



Every Voice. Every Language. Every Child.

PRACTITIONER BOOKLET

Teacher's guide

Circle Time | Ages 2-5

Familiar words.

Shared moments. A sense of belonging.



Arabic / Punjabi / Polish / Romanian / Yoruba

For nursery and early-years teams

A little book for belonging.

Stic-a-Ling helps practitioners bring familiar home-language words into everyday nursery interactions. Use the pictures, the spoken phrase and a real shared moment together.

The aim is connection.

Help children feel welcomed, heard and included. Invite participation without requiring a spoken response.

Inside this booklet

Get started	3
A short circle-time routine	4
Use the ten phrases every day	5
Include every child; pronunciation practice	6-7
Five language reference pages	8-12
Plan, work with families and reflect	13-15

Keep this guide with the set so the whole team can use the same approach.

Ready in three steps

Choose one useful phrase and one familiar moment.

1

Prepare

Choose the language and page with the family in mind. Rehearse the phrase and the child's name before the session.

2

Tap and listen

For an audio-enabled copy, use the compatible Stic-a-Ling pen. Play the phrase once, then model it naturally with the picture.

3

Use it together

Connect the phrase to a real action: wave, offer a teddy or greet a friend. Pause and respond warmly to the child's choice.

If audio is not available

Practise with a fluent speaker or a family-approved recording. Use the written prompts as reminders, rather than guessing from spelling.

A five-minute routine

A flexible starting point for a small, comfortable group.

0-1

Welcome

Show the book and greet the group. Let children look, point or sit beside a familiar adult.

1-2

Hear the phrase

Show one picture. Play or model one phrase and connect it with its English meaning.

2-3

Offer a turn

Invite children to wave, gesture, choose a picture or say the phrase. Watching is a valid way to join in.

3-4

Give it a purpose

Greet a teddy, introduce yourself or thank a friend. Let the phrase do something useful.

4-5

Close warmly

Use "Thank you". Mention a familiar moment later in the day when the phrase can be used again.

Shorten the routine when children need a quieter or briefer interaction. One phrase used meaningfully is enough.

Ten phrases.

Many shared moments.

Book page / phrase		Try it during the day
01	Hello	Wave at arrival or greet a familiar adult.
02	Good morning	Welcome the group at the start of the day.
03	How are you?	Check in using a face picture or a simple gesture.
04	My name is...	Introduce yourself, then invite a child to join in.
05	My friend	Notice a friendship during paired play.
06	Please	Model a request while offering a familiar object.
07	Sit down	Invite the group onto the rug with a clear gesture.
08	Yes	Offer a simple choice and accept agreement.
09	No	Accept a refusal and offer another choice.
10	Thank you	Thank someone for sharing or helping.

Let the response matter

“No” is communication. Respect the child’s choice. Model “Please” and “Thank you” without making them a condition for meeting a need.

Make room for every child.

Offer different ways to join

Accept a look, a point, a gesture, a home-language word or a spoken phrase. A child can take part before speaking.

Reduce pressure

Use a smaller group or a familiar key person. Keep turns optional and give time to respond.

Make the meaning visible

Show the picture, use an everyday object and model a simple action. Keep the language short and the situation familiar.

Follow the child's communication

Keep established communication supports available. Adjust the volume, pace and seating to the child's needs.

Home languages are an asset. Ask families how their child communicates and use the setting's usual support process if wider concerns arise. [1]

Hear it.

Practise it. Use it.

Listen to the whole phrase first. Copy its rhythm and vowel length, then practise once more at a natural pace. Rehearse with a fluent speaker where possible.

1

Listen before using the book

Choose the exact recording for the page. Check that the language and phrase match.

2

Practise in a real sentence

For “My name is...”, add your own name. Practise a greeting as you would say it to a child.

3

Keep your model natural

Speak clearly at a comfortable volume. Invite participation and respond to meaning rather than correcting every sound.

How to read the reference pages

Arabic and Punjabi use approximate Latin-letter prompts. Polish and Romanian use simple English-style cues; capitals indicate suggested stress. Yoruba keeps its tone marks and gives sound features to listen for.

Arabic

Arabic phrases with approximate Latin-letter reading prompts.

P.	English	Book phrase	Latin prompt
1	Hello	مرحبًا	marhaban
2	Good morning	صباح الخير	sabaah al-khayr
3	How are you?	كيف حالك؟	kayfa haaluka?
4	My name is...	اسمي...	ismee...
5	My friend	صديقتي	sadeeqatee
6	Please	من فضلك	min fadlik
7	Sit down	اجلس	ijlis
8	Yes	نعم	na'am
9	No	لا	laa
10	Thank you	شكرًا	shukran

Listen first: aa and ee suggest longer vowels; kh is a throat sound, like the end of “loch”. The book’s “My friend” refers to a female friend. Some Arabic forms change with the person addressed; check the suitable form with a fluent speaker. [2]

Punjabi

Punjabi phrases with approximate Latin-letter reading prompts.

