

Parents' Integration through Partnership (PIP) PIP project toolkit

ESOL for parents and carers at children's centres and primary schools



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About this Toolkit

The *Parents integration through Partnership (PIP)* toolkit was developed to support ESOL providers working with children's centres and primary schools in the UK to run contextualised ESOL programmes for parents/carers. This toolkit is aimed at ESOL teachers and children's centre/primary school partners who:

- may not have run an ESOL programme before and would like to set one up
- may have run generic ESOL or Family Learning programmes and would like to develop a programme which specifically targets parents and carers who:
 - are new to the UK
 - need to develop their skills in English
 - would like to develop their skills and confidence in supporting their child's learning
 - would like to get more involved in the children's centre and/or primary school.

This toolkit shares our ideas, resources and lessons learned from the PIP project. All the materials and activities in this toolkit were piloted on PIP courses taught by Learning Unlimited teachers and trainers.

The PIP toolkit is divided into 7 main parts:

1. The PIP project
2. Getting ready
3. Topic-based short courses
4. Parent volunteers
5. Family activities
6. Finding out more



Note: Although the target group for the PIP project was mothers/female carers – this toolkit can be used with any parents and carers who are developing their skills in English. Many of the materials and activities can also be adapted for Family Learning courses in children's centres and primary schools. For simplicity, we have used parents to mean any adults with caring responsibilities for children.

More photographs, example materials and the impact assessment from the PIP project are available from the Learning Unlimited website:

<http://www.learningunlimited.co/projects/parents-integration-through-partnership>

Part 1: Introduction

The PIP project

The Parents' Integration through Partnership (PIP) project was a multi-strand project carefully designed to support the language learning and integration of non-EU mothers of children at partner primary schools and children's centres in Haringey and Lambeth. It was funded through the GLA (Greater London Authority) using EIF (European Integration Fund) funding and led by Learning Unlimited working in partnership with primary schools and children's centres in the London boroughs of Haringey and Lambeth.



PIP project aims

The PIP project aimed to support non-EU national mothers/carers with beginner or Entry Level English to:

- improve their skills in English
- develop the skills, confidence and understanding needed to support their child's learning at home and at school
- increase their involvement and participation in their child's education and build meaningful links with children's centre /school staff, other parents and local stakeholders.

The main strands of the PIP project

ESOL short courses

The PIP project ran a programme of 5-week topic-based ESOL short courses. Each short course was contextualised to meet the overarching aims of the project as well as the needs and interests of mothers/carers.

PIP mothers/carers improved their skills in speaking, listening, reading and writing while covering the following topics:

- Introduction to primary school
- Childhood in the UK
- Education in the UK
- Happy, healthy families
- Communicating confidently
- Supporting children's learning



PIP ESOL class

Family activities

PIP learners and their children participated in a family activity programme out of school hours.



Trip to Frinton – summer 2014

This included:

- family learning workshops
- trips to places of interest that support integration and learning, such as local libraries, museums and galleries
- fun family time such as a Christmas party, and trips to local parks and the seaside.

Parents supporting parents

Other parents from our partner schools and children's centres were recruited, trained and supported to become PIP parent volunteers.



Parent volunteer

After successfully completing their training, PIP volunteers supported PIP parents in becoming more actively involved in children's centre or school life and in supporting their children's learning. This included attending parents' meetings/coffee mornings, volunteering in classes, joining in with day trips, and helping out at school fund-raising and social events.

CPD workshops

Teaching Assistants, office staff, dinner assistants and other staff and volunteers from partner settings were offered free capacity building training workshops. The workshops focused on, for example, language awareness and strategies for effective written and oral communication with speakers of other languages such as in letters, newsletters and posters, grading language when speaking face-to-face and on the phone, and approaches to working with bilingual families.

Part 2:

Getting ready

This section covers the following:

- Identifying the need
- The venue
- Childcare
- Recruitment
- Enrolment and initial assessments
- Preparing for teaching – sharing ideas and approaches

Identifying the need

Children’s centre and primary school staff, as well as parents and carers, will all have useful suggestions about the needs of parents and carers with beginner or Entry Level English and how these can best be met. For example, they may want an ESOL programme which supports parents and carers to:

- communicate more confidently and clearly with centre staff and their child’s teacher
- understand letters, texts, newsletters and reports from the centre/primary school
- attend parents’ evenings and/or discuss their child’s progress or any concerns or issues about their child
- develop the skills and confidence to regularly read at home with their child
- access local library services and borrow books to read with their child
- make the most of other local services and programmes such as messy play workshops.

The venue

It is important to check the following:

- ✓ the room for the parents’ programme has enough tables and chairs suitable for adults
- ✓ the recruitment target reflects how many people can comfortably sit in and move about the room
- ✓ there is a whiteboard and/or interactive whiteboard
- ✓ if there is an interactive whiteboard, the tutor knows the guest user name/password and whether there are any website restrictions
- ✓ all class dates are checked against school/children’s centre calendar. There may be days when the room is not available such as INSET and polling days.

Childcare

Many target parents may have pre-school children as well as children attending children's centre programmes, nursery and/or primary school. Providing a crèche or childcare for pre-school children may be essential to enable some parents to attend ESOL programmes. If no additional funding for childcare is available, parents of children who are 2 or over, may be able to access Government funded free early education and childcare, (see: <https://www.gov.uk/free-early-education>).

Recruitment

Even when a need has been identified within a children's centre or primary school setting, getting the message to target parents and recruiting them onto a programme is not always easy. It is important to be aware of some of the challenges and barriers potential learners face. These include:

- low literacy skills, so unable to read written communication such as letters, flyers or text messages
- low level speaking and listening skills in English so unable to understand information given verbally
- a lack of confidence to find out more, attend a taster or enrolment sessions and/or join a class, possibly due to limited or interrupted formal education themselves and being self-consciousness about their own skills
- the feeling of not having the time – many parents may have several children, up to three part-time jobs and may be the sole bread-winner and carer in the family
- the need for childcare or crèche for younger children.

An initial informal chat at the gate can really make a difference. For parents that may have had little or no previous formal education themselves, this face to face contact can be very encouraging and reassuring. For very busy parents, finding out there could be some flexibility around attendance or start/end times could encourage them to sign up.

Recruitment strategies

- ✓ Chat to parents at the children's centre and school gates
- ✓ Ask learners to hand out leaflets and pass information on to other family, friends and neighbours
- ✓ Put flyers in children's book bags
- ✓ Send texts to target parents from the children's centre/ primary school
- ✓ Put news about the programme on the children's centre/primary school websites, in newsletters and on notice boards
- ✓ Tell teachers and other staff and volunteers at the children's centre/primary school about the classes and how to signpost parents they think will benefit
- ✓ Offer informal taster sessions when parents can learn more about the programme, chat to tutors and try out some sample activities
- ✓ Provide an opportunity for parents to meet the crèche workers, if there is a crèche
- ✓ Make time for 1:1 initial assessment and enrolment sessions as these help to build a language profile of the group, identify interests and needs and provide an informal opportunity for parents to learn more about the classes
- ✓ Make sure that any specific eligibility criteria required by the funders or the setting are included on all publicity – to help avoid having to turn away disappointed parents and carers.

Enrolment and initial assessments

Enrolment

It is important that all partner staff are clear about:

- who the target group is
- what language and literacy levels can be accommodated within each group
- what eligibility criteria may apply
- what the enrolment target is.

Initial assessments

Initial assessments provide an important profile of each learner. ESOL teachers need this information to plan effective lessons and activities – and partners and funders may need some of this information, too. To make sure the initial assessment process is a positive, learner-centred, strengths-based process and experience – and that it does not feel like a test or exam. It can be based around a conversation. Initially learners answer questions and talk about themselves. This conversation helps to build a profile of their speaking and listening levels and skills. This is followed by a short reading and discussion about the text (no reading aloud required!). Graded, contextualised texts reflect the target group’s own lives and experiences and can then be used as a useful model for participants to do some writing about themselves.

To see and download the good practice guidelines, graded reading texts and writing frame we used from the Welcome to the UK toolkit (pages 17 – 38), see the following link:

http://www.learningunlimited.co/files/Welcome_to_the_UK_Toolkit.pdf

The image displays three examples of initial assessment materials:

- Reading passage:** A text about a woman named Syeda. It describes her daily routine: getting up at 7.00 a.m., making breakfast, taking children to school, attending English classes on Tuesdays and Fridays (10.00 a.m. to 12.30 p.m.), watching television and cooking at weekends, and going to the market and visiting relatives.
- Prompt questions for the ESOL initial assessment reading task:** A table with three columns: Reading passage, Prompt questions, and Level. It lists questions for Syeda, Amina, Bushra, Aysha, and Dilna, each with a corresponding level (Entry 1, Entry 2, or Level 2).
- About you writing frame:** A form with fields for Name, Address, and Email, followed by a section titled 'More about you' with several lines for writing.

Examples of reading and writing initial assessments from the Welcome to the UK toolkit

Preparing for teaching – sharing ideas and approaches

Using a participatory approach

What is participatory ESOL?

Participatory ESOL is an empowering, learner-centred approach in which the teacher steps back and listens, allowing learners to be more open and take control of their classes. Participatory ESOL classes focus on the language, ideas and concerns raised by learners, rather than following a heavily planned pre-determined curriculum. Using a participatory approach engenders a classroom community of openness where genuine dialogue can take place. Learners are at the centre of their learning, and everyone's views and experiences are valued.



Why use a participatory approach?

This approach is ideal for our learners – ESOL parents of young children new to children's centres and primary schools. Many of our learners feel isolated, are new to education and lack confidence. The participatory approach empowers them; it builds independent learning skills, encourages group dynamics and social interaction, and facilitates discussion around school and community participation.



The course outlines later in this toolkit provide suggestions for the kind of content learners in this context may enjoy exploring together. We encourage you to experiment with some participatory tools and approaches as well. These help enable the teacher to listen for and discuss what will be most useful to the learners, as well as ensure that topics are approached in a way which draws on learners' existing knowledge and language as a starting point.

All you need to use the participatory approach is flipchart paper, marker pens, felt-tips, sticky tape and a white-board. There are a couple of participatory approach templates in the appendices which we found very effective.

Participatory activities and tools

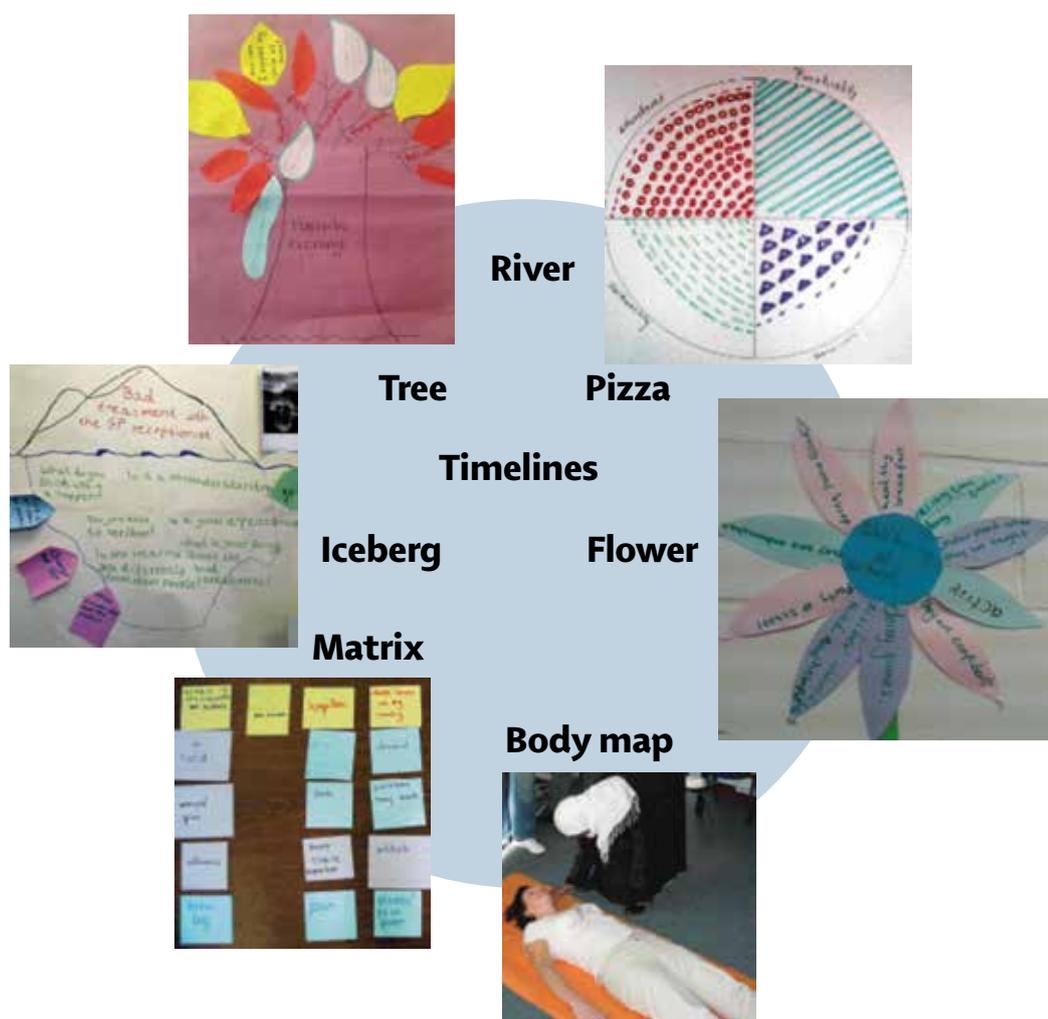
Things to do at the start of a course:

- Discuss what will make the class enjoyable and useful, and make a group agreement about what this means for working together
- Consider the layout of the classroom and how this affects the group/power dynamic
- Generate a meaningful curriculum – listen for, identify and prioritise issues together

Participatory activities and tools

Participatory tools are simple and versatile and allow learners to share their experience and knowledge, which in turn shapes how a course is developed. You don't need much in the way of resources to use this approach in teaching – just coloured paper, coloured pens, flip chart sheets, scissors and glue.

Here are some examples of participatory activities:



To find out more about participatory approaches and tools, see Part 6.

Resources

A wealth of resources is at your fingertips:

Curriculum display boards

Display boards around children's centres and primary schools show the topics being covered by the children. These topics can be fed into ESOL course planning and so support parents in developing the skills to support their children's learning. Understanding what their children are learning also strengthens parents' ties with the setting. These stronger ties help parents to feel more confident about helping with homework and going on school trips linked to the topics.



A primary school curriculum display board

TIP: Check which topics are being covered by learners' children



A primary school library

Children's books

There are many benefits of using children's books as part of lessons with parents. Parents can explore different active reading strategies such as discussing characters, describing the illustrations, talking about what might happen next and making story props. Parents can also practise giving positive and encouraging feedback. Many libraries have bilingual books, and books in community languages, which are very important for non-fluent users of English.

TIP: Check with the school if you can use their books in ESOL classes. In children's centres, parents can borrow them, too.

Forms, letters and text messages

Using real forms and letters from the learners' school or children's centre keeps courses learner-centred and relevant. School forms are often available online on the school websites and from the school reception. Realia such as trip consent forms, application forms for free school meals and after school clubs are also excellent resources for use with a range of levels. ESOL teachers can ask to receive text messages that are sent to parents, too.

An after school club application form

A photograph of an 'After School Club Application form'. The form is titled 'After School Club Application form' and has a logo in the top right corner. It contains several sections: a header with a logo, a section for 'PLEASE COMPLETE ALL PARTS OF THIS FORM IN BLOCK CAPITALS', a section for 'PLEASE NOTE THAT YOU WILL BE CONTACTED IF THERE IS A PLACE AVAILABLE', a section for 'Please indicate which club you wish to request to join', and a section for 'NAME OF CHILD(REN) (FULL)'. Below this are fields for 'ADDRESS', 'PHONE NO.', 'POST CODE', 'NAME OF PARENT(S) (FULL NAMES)', 'EMERGENCY CONTACT DETAILS', and 'DATE'. There are also checkboxes for 'I am coming to club at my school' and 'I will use my transport to come to club'. At the bottom, there is a section for 'SCHOOL/PROTECTION ACT FORM' and a signature line.

Websites

School and children's centre websites are becoming an increasingly important communication tool between teachers, children and parents – and contain a wealth of important information that can be incorporated in topic-based ESOL courses. If parents do not use the website already, use class time to show them how to navigate around the site and find information. Very often a school head teacher or deputy head will be willing to come and meet the parents and introduce the school website to them.



A primary school website



A classroom display

Walls

Classroom walls can be a rich resource for language learning. As well as including a wide range of topics, images and text, you can find maths and grammar terms as well as phonics. If you are teaching in a classroom, explore the walls and see what can be fed into the lessons. Encourage the parents to look at their child's classroom walls regularly and report back.

Classroom resources

Schools have an abundance of learning tools. You will find clocks, mini-whiteboards, rulers and dice which can be used in lessons. Of course, check with staff first before using their resources.



Classroom resources

Making the most of events, festivals and campaigns

School, community and national events as well as local and national festivals and campaigns can provide a language rich focus for ESOL classes. They also provide opportunities to invite guest speakers to the class or arrange class visits linked to each topic. Here are some examples:

National events and festivals

- World Book Day
- Black History Month
- Comic Relief
- Diwali
- Easter
- International Women's Day
- Pancake Day



Local events

- College open days
- Carnivals
- Councillor surgeries
- Local community meetings
- Demonstrations



School events

- International evening
- Culture week
- Fairs/fetes
- Sports day
- Plays and other shows
- Trips



Other parental involvement at school

- Parents' evening
- Parent consultations
- Talks for parents (eg. e-safety, bullying, parent volunteering, moving to secondary school)

Holding a school assembly



We planned and held a school assembly on learning a new language as this particular school was about to introduce Spanish lessons for the children.

We thought this would be a great opportunity for our mothers to share their experiences of learning a new language and give the children a little background on where they are from and the languages they speak.

As we had many Spanish speakers in the class – we also taught the children a Spanish song which the children (and staff) loved!

Holding a school assembly is a great opportunity for:

- building relationships with the school
- empowering parents – bringing their skills and experience to the school and sharing these with the children and staff
- making parents feel more part of the school community and enabling them to get more involved in other school activities
- increasing confidence in speaking English in public
- increasing the confidence of learners' children – seeing their parents on stage talking to the school can be very empowering for them.



TIPS

Speak to the Head/deputy head to see if it would be possible to hold an assembly. It could be linked to the curriculum, events or festivals taking place at the time.

If there are parents not able to make the assembly due to work or other commitments, video them in class and show this as part of the presentation.

Learning plans

We wanted to create meaningful learning plans for individual learners that would work for them, their tutors and funders. We merged our feedback/evaluation forms with a very simple Individual Learning Plan (ILP), and encouraged the use of images and simple English, particularly for lower level learners. You can see an example on the next page:

Example Learning plan for a 5 week short course: Introduction to Primary School

Name:	Tutor:	From:
Course: Introduction to Primary School	Venue:	To:

Beginning of course: How do I feel about this?				On this course, I will	End of course: How do I feel about this now?			
								
				 Get to know other parents.				
				 Find out about staff at the school and what they do.				
				 Learn about primary school subjects.				
				 Find out about the school day and the school year.				
				 Find my way around the school.				

My personal goals				
1.				
2.				
What did you like best?				
What would make the class better?				
Anything else?				

Part 3:

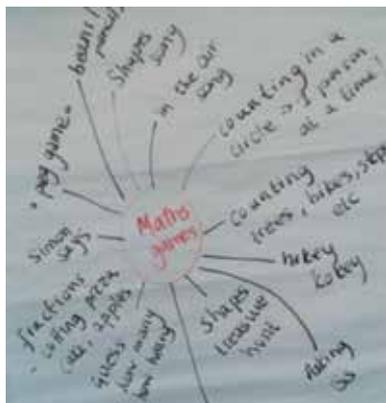
Topic-based short courses

Introduction

A topic-based approach to ESOL course design helps to build strong and meaningful links from the ESOL classroom to the setting, the wider community and local stakeholders. These links all help learners and their families to feel part of the setting, their local community and area – and so support integration.

