



Carleton House

Preparatory School

EAL POLICY

(English as Additional Language)

DATE OF POLICY

February 2024

To be reviewed February 2027



ENGLISH AS ADDITIONAL LANGUAGE (EAL) POLICY

MISSION STATEMENT

"We live, love and learn with Jesus"

Introduction

Carleton House Preparatory School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This policy is a statement of the aims, principles and strategies for the teaching and learning of English as an Additional Language (EAL).

Definition of EAL

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language –it is for pupils spending a short time in Britain, and for those who have settled here permanently. EAL is the study of English by students who already speak at least one other language or who come from a home in which a language other than English is used. Learning and communicating in our society is dependent on competence in English. We are proactive in removing barriers that stand in the way of our EAL pupils learning and success. We do this by meeting our responsibilities to our EAL pupils ensuring they have equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential and by providing our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate. We promote the principles of fairness and justice for all through the education that we provide in our school ensuring EAL pupils receive opportunities for educational success that equals that of English speaking pupils.

Induction and Welcome to children with EAL.

The school will:

1. Arrange a meeting with parents/carers to gather a range of information e.g. languages used in the home, previous schooling, and exposure to English. Where possible, invite an interpreter to attend if parents/carers do not speak English.
2. Ask parents/carers to bring in any reports, school text and exercise books from the pupil's previous school.
3. Give introductory information to parents/carers about the school
4. Update staff who come into regular contact with the child (Teacher, TA, Year group members etc.) any specific information which may support teaching and learning.
5. Establish a buddy system so that child has a 'go to' child for support.

TEACHING AND LEARNING STYLE

In our school, teachers support children who are learning English as an Additional Language by various means. These include;

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Ensuring access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, visual support materials, readers and amanuenses.

- Using the home or first language where appropriate.
- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language.
- Teaching Assistant support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children.
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in school.

Curriculum Access

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Where possible children receive support from Class teachers, Teaching Assistants and HLTA within classrooms. However, some withdrawal support for EAL may take place. This support is clearly linked to the National Curriculum and reviewed regularly. The support may be used to address a particular language or learning focus.

These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session.
- Sessions following up a whole class or group session to reinforce key language and concepts.

The Foundation Stage helps children learning English as an additional language by:

- Building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Providing bilingual support to extend vocabulary.
- Providing a variety of writing in the children's home languages as well as in English.
- Providing opportunities for children to hear their home languages as well as English.

ROLES AND RESPONSIBILITIES

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating school expectations for writing, speaking and listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same.
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate.
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English.
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils.
- Setting targets for improving oracy, speaking and listening and writing.
- Assessing and tracking progress in writing and speaking and listening.

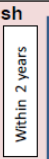


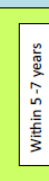

SEN support team have the responsibility for:

- Working with targeted groups to support children's access to the curriculum.
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks.
- Translating to enhance communication between school and parents.
- Developing language learning skills.

The SEND Coordinator is responsible for:

- Coordinating, monitoring and maintaining an overview of the progress and attainment of EAL pupils
- Identifying and providing resources which support children learning English as an Additional Language.

A EAL pupil proficiency level 5-point scale will be used to support pupils.

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
New to English (Code A) 	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures Follows short sequences of instructions	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary Basic, formulaic spoken exchanges Unclear pronunciation	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols Early reading skills e.g. CVC words	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams Begin to write simple sentences
	Step 2				
Early Acquisition (Code B) 	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives Understands some teacher questions with visual support	Simple questions e.g. where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story Can give a sequence of instructions Past simple tense emerging	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text. Identifies dialogue in texts. Follows pronoun references in texts	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense Range of vocabulary including some conjunctions.
	Step 4				
Developing Competence (Code C) 	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions.	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text Makes inferences/draws conclusions Identifies key features of different text types	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary. Writes competently and at length Uses structures to express higher order thinking.
	Step 6	Active listener asking for clarification Follows gist of teacher talk with limited visual support			
Competent (Code D) 	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
Fluent (Code E) 	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.