



A POLICY TO SUPPORT PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE (EAL)

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1) Whole School Language Development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium-term plans, teachers should consider the following questions:

- a) What opportunities are there to explore ideas orally and collaboratively?
- b) How can teachers (or additional adults or other children) model the key subject language needed?
- c) What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- d) What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- e) What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- f) Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

2) The Role of Class Teachers is to:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons.
- use speaking and listening strategies to develop subject learning.
- plan for teaching and learning of subject-specific vocabulary.
- develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- model writing for key text types within their subject.

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3) Language and Literacy Experiences of EAL learners

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- Some pupils already have good language and literacy skills in two or more languages.
- Some pupils are beginner EAL learners have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school.
- Some pupils have SEN with language or literacy needs.

As pupils progress through school, the language and literacy demand of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

4) Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to;

- develop oral fluency quickly.
- immediately feel part of the school.
- develop language in context.
- experience their full curriculum entitlement.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Math's, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

5) Teaching Strategies to support EAL beginners

- Provide a classroom rich in oral experiences.
- Enable pupils to draw on their existing knowledge of another language or languages.
- Encourage and use bilingual support from other students and staff.
- Use translated materials and bilingual dictionaries.
- Allow students time to practice new language.
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia).
- Develop card sorting, sequencing and matching activities.

6) Developing Language and Literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

7) Learning through talk

- a) Using speaking to clarify and present ideas.
- b) Using active listening to understand a topic.
- c) Hypothesising, evaluating and problem solving through discussion.

Teaching strategies

- Provide pre and post listening activities such as listening frames.
- Use information gap and other collaborative activities.
- Allow students to do some assessment orally.
- Ask students to rehearse answer with partner before answering.
- Use additional adults to support discussion groups.

8) Learning from text

- a) Reading for meaning- inference and deduction.
- b) Understanding how subject specific texts are organised.
- c) Developing research and study skills.

Teaching strategies

- Make the purpose of reading explicit.
- Read aloud to pupils.
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research.
- Help pupils decide whether to scan, skim read or close read.
- Ask pupils to transfer information from text to diagrams.
- Encourage and show pupils how to use the library for research and pleasure.

9) Learning through writing

- a) Using writing to think, explore and develop ideas.
- b) Structuring and organising writing to link ideas into paragraphs.
- c) Developing clear and appropriate expression at sentence level.

Teaching strategies

- Make sure pupil are clear about the purpose and audience for their writing.
- Point out the differences between speech and writing.
- Help pupils use an appropriate level of formality.
- Give pupils model texts before asking them to write.
- Show pupils how to organise writing using planning frameworks, graphic organisers, etc.
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing.