



## English as an Additional Language Policy

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

### Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is strength and EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and promoting language awareness.

### Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

### BESG Context

At the BESG, EAL pupils come from a variety of backgrounds. Many EAL pupils are isolated pupils and may be the only speaker of their language in their class or school. Many pupils have attended school and are literate in their home language on arrival whereas some may have had no previous formal education.

At the BESG there are pupils who are receiving extra support for English as an additional language. Information is gathered about:

- Pupils' linguistic background and competence in other language/s
- Pupils' previous educational background
- Pupils' family and biographical background

A member of staff has responsibility for EAL

### Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment if necessary.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.

- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### **Assessment**

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### **Teaching and Learning**

Within the classroom, EAL pupils work in a variety of groups and whole class situations where fluent English speakers provide positive role models.

There are three main strands to the English curriculum: speaking and listening, reading and writing. EAL pupils will receive teaching in all three areas. Work is inter-related across these three areas so that one area supports development in another. We acknowledge that even the most advanced pupils of English need continuing support in order to reach their full potential and we recognise that all children benefit from praise and positive examples of oral and written language.

### **Teaching strategies**

Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.

- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective
- Staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing
- activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

## **Planning, Monitoring and Evaluation**

- All classroom activities will be differentiated by task, outcome, resources or adult support.
- Staff (both class and EAL co-ordinator) observe, assess and record information about children's developing use of language.
- Children requiring no extra EAL support are assessed by the class teacher in line with BESG Assessment Policy.
- Children supported by the EAL co-ordinator may receive support in small groups and individually. Targets and provisions are made and a review takes place termly by the EAL co-ordinator and teacher (see Appendix 2).
- Pupils requiring extra support for EAL are evaluated annually according to the BESG's EAL Stages (see Appendix 1). This helps to establish how long it takes for EAL learners, who require extra support, to have the same command of English as an average native speaker of the same age.

## **Special Educational Needs and Gifted and Talented Pupils**

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to school's provision.

## **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers.
- using plain English, where appropriate and available, to ensure good spoken and written communications.
- identifying linguistic and cultural background of pupils and establishing contact with wider community where possible.
- celebrating and acknowledging the achievements of EAL pupils in the wider community.
- recognising and encouraging the use of first language.
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

Ann Celenk  
January 2010.  
Review date 2012.

# APPENDIX 1

## Stages of EAL at KEY STAGE 1

### STAGE 1 IS BEST DESCRIBED AS:

#### Speaking and Listening

- Completely new to English. No understanding of English at all.
- Remains silent.
- Does not make contact with any other child or join in activities.
- Watches what other children do and imitates them.
- May choose to use first language only, in most contexts and some English conversations with peers.
- Echoes spoken English words and phrases of other children and adults.
- Uses first language and some English conversations with peers.
- Uses simple commands and can answer simple questions.
- Beginning to say English names of objects in their immediate surroundings.
- Beginning to put English words together in phrases.
- Can re-tell story from pictures in storybook.

#### Reading

- Can recognize and read some letters in the alphabet
- Can read some simple words, e.g. book, house, dog.

#### Writing

- Beginning to write own name and individual letters of the alphabet.
- Can write simple words, e.g. pen, she, cat.

### STAGE 2 IS BEST DESCRIBED AS;

#### Speaking and Listening

- Beginning to explain simple instructions and explanations
- Beginning to ask questions and to talk about matters of immediate interest
- Beginning to use the simple past tense appropriately in speaking and writing
- Beginning to explain ideas and to use a growing vocabulary.
- Can talk about an event, e.g. a trip to the park.

#### Reading

- Knows sounds and letters of alphabet
- Developing a sight vocabulary
- Can recognize familiar words in simple texts
- Beginning to read simple texts.

## **Writing**

- With support, can communicate through simple words and phrases in writing
- Can copy written text. Letters are clearly shaped and correctly orientated.
- Beginning to write simple stories modelled on stories they have heard.
- With considerable support, beginning to write simple accounts of activities they have taken parting.
- Beginning to spell simple words correctly.

## **STAGE 3 IS BEST DESCRIBED AS:**

### **Speaking and Listening**

- Starting to show confidence in talking and listening in social situations.
- Beginning to show awareness of the needs of the listener by including relevant details and starting to use appropriate tone of voice and vocabulary.
- Beginning to understand complex teacher talk, but has difficulty especially with subject vocabulary.

### **Reading**

- When reading simple texts aloud shows understanding and general accuracy.
- Beginning to read using more than one strategy in reading unfamiliar words and establishing meaning.
- Beginning to show confidence in following written instructions.
- Uses knowledge of alphabet to locate books and find information.
- Beginning to read independently using strategies to establish meaning.

## **Writing**

- Beginning to spell simple words correctly.
- When writing, ideas are developed in sequence, showing awareness of punctuation.
- Beginning to write stories or accounts which are clearly structured.

## **STAGE 4 IS BEST DESCRIBED AS:**

### **Speaking and listening.**

- Speaks clearly and uses a growing vocabulary in most situations.
- Beginning to talk and listen confidently in different contexts, exploring and communicating ideas.
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### **Reading**

- Beginning to read a range of texts fluently and accurately.
- Beginning to express own response to stories, poems, and non-fiction by identifying aspects they like.

## **Writing**

- The grammatical structure of written sentences is usually correct.
- Beginning to write sentences to extend ideas, choosing words to show variety and interest.

**STAGE 5 IS BEST DESCRIBED AS:**

In terms of speaking and listening, reading and writing, pupils' command of English is that of average native speakers of the same age.

**APPENDIX: 2**



**BESG English as an Additional Language Support**

**Name :**

**Class/Teacher:**

**Amount of support:**

**Start date:**

**Review date:**

**Targets to be achieved:**

**Success criteria:**

**Classroom strategies:**

**Review:**