Each 5 week PIP topic-based ESOL short course included:

- ✓ Two x two-hour classes each week, in term time only and within the school day
- ✓ Crèche support
- ✓ A visiting speaker such as a head teacher or deputy head, a speech and language therapist, or a family health worker with expertise on the related topic 'bringing the outside in'
- ✓ A visit to somewhere related to the topic such as a messy play session at the local library, or an exhibition at a local museum
- ✓ An attendance certificate handed out at the end of each short course
- ✓ Preparation for ESOL exams, if appropriate.



In this section, there are a range of ideas for covering the following topics:

- **Introduction to Primary School**
- **Childhood in the UK**
- **Education in the UK**
- **Communicating confidently**
- **Happy, healthy families**
- **Supporting children's learning**

Each section includes suggestions about what you can include, visitors to invite to speak to the class, visits to go on with your learners, topic-based objectives, language objectives, group goals, resources and activities. There are example activities linked to each topic-based section in the Appendices.

TIPS

- Always check what parents know first and build on this
- Provide plenty of opportunities for personalisation
- Find out the ages of the learners' children to work out if a primary or pre-school focus is more appropriate
- Make the courses flexible and fun
- Shorten or extend each topic to suit everyone's interests and needs.

Introduction to Primary School

Topics

- School times
- Rooms in the school
- School calendar
- School staff
- School routines
- Key stages/levels
- School rules
- School subjects

Parent volunteers

- Help with recruitment
- Accompany learners on tour of school/children's centre
- Share knowledge of school/children's centre

Visits

- A trip around the primary school/ children's centre.
This trip can include:
 - looking at bulletin and curriculum boards
 - looking at children's books and diaries for each year group
 - visiting a class in each year group
 - talking with teachers

Visitors

- Head/deputy head or teaching staff
Their willingness to give time and answer questions makes learners feel valued and challenges cultural expectations about availability of staff.

Resources and websites

- School notice boards/staff boards/curriculum and classroom boards
- Parent school agreement
- Other school forms and newsletters
- School website for information on, for example, the school calendar, staff, agreements, key stages, classes, curriculum, uniform
- Lisa Karlsen's photo pack on talent.ac.uk: http://www.talent.ac.uk/dsearch_details.asp?DocumentID=1230

Introduction to Primary School

Topic-based objectives	Language objectives	Group goals	Resources and activities
<p>Get to know each other</p> <p>Find out how much you know about primary school in the UK and what you want to learn</p> <p>Compare education in the UK and other countries</p> <p>Share experiences of education</p>	<p>Listen and respond to questions: <i>How many children do you have?</i> <i>How old is your daughter?</i> <i>How often do you...?</i></p> <p>Keywords: <i>child, children, son, daughter, never, sometimes, always</i></p> <p>Compare education between home country and the UK</p> <p>Comparative forms: <i>-er, -ier, more</i></p>	<p>Get to know other parents</p>	<p>Express (write down or say) what you want from your ESOL classes</p> <p><i>How often do you...?</i> (mingling activity). Complete table with information on others in class.</p> <p>Discuss picture prompts '<i>Schools around the world</i>' (see Appendix 3)</p> <p>Higher level: '<i>My experience of school</i>' (see Appendix 4)</p>
<p>Find out about the primary school staff and what they do</p>	<p>Describe people and their roles at the school: <i>The caretaker looks after the school building.</i></p> <p>Keywords: <i>teacher, teaching assistant, caretaker etc.</i></p> <p>Third person present simple: <i>teach, learn, serve, help, look after</i></p>	<p>Find out about staff at the school and what they do</p>	<p>Staff matching activity (see Appendix 5)</p> <p>Create a chart/list of staff at children's centre or school including names of learners' children's teachers.</p>
<p>Learn about primary school subjects, children's likes and dislikes</p>	<p>Ask and answer questions. Express likes and dislikes: <i>My son/daughter likes ...ing.</i> <i>What do children learn in ...? They learn to</i></p> <p>Verbs: <i>paint, write, share, count, add, subtract, play</i></p>	<p>Learn about primary school subjects</p>	<p>Subjects matching activity (see Appendix 5)</p> <p>Create a chart/list of likes and dislikes</p>
<p>Learn about days, dates, times at school and school routine</p>	<p>Routine</p> <p>Present simple, time, days of the week</p>	<p>Find out about the school day and the school year</p>	<p>Children's centre/school calendar and timetable of day (school website)</p>
<p>Find out about what goes on inside a primary school</p>	<p>Find and name different rooms and areas in a school: <i>The... is There is/are</i></p> <p>Keywords: <i>classroom, hall, art room</i></p> <p>Prepositions of place: <i>in, on, next to, behind etc.</i></p>	<p>Find my way around the school</p>	<p>Rooms matching activity (see Appendix 5)</p> <p>Go on a school tour</p> <p><i>'Where is the....?' (see Appendix 6)</i></p> <p>Create a map of the school</p>

Childhood in the UK

Topics

- Festivals, celebrations and events in the UK (check what is happening at the time of the course)
- Bilingualism at home
- Leisure time
- Reading with your child

Parent volunteers

- Invite learners on a playdate

Visits

- Park
- Leisure centre
- Library
- Messy play session
- Museum

Visitors

- Council's local services coordinator
- Children's centre staff/family learning tutor/specialist – making play dough or making/playing games
- Cyber bullying/e-safety speakers
- Parent volunteers – to discuss their experiences

Resources and websites

- Arranging a playdate: <http://esol.britishcouncil.org/content/learners/uk-life/family-learning/arranging-playdate>
- Reading with your child: <http://www.booktime.org.uk/schools/reading-with-your-child>
- Exploring English: Language and Culture: https://www.futurelearn.com/courses/explore-english-language-culture?utm_source=TE_twitter-google+&utm_medium=Social&utm_campaign=Exploring_English_Feb15
- Children and technology: <http://esol.britishcouncil.org/content/learners/uk-life/family-learning/technology-and-children>

Childhood in the UK

Topic-based objectives	Language objectives	Group goals	Resources and activities
Learn about festivals, celebrations and other events celebrated at school and in the local community	Describe a festival or celebration Simple sentences and questions Instructions Keywords: <i>Diwali, candles, fireworks, presents</i>	Make a game/activity related to a festival or celebration TIP: <i>Focus on ones that take place during this course</i>	Festivals (see Appendix 8) How to make a Chinese lantern (see Appendix 9)
Find out about the importance of bilingualism at home	Describe why bilingualism is important Keywords: <i>bilingual, fluent, mother-tongue, advantages</i>	Understand why bilingualism is important and ways to help your children be bilingual	Bilingualism exercise (see Appendix 7)
Talk about games that children can play Make a play date	Describe and give instructions on how to play a game Use dates, times and prepositions to make a play date: <i>Would Ahmed like to come and play at our house tomorrow after school?</i>	Make a game or go on a trip with my children	Create a game to play with children (see Appendix 15) Trip to the park – play games/have a scavenger hunt Trip to a messy play session or leisure centre Resources for children's games such as chalk and stone for Hopscotch YouTube videos for demonstrations on how to play children's games Arranging a playdate: http://esol.britishcouncil.org/content/learners/uk-life/family-learning/arranging-playdate
Understand the importance of telling stories	Tell or read a story: <i>Once upon a time....</i> <i>First, next, then, and finally</i>	Read with my child for 20 minutes every day	Books in children's centre/school library Audiobooks online http://worldbookday.com/
Understand the benefits and risks on the internet and social media	Describe ways to keep your child safe online Keywords: <i>e-safety, Facebook, Instagram, Parental controls, family safety, Wikipedia</i>	Understand the benefits and risks of the internet	Arrange access to computers at setting Speaker on cyber bullying/e-safety http://esol.britishcouncil.org/content/learners/uk-life/family-learning/technology-and-children

Education in the UK

Topics

- Key stages, SATS, GCSEs and A levels
- Primary school curriculum
- How children learn to read and write in the UK
- How children learn maths
- The importance of homework

Topics listed can be separate courses e.g. how children learn maths

Parent volunteers

- Share experiences with learners – older children, how they help with homework, reading, writing and maths
- Accompany learner to parent meetings/parents evenings at school

Visits

- Trip around school to explore resources and displays linked to the curriculum
- Visit to the local Further Education College

Visitors

- Visit from head teacher, deputy head or teacher and/or attend parents meetings on specific topics:
 - How children learn to read and write/maths
 - The importance of homework and how to help with homework
 - The primary curriculum: topic-based learning and how school trips support these
 - The school day (literacy hour, assemblies, break times etc.)
 - Key Stages, SATS, exams

Resources and websites

- Key stages: http://www.bbc.co.uk/schools/parents/national_curriculum_key_stages/
- National curriculum: <https://www.gov.uk/national-curriculum/overview>
- Learning Zone: <http://www.bbc.co.uk/programmes/p01b8f09>
- <http://learningmathsonline.ac.uk/wp/m/helping-children-with-maths/shapes-2/>
- <http://learningmathsonline.ac.uk/wp/m/helping-children-with-maths/measurement/>

Education in the UK

Topic-based objectives	Language objectives	Group goals	Resources and activities
<p>Understand how the education system in the UK is organised</p>	<p>Make simple statements using common modals, e.g. <i>In the UK, all children go to school when they are 5.</i></p> <p>Make simple comparisons using present simple, e.g. <i>In Turkey, primary classes are bigger than here.</i></p> <p>Read and understand table about key stages</p>	<p>Understand how the UK education system is organised</p>	<p>Key stages: http://www.bbc.co.uk/schools/parents/national_curriculum_key_stages/</p> <p>National curriculum: https://www.gov.uk/national-curriculum/overview</p> <p>Learning Zone: http://www.bbc.co.uk/programmes/p01b8f09</p> <p>Create a simple chart (individual or group)</p>
<p>Understand an overview of the primary school curriculum and what's expected</p>	<p>Describe child's likes and dislikes at school</p> <p>Use adverbs of frequency (<i>Once a week, twice a week</i>)</p> <p>Understand homework instructions: <i>Write/copy/draw in the/on the/next to</i></p>	<p>Understand different primary school subjects</p> <p>Create a star chart to use at home</p>	<p>Subjects matching activity (see Appendix 5)</p> <p>Tour of school – looking at different curriculum/ key stage displays</p> <p>Resources from school such as reading log, spelling books and class timetables</p> <p>Homework at primary school (see Appendix 10)</p>
<p>Understand some basic principles on how children learn to read and write</p>	<p>Ask open and closed questions to engage children in a story: <i>Where is Maisy? What is Mr Mouse wearing? How many windows can you see?</i></p> <p>Use children's books to improve reading skills</p> <p>Recognise the names of letters and sound letter relationships (phonics)</p>	<p>Read a book with my child</p> <p>Read a book myself</p> <p>Write A-Z – in upper and lower case (lower levels)</p>	<p>Children's readers from school</p> <p>Readers for adults</p> <p>Handwriting books/practice activities from school</p> <p>Phonics videos</p>
<p>Understand some basic principles on how children learn maths</p> <p>Recognise the importance of maths in our daily lives</p>	<p>Recognise and say numbers 1-100</p> <p>Understand and use key vocabulary: <i>plus, minus, times, add, multiply, triangle, square, circle, fractions, decimals</i></p> <p>Tell the time</p>	<p>Recognise and say numbers 1-100</p> <p>Recognise and understand key maths symbols + – x and /</p>	<p>Example maths activities from setting and websites</p> <p>Create number and sign cards to practise maths and the language of maths with children</p>

