

Merton Infant School

Hampshire Ethnic Minority and Traveller Achievement Service

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Aims

- meet other parents/carers with bilingual children
- find out about Hampshire EMTAS
- talk about our home language(s)
- find out how you can help your child with their learning
- ask questions



Google Lens

09:42

4G



google.com



32



ALL

IMAGES



Google



Hampshire
County Council

09:48

4G



Google Lens



Search

English



Portuguese

Objetivos do evento do café

- conhecer outros pais/responsáveis com crianças bilíngues
- saiba mais sobre Hampshire EMTAS
- falar sobre nossa(s) língua(s) materna(s)
- descubra como você pode ajudar seu filho no aprendizado
- faça perguntas



Conselho do
Condado de Hampshire

Take a photo of words to translate



Translate

Text

Search

Introductions

Bonjour!



What is Hampshire EMTAS?

EMTAS – Ethnic Minority and Traveller Achievement Service



Updates on Twitter @HampshireEmtas

We work with schools to help children from minority ethnic and Traveller backgrounds, including those learning English as an additional language (EAL)

Our team consists of

- Specialist Teacher Advisors
- Bilingual Assistants
- Traveller Support Workers

Plus

- Resources centre
- [Website](#) & Moodle



Bringing up my child in more than 1 language



- Research says children learn English more easily when they have secure skills in their first language
- Bilingualism raises a child's self-esteem and helps make them feel good about themselves
- So how can we help our children maintain their language(s)?



Some ideas

- Talk to your child in your language, even when they respond in English
- Sing nursery rhymes and songs
- Share books and stories
- Watch/listen to age-appropriate media
- Be proud to speak to your child in your language in public
- Take your child to community gatherings where they will hear people using your language and where they can develop their knowledge and understanding of their culture
- Try to respond positively when your child makes mistakes
- Encourage your child to use their language as a tool for learning



Supporting your child's learning at home

- Talk about what your child is learning
- Find out what topics are going to be covered in the next week/half term
- Research these topics together
- Translate important vocabulary
- Talk about pictures in reading books
- Learn high frequency words together. Translate the words
- Read your child a story of their choice to develop vocabulary in your language



Do not worry if

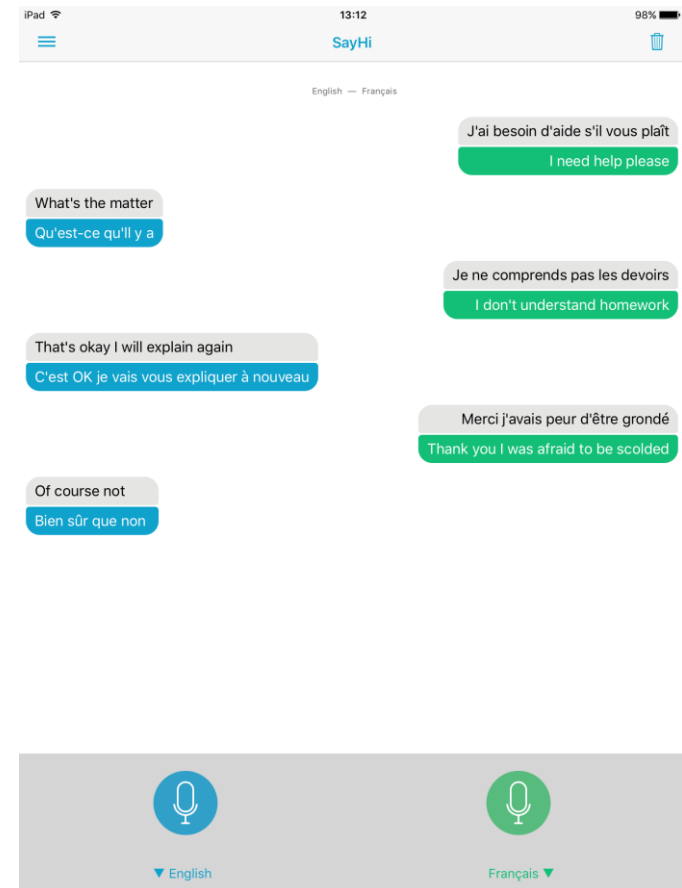


- Your child mixes your language with English
- Your child responds in English
- Your child is silent at school for a while



Other ways to support your child's learning

- Attend school meetings to keep up to date with your child's progress
- Ask for help if unsure. Try a translation app eg SayHi Translate, Google Translate, Google Lens or Microsoft Translator
- Ask the school to write the information down
- Make sure your child attends school regularly



More IT tools to support your knowledge of the curriculum

- YouTube – see BBC Teach and insert subtitles



More IT tools to support your knowledge of the curriculum

Some webpages can be translated and/or read aloud using **Immersive Reader**

See BBC Bitesize



Motte and Bailey

Video Transcript ▾

The Features of a Castle

In this episode Sally shows Fatima and Harry the main features of a castle. It is a stimulus for a range of activities, in particular for showing changes beyond living memory ('What was life like for people who lived in castles?')

During the animation the characters explore a number of castles - including Warwick Castle and Edinburgh Castle - which is useful for schools in these regions as they are 'significant places in their locality'.

Castelli e cavalieri: le caratteristiche di un castello

Fatima e Harry scoprono le caratteristiche principali di un castello - tra cui il fossato, il ponte levatoio, i merli, le mura spesse, le torri, ecc.

Fatima: Ho visto molti castelli nei libri e su Internet, ma sarà bello sapere un po' di più su ciò che rende un castello, un castello.

Harry: Sì, tutti i castelli sono diversi, ma sembrano tutti avere alcune delle stesse cose, muri spessi, per esempio. Che tipo di cose deve avere un castello per essere chiamato castello?

Sally: È una buona domanda. I castelli sono tutti diversi e il modo in cui sono stati costruiti è cambiato nel tempo. All'inizio erano costruiti in legno, ma bruciavano troppo facilmente. Allora erano fatti di pietra. Ci sono stati molti cambiamenti nel corso degli anni. Indossiamo le nostre

Translation tools to access texts

Google Lens



Au fond du jardin de Syd, à travers la porte et après l'arbre, se trouvait la maison de grand-père.



Il y avait une clé sous un pot de fleurs et Syd pouvait entrer à tout moment.

And finally ...



[illegible]

<https://www.hants.gov.uk/educationandlearning/emtas>