers in Polish

5

piec
(p-yech)

Numbers in Polish



szesc
(she-sh-ch)

Numbers in Polish



siedem
(shed-em)

Numbers in Polish



osiem
(osh-em)

Numbers in Polish



dziewiec
(jev-yech)

Numbers in Polish

10

dziesięc
(je-she-ch)

Numbers in Polish

11

jedenascie
(yed-en-ash-che)

Numbers in Polish

12

dwanascie
(dva-nash-che)

Numbers in Polish

13

trzynascie
(tchi-nash-che)

Numbers in Polish

14

czternascie
(ch-ter-nash-che)

Numbers in Polish

15

pietnascie
(pyet-nash-che)

Numbers in Polish

16

szenascie
(shez-nash-che)

Numbers in Polish

17

siedemnaście
(shed-em-nash-che)

Numbers in Polish

18

osiemnascie
(osh-em-nash-che)

Numbers in Polish

19

dziewietnascie
(jev-yet-nash-ch)

Numbers in Polish

20

dwadziescie
(dva-jesh-che)