Communicating confidently

Topics

- Reading letters and text messages from school
- Filling in school forms
- Speaking confidently to teachers (e.g. at parents' evening)
- Speaking confidently to office staff (e.g. to notify of absence)

Visits

- Local college – build confidence in finding out about courses (including ESOL courses and other courses/vocational areas that learners are interested in)
- Museums/galleries – build confidence in exploring local area

Parent volunteers

- Coffee mornings
- Conversation clubs
- Supporting learners in going to parents evening/talking to teachers or office staff

Resources and websites

- Parents evening:
<http://esol.britishcouncil.org/content/learners/uk-life/family-learning/parents-evening>
- Welcome to the UK toolkit:
http://www.learningunlimited.co/files/Welcome_to_the_UK_Toolkit.pdf

Visitors

- Head/deputy head or teacher on how to get the most out of parents evening
- Office staff – for role play calling about sick child, trips, dinner money, pick up

Communicating confidently

Topic-based objectives	Language objectives	Group goals	Resources and activities
Read and understand letters and text messages from the school	Read and understand a sample of letters and texts according to level Key verbs and modals from sample texts: <i>care, encourage, provide, notify, support, attend, term dates, policies, staff, contact us</i>	Read and understand letters and texts from the school	Samples from school of: - a newsletter - a letter - a text message
Fill in a school form	Read and understand key vocabulary for forms such as absence, school trips, first aid, photography, school meals e.g. <i>Name, address, child's name, class</i>	Fill in a form	Forms from school/children's centre e.g. sick form/ clubs /free school meals/trips
Speak more confidently to teaching staff about child	Listen to and understand key information about child's progress and well-being Express concerns and ask simple questions regarding child's progress and well-being Keywords: <i>hard-working, lazy, confident, shy</i>	Speak more confidently to teaching staff about my child Participate more confidently at parent's evening	Talking to teacher (see Appendix 11) Role-play parent teacher meetings British Council resources for Parent's evening: http://esol.britishcouncil.org/content/learners/uk-life/family-learning/parents-evening
Speak more confidently to office staff about child	Report your child's absence to school and explain reason why they are absent Common illnesses vocabulary: <i>fever, temperature, chickenpox, vomiting, nits</i> Make an appointment	Speak more confidently to office staff on the phone and at reception	Resources on common illnesses (www.talent.ac.uk) NHS Minor Illnesses guidelines Talking to the school office role play (see Appendix 12)
Build confidence in exploring local area with children Travel by public transport Visit museum and/or other local attractions	Read and understand a tube/train map and signs at station Ask directions: <i>Excuse me, which way is the museum?</i> Buy the best ticket: <i>Which Zone is the Docklands Museum in</i> Useful language for museum: <i>How much is a family ticket, please? What time do you close? Where can I put my buggy?"</i>	Use public transport and visit a local attraction with my child	Museum website Tube/train map/bus timetable

Happy, healthy families

Topics

- What makes a happy, healthy family?
- Healthy eating
- Health and illness
- Play and exercise
- Love and praise

Parent Volunteers

- Trips to local park, leisure centre, attraction or Stay and Play
- Support learners when speakers come to class

Visits

- Leisure centre
- Library to find out about children's activities
- Local attractions
- Local park

Visitors

- Health visitor
- Nutrition advisor
- Oral health specialist
- Domestic violence speaker

Resources and websites

- British Council
<http://learnenglishkids.britishcouncil.org/en/category/topics/health>
<http://esol.britishcouncil.org/content/learners/uk-life/family-learning/healthy-eating>
- Forms, leaflets and other information from GP
- NHS website
- School advice on when children should and should not be kept off school

Happy, healthy families

Topic-based objectives	Language objectives	Group goals	Resources and activities
Share ideas on what makes a happy family	Listen and respond to questions, ideas and information Keywords: <i>diet, exercise, play, sleep, love, praise</i>	Understand the importance of diet, exercise, play, sleep, love and praise for children	Well-being flower (see Appendix 13) Maslow's hierarchy of needs – create a tactile activity Participatory approach: Body template (flipchart paper)
Understand the importance of a healthy diet for all the family	Give, listen to and follow simple instructions (share recipes) Food/diet vocabulary	Describe a healthy diet Create a class recipe book	Food flashcards Recipes Nutritional information on food packaging Create a class recipe book of shared healthy recipes for families
Be aware of common childhood illnesses, preventative measures and school attendance guidelines	Describe symptoms for common children's illnesses: <i>My son has a cold, My daughter is vomiting, He is sick</i> Use present simple to make an appointment with a doctor	Describe symptoms to the doctor Make an appointment with the doctor Understand when to keep your child off school (and when not to)	NHS Minor illness and school attendance guides (available to download from most school websites) Resources on common illnesses (www.talent.ac.uk) Making an appointment – role play Talking to doctor – role play Talking to the school office – role play (see Appendix 12)
Understand the importance of play and exercise Go on a trip to leisure centre, park, museum or stay and play	Describe and compare games from own cultures and in UK Read and understand key language in a timetable from the leisure centre/children's centre/ after school activities Use language of play: <i>Your turn, You're out, You win</i>	Make or learn a new game to play with child Take child to leisure centre/park/museum or stay and play at the children's centre	Learn and/or make a game to play with child Realia: ball, chalk, French elastic Children's games matching activity (see Appendix 15) Timetable from local leisure centre, map of park
Understand the importance of praise	Use language to praise: <i>Well done! That's fantastic! You really well. You ... very ...!!</i>	Create a star chart	Significant people in my child's life (see Appendix 14)

Supporting children's learning

Topics

Learning at home:

- Reading and storytelling with children
- Make an activity or resource to use with my child at home
- Everyday opportunities for learning

Learning at school:

- Understand the importance of school trips
- Prepare for and go on a trip

Parent volunteers

- Attend trips
- Play dates with PIP parents and their children after the class/school
- Talk about what they do to support their child's learning
- Go to events with learners related to supporting children's learning

Visits

- Museum
- Park/playground
- Library for messy play session/other children's activities

Visitors

- Family learning specialists/tutors

Resources and websites

- YouTube – nursery rhymes, children's stories
- Reading record, reading books from school, spelling and phonics resources from school,
- Recycled materials for making a game
- Trip consent form
- Supporting parents with their children's learning at home research report:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/222081/DCSF-RR138.pdf
- How to play hopscotch:
<http://www.videojug.com/film/how-to-play-hopscotch?channel=two-point-four>
- Why is play important?:
<http://www.playengland.org.uk/about-us/why-is-play-important.aspx>

Supporting children's learning

Topic-based objectives	Language objectives	Group goals	Resources and activities
Support children with reading	<p>Ask short simple questions about stories and illustrations:</p> <p><i>What is she/he doing? Why is she/ he ...ing?</i></p> <p><i>What do you think about ...?</i></p> <p>Write short simple statements in the book scheme record: <i>X read well/confidently. X talked about (the story/character). X is ready for next level book.</i></p>	<p>Ask my child questions about stories</p> <p>Write some comments in my child's reading record</p> <p>Make a story prop for child's current or favourite book</p>	<p>School spelling resources</p> <p>Examples of reading log or what parents are asked to complete as record of reading together at home</p>
Make an activity or resource to use with child at home, e.g. skittles, play dough	<p>Listen to and follow simple instructions</p>	<p>Make a learning activity to use with my child</p>	<p>Paper, scissors, glue, cartons</p> <p>Recipe and ingredients for play dough</p> <p>YouTube for ideas</p>
Understand the importance of school trips	<p>Listen, respond and take part in class discussion about school trips</p> <p>Read and understand a letter from the school/ children's centre about a trip</p> <p>Complete a simple form</p>	<p>Take part in a group discussion about class trips</p> <p>Fill in a trip consent form</p>	<p>Trip consent form</p> <p>Visit from Head/deputy/teacher to talk to class about the importance of school trips</p> <p>Videos of and photos of past school trips from school website</p>
Prepare for and go on a trip, such as to the park or a messy play session	<p>Vocabulary: sports, games and language of play – <i>Your turn! You're out! You win!</i></p>	<p>Learn and play some outdoor games (e.g. Grandmother's footsteps, hopscotch)</p>	<p>Children's games (see Appendix 15)</p> <p>Videos on how to play games</p> <p>Play objects – ball, chalk (hopscotch)</p> <p>List of local activities at library</p>

Part 4:

Parent volunteers

Introduction

Parents at our partner children's centres and schools were recruited, trained and supported to become PIP parent volunteers. After successfully completing their training, PIP volunteers supported PIP learners on trips, in classes and at school events. They also attended parents' meetings and coffee mornings with the learners and worked together on a participatory video project. Becoming a parent volunteer is an exciting opportunity for parents and can create opportunities for learners and volunteers to socialise. Volunteers can play a significant role in helping potentially alienated parents feel part of the setting and more settled in the UK. Volunteering can also provide a useful progression route towards employment.

Recruitment of volunteers

Strategies for successful volunteer recruitment:

- Presence at school gates (ideally two people) at drop-off and pick-up time to distribute flyers and/or have an informal chat about the parent volunteer programme
- Informing school staff about the programme and asking them to boost awareness of this volunteering opportunity and encourage participation
- Using the school website and newsletters



Volunteer training

It is important that volunteers are trained prior to becoming active parent volunteers. The content of the training needs to be closely linked to their role as volunteers and to their expectations as well as the identified needs of the setting.

