

Policy for English as an Additional Language (EAL)

(Including Early Years Foundation Stage)

The Granville recognises that for some of our children, English will not be the main language spoken in their homes. Some children may appear to have the ability to communicate on a social level, but it takes several years for them to acquire the more sophisticated language required for academic study.

The Department for Education (DfE) defines EAL as “A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.” (English proficiency of pupils with English as an additional language, DfE, 2020).

Children with EAL are identified on entry and their language development is closely monitored. An annual EAL list is produced and shared with all teaching staff. Parents are also given the opportunity to update the language information regarding their child(ren). Pupils are assessed using NGRT (reading), NGST (spelling), PTE (Progress in English) and CAT (Cognitive Abilities) tests. The data is analysed by the teachers who look specifically at the achievement and progress of learners with EAL. Further meetings between the Director of Studies and teaching staff take place to discuss progress and inform future learning and teaching targets as part of Quality First teaching.

EAL learners are a diverse group of students who may have different levels of English proficiency. Some may be able to speak conversational English, while others may be at an earlier stage of learning. Primarily, our role is to make children and parents feel welcome. Only 10% of communication is achieved through spoken language (30% through tone of voice and 60% through body language) therefore we do not have to speak the child's tongue to make them feel at ease. This can be achieved by:

- Making the classroom a welcoming place in many ways, for instance, by having words around the room in the child's language or by inviting the parents in to talk to the class, showing that the child's language and culture are valued.
- Providing the child with plenty of opportunities to make a contribution in the class through means other than language, through art, for example; and it is very important that we guard against a child feeling isolated, making activities inclusive to all.
- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.

Whole class teaching sessions introduce the language to pupils. EAL pupils benefit significantly when they can work in small groups, especially when an adult guides the group and facilitates pupil development. As part of a holistic approach to a child's health and wellbeing, it is important that staff are aware of the appropriate home language, culture and religion.

Good practice for EAL pupils is good practice for all pupils.

This policy aims to enable these children to:

*Curriculum Policy Updated Sept 2024 by SLT and Director of Studies
Next review due Sept 2025*

- Use English confidently and competently for speaking, listening, reading and writing.
- Use English as a means of learning across the curriculum.
- Where appropriate, make use of their understanding and knowledge of other languages.

Speaking and Listening

Our school provides:

- Secure environments so that pupils learning English as an additional language feel confident enough to take risks and try out new language.
- An environment rich in language with well planned, interesting and culturally relevant topics. Where appropriate, pupils' own experiences will be used.
- Opportunities for speaking in class.
- Structured roleplay which allows for the development of language by listening to peers, being guided by adults and having access to prompts and activities which will enrich their vocabulary.
- Sequencing, naming and describing activities which develop literacy skills.
- Teachers and teaching assistants who model effective learning through questions, answers, prompts and reflections.

Drama

Drama provides excellent opportunities for EAL pupils to develop speaking and listening skills.

- Specialist drama lessons are provided for Reception to Year 6. Girls in Years 2 - 6 have the opportunity to take LAMDA lessons and exams which enable them to work both individually and in a group.
- Children in EYFS have numerous opportunities to participate in role play activities.
- All children participate in school drama productions during the academic year.
- All children contribute to verse speaking during major school festivals, e.g. The Spring Festival.

Reading

Our school provides:

- Opportunities for children to learn to become fluent readers through a structured course,
- Support is given to children with difficulties,
- Texts and materials which suit EAL pupils' ages and levels of learning,
- A range of materials that highlight the variety of ways in which English is used,
- Vocabulary work which covers the technical, as well as everyday meaning of key words, metaphors and idioms,

- Awareness of the cultural knowledge explicit and implicit in texts used,
- Visual prompts to help EAL pupils understand what they are reading,
- The opportunity for EAL pupils to experience a broad range of genres.

Writing

Our school will:

- Identify key features of language necessary for effective participation such as key words, certain patterns in grammar, use of language or forms of text and sentence structure,
- Provide appropriate learning aids and experiences to support writing:
 - Visual supports such as pictures, photographs and ICT
 - Alternative recording opportunities such as story maps, mind maps, voice recorders
 - Writing frames
 - Time for extended writing
 - Working with partners
 - Drafting and redrafting
 - Opportunities for children to read aloud their own writing,
- Teach grammatical features which present particular difficulties to EAL pupils,
- Enable EAL learners to understand how well written stories are structured and sequenced and concluded,
- Use individual marking that reflects the learning intention.

Early Years and Key Stage 1

- Assess levels of English used at home.
- Create open liaison with parents in order to give appropriate support to all children.
- Parents are asked to provide a list of a few key words and phrases if the child has little or no English. These can be used by the teacher as appropriate or necessary.
- There will be a greater reliance on visual aids at this stage to help consolidate the spoken word.
- Repetition, using the same words each time, will be used to familiarise the child with the language and the child will be encouraged to repeat words or phrases as appropriate.
- Songs, especially those with actions, and stories with repetition will help the child feel part of the group and will help with the acquisition of language.
- It will be suggested to the parents that they invite other children home to play, to encourage interaction and language.

- A visual timetable (using pictures or photographs) may be used to help the child understand the 'shape' of the school day.

Key Stage 2

- Depending on the extent of the child's knowledge of English, any of the above measures will apply as appropriate.
- A 'buddy' system will be used to give the child a feeling of stability.
- Where appropriate, a One Page Profile will be drawn up to make every teacher aware of the situation and the approach being taken.
- If necessary, a child would have one-to-one help, dependent on her need and her ability to access the curriculum.
- Dual language books can be obtained from the local library if this is deemed appropriate.

At all levels

We aim:

- To promote academic achievement by grouping EYFS EAL pupils according to cognitive level rather than English language level.
- To identify language outcomes for all curriculum areas and include these in medium-term and weekly planning.
- To provide pupils with access to resources which are age appropriate, at a suitable language level, and are linguistically and culturally appropriate.
- To use key visuals and other strategies to support children's access to the curriculum.
- To actively liaise with parents to help them support their children's learning.

Linked Policies:

None