P.	English	Book phrase	Latin prompt
1	Hello	ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ	sat sri akaal
2	Good morning	ਸ਼ੁਭ ਸਵੇਰ	shubh saver
3	How are you?	ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ?	tusi kiven ho?
4	My name is...	ਮੇਰਾ ਨਾਮ ... ਹੈ	mera naam ... hai
5	My friend	ਮੇਰਾ ਦੋਸਤ	mera dost
6	Please	ਕਿਰਪਾ ਕਰਕੇ	kirpa karke
7	Sit down	ਬੈਠ ਜਾਓ	baith jao
8	Yes	ਹਾਂ	haan
9	No	ਨਹੀਂ	nahin
10	Thank you	ਧੰਨਵਾਦ	dhanvaad

Listen first: vowel length, nasal sounds and tone are not fully captured by Latin spelling. Use the book's recording or a fluent speaker's model. Ask families which greetings feel familiar to their child. [2]

Polish

Simple sound cues for adult practice; use audio as the model.

P.	English	Book phrase	Say-it prompt
1	Hello	Cześć	cheshch
2	Good morning	Dzień dobry	jen DOH-bri
3	How are you?	Jak się masz?	yak shyeh mash
4	My name is...	Mam na imię...	mam na EE-myeh
5	My friend	Moja przyjaciółka	MOH-ya pshi-ya-CHOOW-ka
6	Please	Proszę	PROH-sheh
7	Sit down	Usiądź	oo-SHONCH
8	Yes	Tak	tahk
9	No	Nie	nyeh
10	Thank you	Dziękuję	jeng-KOO-yeh

Listen first: these English-style cues approximate Polish sounds. Use audio to model the soft consonants and vowels. The book’s “Moja przyjaciółka” describes a female friend; “Mój przyjaciel” describes a male friend.

Romanian

Current book wording, including “Bună” and “Numele meu este...”.

P.	English	Book phrase	Say-it prompt
1	Hello	Bună	BOO-nuh
2	Good morning	Bună dimineața	BOO-nuh dee-mee-NYA-tsuh
3	How are you?	Ce mai faci?	ch eh my fatch
4	My name is...	Numele meu este...	NOO-meh-leh mew YES-teh
5	My friend	Prietena mea	pree-EH-teh-na myah
6	Please	Te rog	teh rog
7	Sit down	Stai jos	sty zhos
8	Yes	Da	dah
9	No	Nu	noo
10	Thank you	Mulțumesc	mool-tsoo-MESK

Listen first: ă is a short “uh”; ț has a “ts” sound. The zh cue is like the middle sound in “measure”. “Prietena mea” is a female friend; “Prietenul meu” is a male friend. This page includes the corrected greeting and introduction. [4]

Yoruba

Keep tone marks and underdots. Match the speaker’s pitch.

P.	English	Book phrase	Listen for
1	Hello	Ẹ n lẹ	nasal n
2	Good morning	Ẹ káàárò	long a; low final
3	How are you?	Báwo ni?	high á
4	My name is...	Orúkọ mi ni...	high ú
5	My friend	Ọrẹ mi	low ọ; high ẹ
6	Please	Ẹ jòwọ	low ọ; high ọ
7	Sit down	Jókòó	high-low-high
8	Yes	Bẹẹ ni	high then low
9	No	Rárá	high á vowels
10	Thank you	Ẹ şé	sh; high é

Listen for pitch: acute accents mark high tone; grave accents mark low tone; unmarked vowels usually have mid tone. Tone changes meaning. Ẹ is roughly the vowel in “bet”; ọ resembles “aw”; ş sounds like “sh”. Rehearse the whole phrase with a fluent speaker. [3]

One phrase. One purposeful moment.

Use this page to agree a simple plan with the team. Start with a familiar routine and adapt to the children taking part.

Language / book page / phrase

When will we use it? Who will model it?

Picture, object or gesture to make the meaning clear

Ways children can join in / adjustments to offer

Where will we use the phrase again?

Start with the family's voice.

Families can tell you which languages, names and everyday words feel familiar. Invite their contribution in a way that suits them, without expecting them to prepare a lesson.

Three useful questions

- 1 Which languages does your child hear and use at home?
- 2 How do you say your child's name and greet them?
- 3 Are there familiar words or local forms you would like us to use?

Family pronunciation notes / preferred wording

Agree permission before recording a family member. Keep recordings within the agreed use. Invite all children to explore the books, and keep participation optional.

Notice the connection.

Use observations to improve the interaction, rather than score a child's pronunciation.

- ☐ Did the child look, point, gesture, speak or choose to stay nearby?
- ☐ Did the phrase have a clear purpose in the interaction?
- ☐ Did we offer enough time, choice and support?
- ☐ What will we repeat or adjust next time?

A shared moment we noticed

Further reading and pronunciation support

[1] The Bell Foundation

EAL in Early Years Settings: Guidance and Strategies

[2] Ministry for Ethnic Communities, New Zealand

Greetings in different languages: Arabic and Punjabi audio

[3] University of Texas at Austin / COERLL

Yorùbá Yé Mi: introduction, sounds and tones

[4] Omniglot

Romanian alphabet, pronunciation and phrase recordings

Language prompts are approximate. Rehearse with a fluent speaker.



Every voice. Every language. Every child.

Small, familiar words can open the door to shared play, friendships and everyday belonging.

1

TAP

2

LISTEN

3

USE TOGETHER



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