Core topics to cover in volunteer training:

- Safeguarding
- Keeping safe
- Local organisations and agencies
- Signposting
- Limits of the role
- Problem solving
- Effective communication
- Reporting mechanisms and record keeping

Each of these should be contextualised to the organisation and the personal expectations of the volunteers. In our experience providing case studies or scenarios based on real-life actual experiences enables participants in training to access difficult information more effectively. Peer learning plays an important part in terms of course delivery.

Volunteer support

Support with organised trips

Volunteers are a great support to learners on trips, both during term time or holidays.

Support in classes

Volunteers can be a useful asset in ESOL classes although this depends on the size of class, the levels of the learners, the needs of the tutor and the plan for the session. It is important to remember that, in most cases, volunteers are not trained ESOL teachers, so should not be expected to take on a teaching role.

Conversation clubs

Weekly conversation clubs can be facilitated by the volunteers. These sessions can prove invaluable to learners and give volunteers excellent insight into the practical support needed, such as signposting to appropriate family learning courses or help with housing issues.

Follow on support and sustainability

It is important to empower volunteers so that they are confident and able to continue supporting learners – encourage, encourage, encourage!

TIPS

- Try to get each school and/or children's centre actively involved in the volunteer programme and recruitment from the start.
- An informal taster event can help to encourage potential volunteers to follow up the training opportunity.
- Volunteers should have minimum Entry level 2 English in order to benefit from the programme and provide clear and effective support to the learners and groups they are supporting.
- Crèche support for volunteer training sessions will enable more parents to become volunteers.
- Make sure everyone is clear on the possibilities and the boundaries of the volunteer role from the first training session.
- Arrange an informal event or class visit to introduce the volunteers to the learners.
- All parent volunteers must have a DBS (Disclosure and Barring Service) check. Allow up to two months for these to be processed.

Part 5: Family activities

Introduction

Family activities were an integral part of the PIP programme and they created interesting and fun opportunities for learners and their children to enjoy learning new things, discovering new places and making new friends. They also provided a perfect opportunity for tutors to meet their learners' families, which helped to build a stronger bond and understanding between them. Here are some ideas and tips:

Family activity workshops

Plan a family activity workshop or event when rooms at the school or children's centre are free at a weekend or during a school holiday.

- Look at the age range of the children coming and choose activities relevant to the age range
- Check the budget. If it is small, stick to craft making activities, simple games or a sing-along. Maybe the local fire or police service could come?
- If you have some money to spend, you could consider face painters, story tellers and other activities which need a budget.



Family craft-making session

Family trips

Some families may find it difficult to afford or plan a family day out. Building these into the programme can create very special and memorable opportunities for everyone.



Trip to the beach

A picnic in the park: simple and so much fun – can include playground and other activities such as pitch and putt or paddling pool.

The beach: children are never happier than playing in the sand and in the water. Of course with both the beach and the park, you are weather dependent!

Museums: many museums will help in creating a great day out and at no cost – giving a talk or providing activities and/or a sing-along. The British Museum and the Museum of London are particularly good.

Other ideas: There are many great days out around the country. London options include a trip on the Thames, the London Eye, or a trip to the Houses of Parliament.

TIPS

- ✓ Create an expression of interest form which includes columns for names, phone numbers, children's names and ages and also photo consent. This information will be needed for planning the day and also on the day to check attendance and get in touch with learners if you need to.
- ✓ Do a risk assessment for all trips which includes the journey as well as the venue you are visiting. Important considerations include:
 - the number of buggies coming and how many buggies can travel on a bus at one time
 - lift locations
 - the time needed to get on /get off platforms
 - the frequency of trains/buses when working out time needed to get to and from places.
- ✓ If the trip is expensive, returnable deposits can encourage attendance (bad weather can be very discouraging).
- ✓ Take extra bottles of water, a first aid kit, and an umbrella (useful for rain and as a guide to hold up high so people can see where you are).



Part 6:

Finding out more

Learning Unlimited (LU)

Website: www.learningunlimited.co

Parents Integration through Partnership (PIP) project More photographs, example materials and the impact assessment from the PIP project are available from the Learning Unlimited website: <http://www.learningunlimited.co/projects/parents-integration-through-partnership>

Welcome to the UK project An ESOL and integration project with a free downloadable toolkit: http://www.learningunlimited.co/files/Welcome_to_the_UK_Toolkit.pdf

Active Citizenship and English (ACE) project Another ESOL and integration project which produced a series of graded 'Literacy for Active Citizenship' readers with free downloadable activities: <http://www.learningunlimited.co/resources/publications/acereaders>

Childcare

Information on childcare for 2-4 year olds: <https://www.gov.uk/free-early-education>

Participatory approach

Information on the participatory approaches and tools

- AUERBACH, E. (1992). *Making meaning, making change: participatory curriculum development for adult ESL literacy*. Washington, DC, Center for Applied Linguistics
- Baynham, M., Roberts, C. and Cooke, M., Simpson, J., Ananiadou, K., Callaghan, J., McGoldrick, J., and Wallace, C. (2007) *Effective Teaching and Learning ESOL*. London: NRDC. Also available on line on the NRDC website.
- Bryers, D. Winstanley, B. and Cooke, M. (2013) *Whose integration?* British Council <https://www.kcl.ac.uk/sspp/departments/education/research/ldc/publications/workingpapers/the-papers/WP106-Bryers-Winstanley-Cooke-2013-Whose-Integration.pdf>
- Cooke, M. and Roberts, C. (2007) *Developing adult teaching and learning: Practitioner guides – ESOL*. Leicester: NIACE, in partnership with NRDC
- Bryers, D. Winstanley, B. and Cooke, M. (2013) *The Power of Discussion* British Council https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Power_of_discussion.pdf: an examination of group discussion in the classroom with ideas for setting them up, teaching emerging language and making them more

- English for Action has a useful blog where they share lesson ideas and experiences of taking action for social change alongside students: efalondon.wordpress.com. It also offers training: <http://www.efalondon.wordpress.com/>
- Reflect ESOL, pioneered by the international development agency ActionAid, is an approach to adult learning and social change which is widely used. See: <http://www.nrdc.org.uk/content.asp?CategoryID=1636> and the Reflect for ESOL Evaluation: final report, Moon, P, Sunderland, H, (2008): <http://www.reflect-action.org/sites/default/files/u5/Reflect%20for%20ESOL%20final%20evaluation%20report.pdf>

Other useful websites for resources and activities:

- British Council ESOL Nexus Family Learning:
- <http://esol.britishcouncil.org/content/learners/uk-life/family-learning-0>
- BBC Learning Zone: <http://www.bbc.co.uk/programmes/p01b8f09>
- Reading with your child: <http://www.booktime.org.uk/schools/reading-with-your-child>
- The National Curriculum: <https://www.gov.uk/national-curriculum/overview>
- http://www.bbc.co.uk/schools/parents/national_curriculum_key_stages/
- The importance of play: <http://www.playengland.org.uk/>
- Talent website for resources: www.talent.ac.uk
- DBS: <https://www.gov.uk/disclosure-barring-service-check/overview>

Appendices

This section includes some of the resources that we found really useful. The following table shows the recommended level for each resource, but all can be adapted to work for any level. All of these resources can be used and adapted within a wide range of lessons using different activities, exercises, videos and recordings linked to the subject matter and language focus.

Appendix	Resource	Type of resource/activity	Level
Appendix 1	ESOL class and taster day flyer	Template for flyer	N/A
Appendix 2	About me pizza template	Participatory tool	All
Introduction to Primary School			
Appendix 3	Schools around the world	Picture prompts	All
Appendix 4	My experience of school	Worksheet	E2
Appendix 5	Primary school staff, rooms and subjects	Matching activities	All
Appendix 6	Where is the.....?	Worksheet	E1
Childhood in the UK			
Appendix 7	Helping our bilingual children	Reading comprehension	E2+
Appendix 8	Festivals in the UKJ	Matching activities	E1
Appendix 9	How to make a Chinese lantern	Sequencing and gap fill	E1
Education in the UK			
Appendix 10	Homework at primary school	Reading comprehension	E2+
Communicating confidently			
Appendix 11	Talking to teacher	Matching activity and exercise	E1
Appendix 12	Talking to the school office	Role play	E1
Happy, healthy families			
Appendix 13	Well-being flower	Participatory tool	All
Appendix 14	Significant people in my child's life	Participatory tool	All
Supporting children's learning			
Appendix 15	Children's games	Matching activity	All

Tips for using some of the resources in the appendices

Appendix 2: About me pizza template

The pizza template can be used for several different activities. It is particularly useful as a warmer activity and as an evaluation tool.

- As a warmer, ask learners to write or draw something about themselves on a slice, or lots about themselves on an entire pizza, then share as a group. What do learners have in common? Get learners to find out information themselves from other learners by sharing their pizzas!
- As an evaluation tool, ask learners to shade the area of a slice to represent how happy they are with different aspects of the course or topic.

Appendix 4: My experience of school

Before using this resource, make sure all your learners have been to school at some time in their lives. If there are learners who have never been in formal education, be sensitive to this and adapt the resource to make it more appropriate. Compare education in their home country now to education in the UK today. This adaptation makes this resource more appropriate to lower level learners as there is no need for the past tense (although comparatives will still be necessary).

Appendix 5: Primary school staff, rooms and subjects (and also other matching activities – Appendix 8, 11 and 15)

- Laminate and cut out cards to create useful resources which can be kept, reused and shared.
- Use the images to create other exercises appropriate for your learners, such as clustering words and images under different headings, practising alphabetical order, and playing games such as pelmanism.

Appendix 8: Festivals in the UK

- Laminate and cut out the cards.
- Introduce the topic by eliciting festivals and other important days celebrated in the UK, and in particular at the primary schools/children's centre where the classes are being held.
- Ask learners to match the activity images to the text in pairs or groups. Check and discuss. (Appendix 8[1-3])
- Now ask learners to match the activities with the correct festival. (Appendix 8[4-5])
- Discuss these festivals and activities. What do people do? How do they celebrate at their children's primary schools/children's centres? What other festivals are there? Write the verbs on the whiteboard.
- Match the verb to the nouns and pictures. (Appendix 8[6-7])
- Ask learners to say and then write sentences e.g. At Christmas, children sing carols.

