

**Whole class strategies for teaching multilingual pupils**

Strategy	Examples
Representative, relevant, challenging curriculum	Move from concrete and pictorial to abstract; Are all pupils' experiences at the centre of the curriculum? Is their knowledge reflected in your choice of content? Is the approach critical and reflexive? Are all pupils, regardless of language level, challenged? Are all pupils actively encouraged to use their home languages to support their learning?
Delivery and checking understanding	Slow clear short instructions and use OWL- observe, wait, listen to check engagement; Choose how to ask questions (eg closed or open); Give time to rehearse what to say esp. for plenaries; Use who what when where to guide pupils' understanding (colourful semantics).
Visual aids	Use mime, gestures, pointing, visual instructions; Objects, props, puppets, images, videos, photographs; Drama, displays and flashcards in dual language, mini whiteboards for one to one support.
Metacognition and feedback	Scaffold tasks up and out (not down!); Model active speaking, listening, reading and writing strategies; Use L1 to plan/ show knowledge/ assessment for learning; Identify errors in target language and give specific feedback; Assess using a mixture of feedback techniques that are relevant for the code of fluency e.g. non verbal responses/ group work.
Learning through collaborative and interactive strategies	Use (guided) talk to lead into listening, reading, writing; Reading for meaning in pairs/ groups/ whole class; DARTS and shared tasks eg matching, sorting, ranking (directed activities related to text); Information exchange e.g. barrier, rainbow, jigsaw activities; Listening, writing, speaking frames (scaffolding); Graphic organisers; dictogloss; substitution tables; Games, role play, paired and group work with specific roles (L1 and fluent pairings); Music, songs, rhymes, play, ICT; Allow "quiet" learning time (e.g. audio books, picture books).
Targeting language	Model tasks and the language structures needed for all tasks with all pupils; Use repetition/ choral work; Pre teach vocabulary and topics (in L1 where appropriate) within the mainstream; Review, recycle and reinforce language learning and vocabulary in different contexts; Teach collocations, synonyms, word families, 100 +/1000 + common words; Develop use of language for hypothesising, summarising etc.
Involving family members	Prioritise learning in L1 at home; Ask family for key words in home language/ knowledge and resources; Give websites to practise English, dual language and English reading books, dictionaries; Review meetings/ workshops about the curriculum; Set up appropriate times for 1:1 discussions using interpreters where needed; Invite parents in to share songs, stories and expertise.