

Top Tips

- Identify the pupil's gaps in language in order to target specific skills (e.g. to practise prepositions: under, above, next to)
- Pair/group pupils with peers who can provide good models of English.
- Can also be used with small groups and whole classes: one pupil sits at the front with their back to the class and gives instructions or alternatively, pupils take turns giving instructions.

Useful websites:

The Bell Foundation

* ealresources.bell-foundation.org.uk/teachers/great-ideas-barrier-games

Twinkl

* www.twinkl.co.uk/teaching-wiki/barrier-game

Access to Education/PSS: for further guidance and support:
accesstoeducation.birmingham.gov.uk/index.php/PSS/eal.html

Supporting Pupils with EAL

Barriers Games

Barrier games develop speaking, listening and language skills and can be used to target gaps in expressive and receptive vocabulary. Participants sit either side of a barrier and have to rely solely on spoken language to carry out the activity.

Benefits include:

Targeting the development of key skills such as: naming; giving and receiving instructions; asking and answering questions; monitoring information and clarifying; and developing descriptive language.

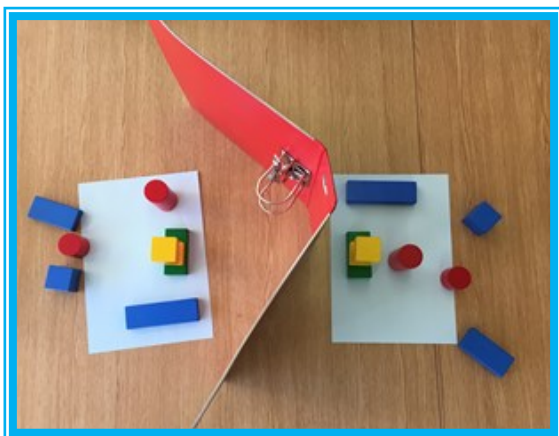
Subsequent skills developed include: collaborative learning skills; auditory memory development; sequencing; visual discrimination skills; fine motor skills and self-esteem/confidence.

Barrier games are flexible as they can be played by two pupils; pairs of pupils; or an adult and a pupil and can cover a range of content focussing on the specific needs of the pupils.

Barrier Games

Basic principles:

- Partner A and Partner B sit opposite each other with a barrier between them (this could be as simple as a large book).
- The pupils carry out the chosen activity (examples listed opposite) using only verbal instructions. For example, Partner A describes an image they are drawing to Partner B. Partner B attempts to replicate the picture based on the instructions given by Partner A.
- The barrier is then removed so that pupils can compare their results and describe the similarities and differences.



Some example activities:

Making patterns or sequences: Use beads, blocks etc. to describe and make coloured sequences or patterns

Matching pairs: Use pairs of picture cards or dolls. Describe it (without naming it!) so that the partner behind the screen can locate the matching item

Assembly: Put together parts to make a whole picture or object e.g. clown

Location: Describe where to place objects on a picture lay-out board e.g. animals on a farm

Grids: Describe the position of objects using grid references

Route-finding: Describe how to get from one point to another on a map: the listener draws the route on an identical map

Spotting differences: Use pairs of slightly different pictures or objects; describe to each other and mark the differences

Colouring: Use matching pictures and describe object and which colour to use

Construction: Describe the steps needed to build a Lego model e.g. robot

Useful resources: beads; interlocking cubes; colouring books; maps and grids; pictures; pairs of cards; plastic letters/numbers; and toys (i.e. animals, cars, dolls with clothes).