Appendix 13: Well-being flower

Ask learners to:

- Write their child's name in the middle of the flower
- Label each petal of the flower with something that is important for a child to do well and/or feel happy at school, nursery or in the crèche
- Colour in each petal to show how they feel their child is doing.
 - Doing very well = colour all of the petal
 - Not doing well at all = only colour in a small part of the petal
- Discuss in pairs, then as a group.

Like the pizza template, there are numerous other uses for the flower. It can be used with other topics, also as a warmer activity or as an evaluation tool.

Appendix 14: Significant people in my child's life

Ask learners to:

- Draw a picture of their child, or bring in a photo and stick it in the box in the middle of the page
- Fill in the thought bubbles with all the important people in their child's life (optional – add names and photos)
- Why are these people important to their children? How important is it for children to have love and support? Discuss in pairs and then as a group.

Free ESOL classes with crèche

Learn English to help with everyday life.
Feel more confident.
Support your children's learning at home and at school.

Starting _____ at _____

Every _____

Term time only.

Come and find out more.

You can enrol at our Taster event:

Where:	When:	Time:
--------	-------	-------

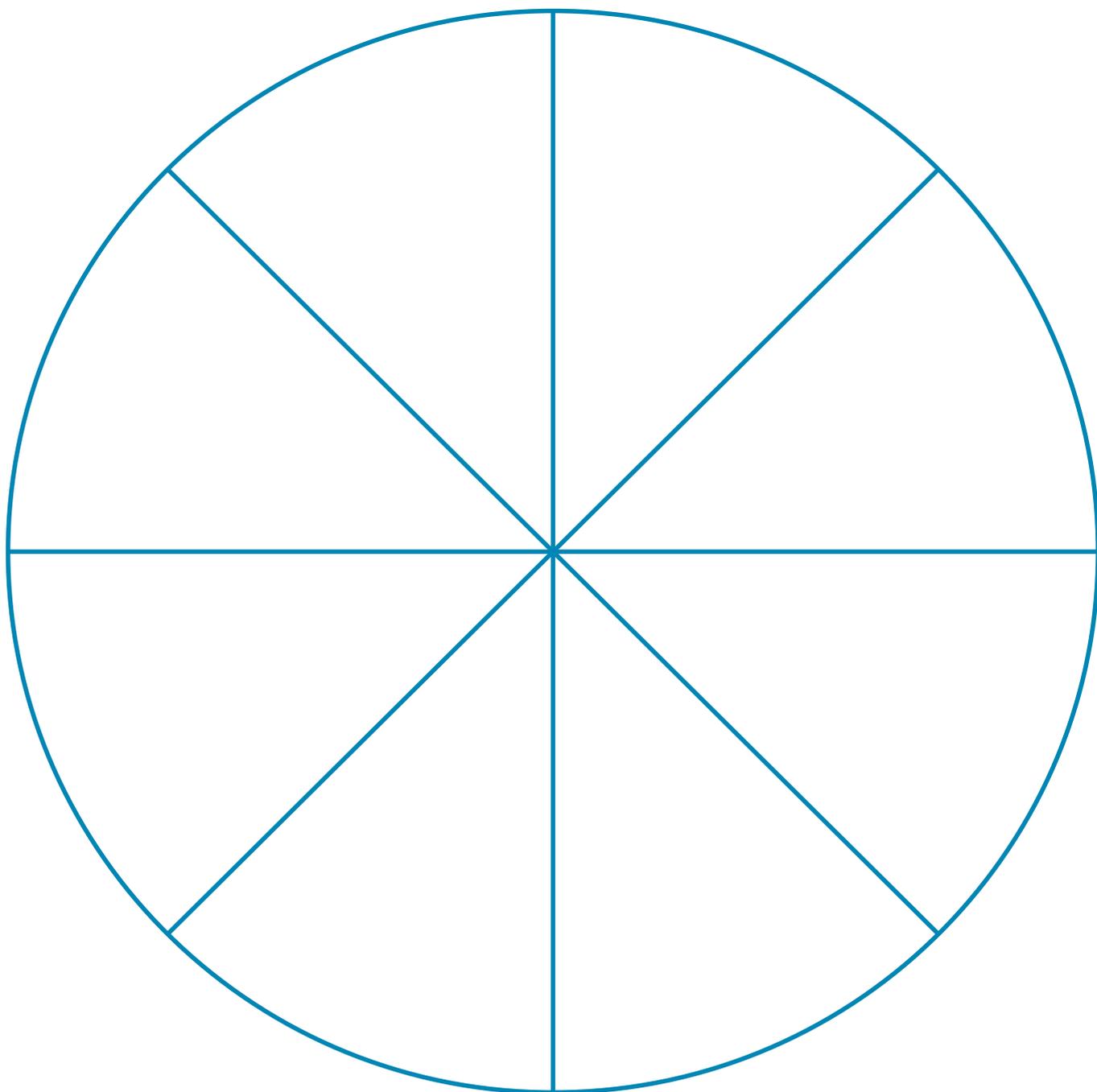
Free refreshments.

We look forward to seeing you!

Any questions? Please speak to:



About me



Appendix 3: Schools around the world

Picture prompts

Tell us about education in your country? How is it different to education in the UK?



Appendix 4: **My experience of school**

1. How old were you when you started school?

2. How old were you when you left school?

3. Did you go to a school with girls and boys? **Yes / No**

4. How many children were in your class?

5. Did you pay for your school? **Yes / No**

6. What subjects did you study?

7. What was your favourite subject?

8. Complete these sentences:

At school, I liked...

At school, I didn't like ...

If I could change one thing about education, I would...



9. Now compare your experience of education with others in the class

Name	Something that is the same	Something that is different

Primary school staff



head teacher



caretaker



teacher



teaching
assistant



office staff



lunchtime
supervisor



parent
volunteer

Primary school rooms



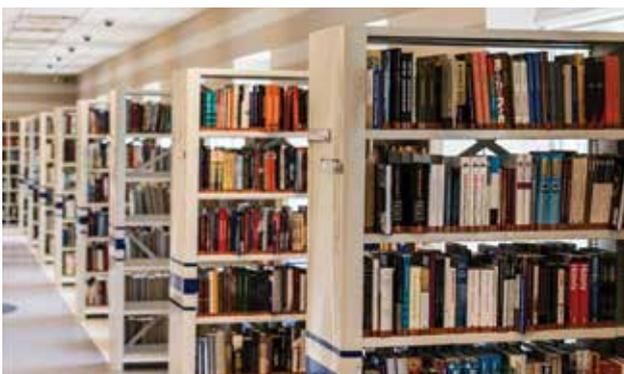
classroom



hall



art room

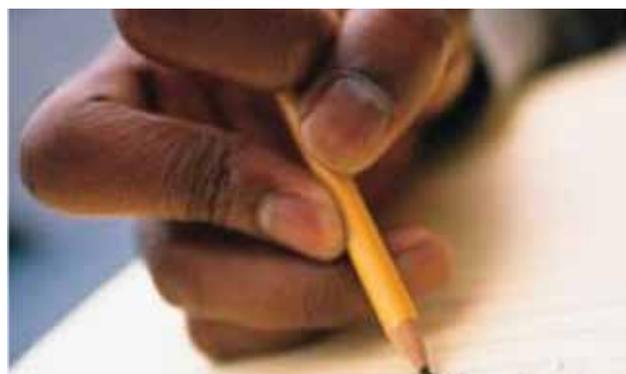


library

Primary school subjects



Maths/
Numeracy



English/
Literacy



Science



Religious
Education (RE)

	<p>Art</p>
	<p>Languages</p>
	<p>Music</p>
	<p>Physical Education (PE)</p>

Fill in the gaps and write some sentences about your school or children's centre:



Where is the..... ?



library	classrooms	hall	office
gym	children's centre	nursery	after school club
playground	garden	head teacher's office	

- by
- in front of
- behind
- next to
- on
- in
- opposite
- beside

1. The hall is _____ reception.
2. The office is _____ reception.
3. The gym is _____ the hall.
4. The garden is _____ the classrooms.
5. The nursery is _____ the school.
6. The after school club is _____ .
7. The library is _____ .

Add your own sentences:

8. _____

9. _____

10. _____

Discuss bilingualism at home:

- Do you speak to your children in your language?
- Do you read them stories in your language?

Read the text and then answer the questions

Helping our bilingual children

There are two extremely important things to remember:

1. Bilingualism is an advantage. It helps children in many different ways. Parents must help their children to understand this.

2. It is very important for children to have at least one fluent language. This should be their mother-tongue. They can have two or more fluent languages but it is important that parents do not mix their languages. For example, fluent Hindi is very good, a bit of Hindi and a bit of English is not good. Children must learn their home language(s) first. They will learn English at play group, nursery and at school.



Telling stories



Tell your children stories. Storytelling is a good way to develop many of the skills children need for their schoolwork. Stories help them to learn to put their ideas in order, to understand that different people use language differently, to be creative with their use of language and to make their stories interesting to listen to.

You can tell traditional children's stories, stories about your family and stories about where you come from. All children love to hear stories about their parents' childhood. Teach them to use traditional story beginnings and endings, such as: *Once upon a time...*, *They lived happily ever after....* Let children take part and join in the story telling.

Read books and stories in your language to your children, even when they can read by themselves. (If you can't borrow or buy books in your own language, make your own). You can look at a book written in English but tell the story in your language.

True or false?

		True	False
1.	It is important for children to be fluent in at least one language.		
2.	Parents should speak English at home as much as possible.		
3.	Children should learn English first.		
4.	It is good to tell your children traditional stories in your home language.		
5.	Children are not interested in hearing stories about their parents' childhood.		
6.	If you can't buy books – make your own!		

Write two benefits to children of being bilingual:

What do you already do to support your child to learn your language?

What new things you can do to help them?

<p>eat sweets</p>	
<p>watch fireworks</p>	
<p>sing carols</p>	
<p>light candles</p>	

wear fancy
dress costumes



eat pancakes



give presents



hunt for
chocolate eggs



<p>wear new clothes</p>	
<p>make cards</p>	
<p>decorate a tree</p>	
<p>say prayers</p>	

Halloween

Christmas

Eid al Fitr

Diwali

Guy Fawkes/Bonfire Night

New Year's Eve

Hanukkah

Easter

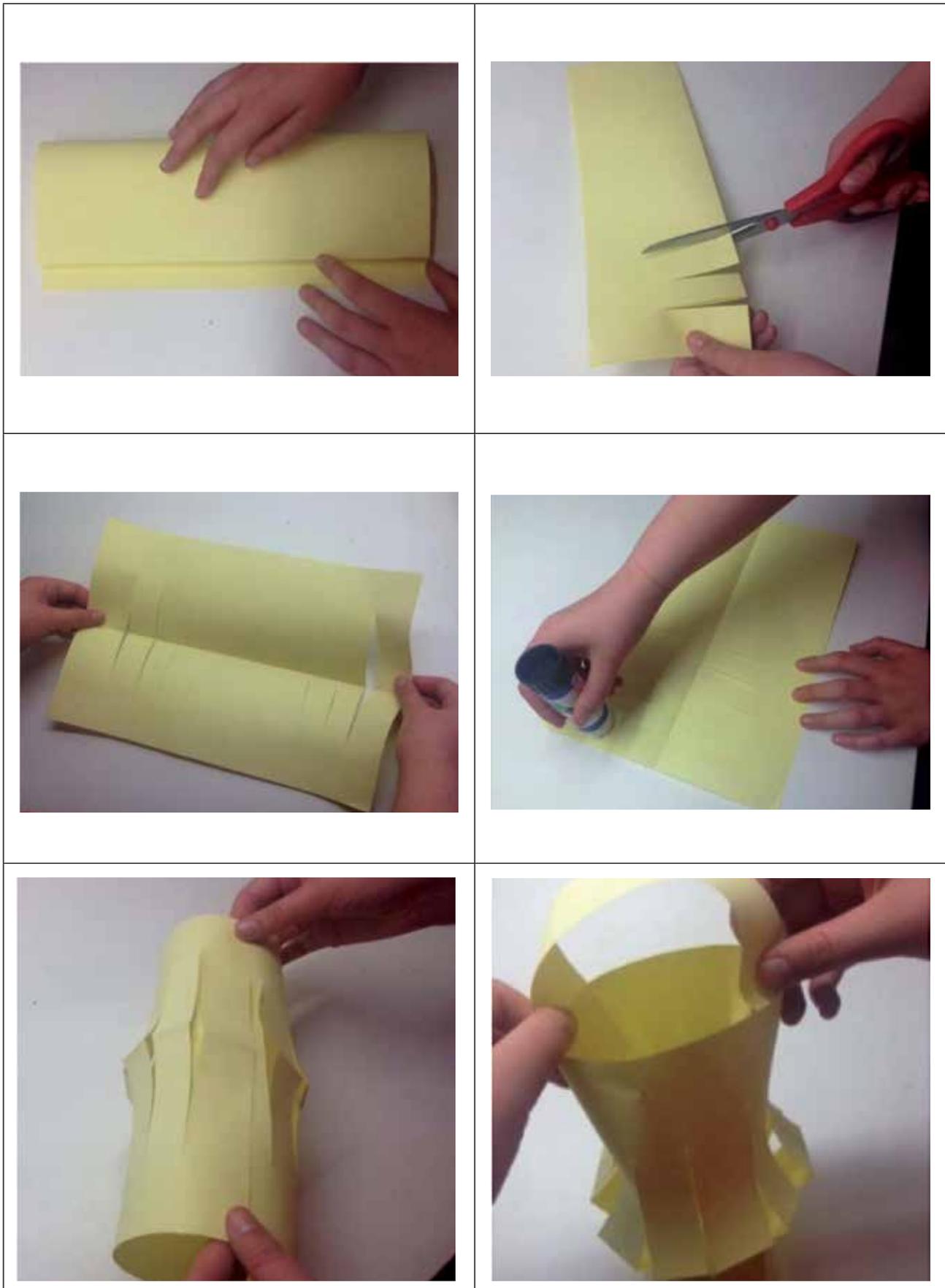
Pancake Day

Mother's Day/Father's Day

eat	sweets
watch	fireworks
sing	carols
light	candles
wear	fancy dress costumes
eat	pancakes

give	presents
hunt	for chocolate eggs
wear	new clothes
make	a card
decorate	the house
say	prayers

Appendix 9: How to make a Chinese lantern (1) Sequencing activity and gap fill



Fill in the gaps:

	<p>1. _____ the paper in half.</p>
	<p>2. _____ slits across the paper and leave gaps at the top.</p>
	<p>3. _____ the piece of paper. You can see the full length lantern design.</p>
	<p>4. _____ one of the sides.</p>
	<p>5. _____ the paper into a cylinder shape. Lightly press down the glued side to hold the lantern in place.</p>
	<p>6. To _____ the handle, _____ a strip of paper and _____ the ends to the top of the lantern.</p>

Fold
glue
Open
Cut

make
cut
Glue

Now try and make one yourself!

Read the text and answer the questions:

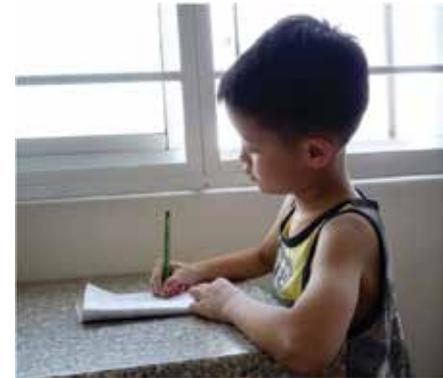
Homework at primary school

Homework helps your children practise what they are learning at school. It encourages independent learning and helps parents see what their children are learning at school.

In Key Stage 1 (Reception to Year 2), reading is the **most important** homework.

Your child may have a book from the classroom library in his or her bag. Try to read the book with your child every day.

It is very important that your child UNDERSTANDS his or her homework.



How long do children need to do homework?

Talk to your children about what they learn at school. This is a very important way to help your child learn. This is homework!

If you use a different language at home, use your own language to talk about homework and help your child.

Years 1 and 2	60 minutes a week
Years 3 and 4	90 minutes a week
Years 5 and 6	30 minutes a day

Tips for good homework habits

- Find a quiet place in your house for homework.
- Your child will need a table or flat surface, good light and pens. They may need pencils, scissors and glue.
- Make sure you understand how the teachers teach reading, writing and maths at your child's school.
- Make a homework timetable.
- Give your child some healthy food and a drink before they do their homework.
- Ask your child how their homework connects to what they are learning at school.
- Turn off the TV!
- Don't give your child the answers. Help them FIND the answers.
- Make homework fun!

Homework questions

Circle the correct answer:

1. Which homework is most important in Key Stage 1?

- a) Science
- b) Maths
- c) Reading



2. In Years 1 & 2, how much homework should children do?

- a) 60 minutes a week
- b) 90 minutes a week
- c) 30 minutes a day

3. Why is talking to children about what they learn at school important?

- a) It reminds them to do their homework.
- b) It helps them learn.
- c) It helps them make friends.

4. What do you think is the most important tip to help your child with their homework?

5. Do you think children should get homework at primary school?

Discuss this in a group.



shy



bright



lazy



well-behaved



naughty



chatty

	
hard-working	sociable
	
happy	sad
	
angry	confident

Appendix 11: Talking to teacher (3)

Write an adjective to describe the child in each picture

1. Use the adjectives from the matching activity. Are they positive or negative? Copy them into the table

Positive	Negative



2. Can you think of more adjectives? Discuss with a partner or as a group. Add these to your table.

3. Use the adjectives to complete these sentences.

1. She is _____. She always does her homework.
2. She is _____. She is above average in her class.
3. He is _____. He talks too much!
4. He is _____. He doesn't talk to other children.
5. She is _____. She never does her homework.
6. He is _____. He fights in the playground and talks in class.
7. He is _____. He is good in the class.
8. She is _____. She has a lot of friends.

4. Use your adjectives to write some sentences about your children.

Practise in pairs.

Change the names to make it **you** speaking to the office at **your** school.

Call TO school

School: Good morning, Sunnyhill Primary School.

Parent: Hello. This is Sheria Deb. My daughter isn't well. She isn't coming to school today.

School: OK. What's her name?

Parent: Imani Deb

School: Can you spell her name, please?

Parent: I - M - A - N - I D - E - B

School: Which class is she in?

Parent: She's in 1G.

School: What's the matter with her?

Parent: She's got a temperature.

School: OK. I'll tell her teacher. Thank you for letting us know.

Parent: OK. Thank you. Good bye.



Call FROM school

School: Hello. Is that Imani's mum?

Parent: Yes

School: Imani's sick. Please can you come to school and pick her up.

Parent: Oh dear. I'm coming now. Thank you.

School: See you soon.

Parent: Yes, good bye.

Making an appointment

Parent: Hello. This is **Flora Lobo**.
Could I make an appointment to see **Ms Lawrence**, please?



School: Yes, of course. Can you meet **her** at **9.15** after drop off **tomorrow**?

Parent: No, sorry, I can't come **tomorrow**.
Could I come on **Thursday**, please?

School: Yes, that's fine. What's your child's name?

Parent: **Daniel Lobo**.

School: OK. I'll tell her. See you on **Thursday**.

Parent: Thank you. Good bye.

Call FROM school about dinner money

School: Hello. Is that **Imani's** mum?

Parent: Yes.

School: We need another payment for **Imani's** school dinners, please.

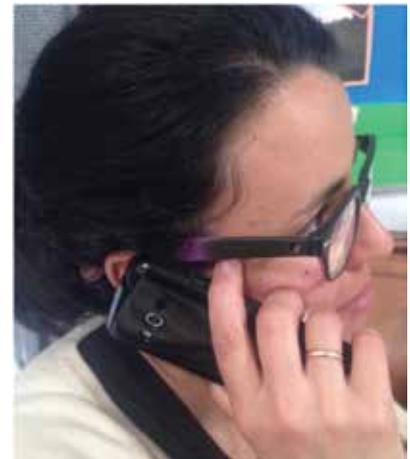
Parent: How much is it?

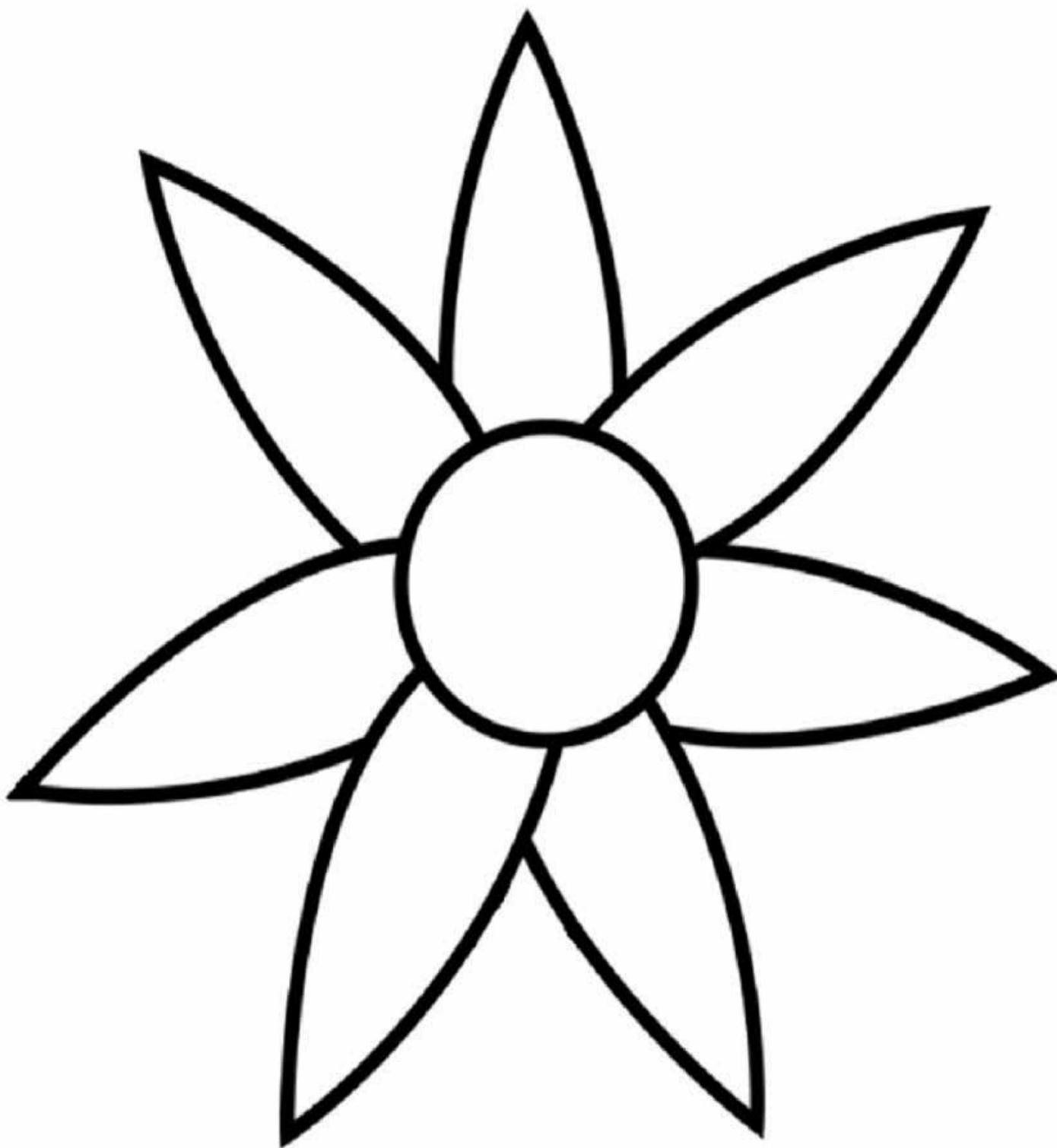
School: **£35**.

Parent: OK. I'll bring it **tomorrow**.

School: Thank you. See you **tomorrow**.

Parent: Good bye.

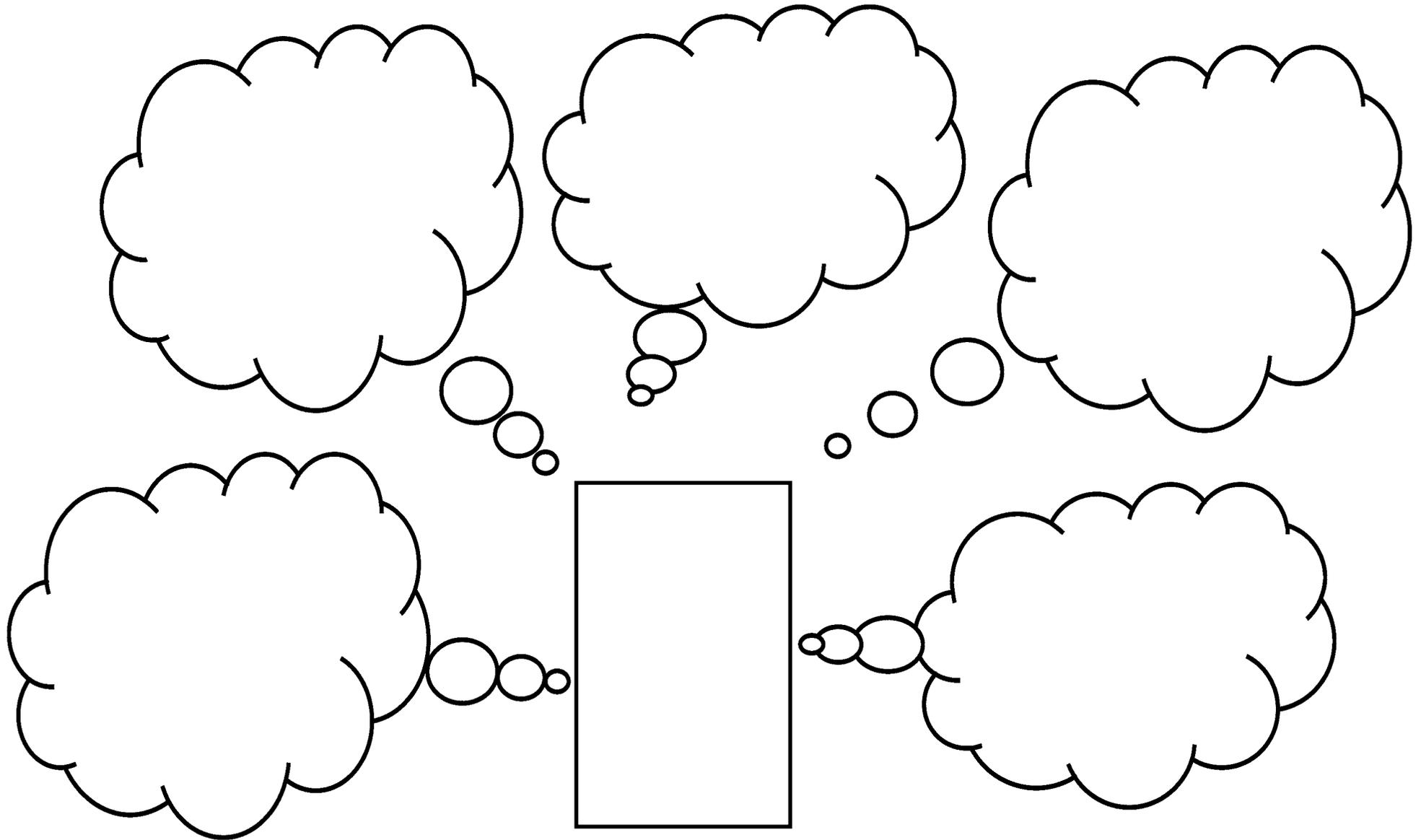




Appendix 14: Significant people in my child's life

Participatory tool

Draw your child's picture or use a photo in the box in the middle of the page. Then fill in the thought bubbles with all the important people in your child's life. You can use their names and add photos or pictures if you want to.





Conkers

During September and October, a favourite playground game is conkers.

Each player has a conker on a string.

Players take turns hitting the other player's conkers.

You win if your conker doesn't break.



It

First decide who is 'It' and everyone else run away.

The person who is 'It' tries to tag or touch someone.

If they do, that person becomes 'It'.

If you are 'It', try to tag someone else – so they become 'It' instead of you.



Hopscotch

Players jump between different chalked numbers written in chalk on the ground.

Throw a marker such as a stone, a shell or a button into a square with a number. Hop in every square EXCEPT for the one with the marker. Take it in turns. Each turn, the marker is thrown onto a higher number until all numbers have been completed.



Hide and seek

Choose someone to be 'It' (the person to look for the others). He/she turns around, covers their eyes and counts to 20. The other children hide. Then 'It' says 'Ready or not, here I come' and rushes to find everyone. The last person to be found is the winner and is "it" for the next round.

	<p>Skipping</p> <p>Here's a skipping rhyme:</p> <p><i>I had a little puppy, his name was Tiny Tim. I put him in the bathtub, to see if he could swim. He drank all the water, he ate a bar of soap, The next thing you know, he had a bubble in his throat.</i></p> <p><i>In came the doctor, (Child jumps in) In came the nurse, (Child jumps in) In came the lady with the alligator purse. (Child jumps in)</i></p> <p><i>Out went the doctor, (Child jumps out) Out went the nurse, (Child jumps out) Out went the lady with the alligator purse. (Child jumps out)</i></p>
	<p>Leap frog</p> <p>One player crouches down. The other player jumps over their back. The players take turns to jump over each other.</p>
	<p>Clapping games</p> <p>Here's a clapping rhyme:</p> <p><i>A sailor went to sea, sea, sea, To see what he could see, see, see, But all that he could see, see, see, Was the bottom of the deep blue sea, sea, sea.</i></p>

Acknowledgements

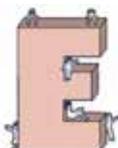
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Sociable: http://hipwell-murray-lacy-lainson-macdonald:fooallsopp.wikispaces.com/file/view/happy_kids%5B1%5D.jpg/316006814/happy_kids%5B1%5D.jpg

Fireworks: <http://pixabay.com/en/fireworks-light-japan-festival-sky-180553/>

Fancy dress: http://2.bp.blogspot.com/-ALa0J4VujCA/UJFWeRv_edI/AAAAAAAAAC0/pyUZDvk6DbU/s1600/Book+Character+Costumes.jpg

Candle: <https://scottishsiren.files.wordpress.com/2010/10/candle-for-gus.jpg>

Eat pancakes: <http://cf2.foodista.com/sites/default/files/styles/featured/public/field/image/oatmeal%20pancakes.jpg>

Give presents: http://media.tumblr.com/tumblr_lficnwKTEL1qfu4j7.jpg

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Learners and their children from PIP classes and trips

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