



Policy: Teaching English as an Additional Language

Adopted: June 2012

Member of staff responsible: Head Teacher

Review Date: Summer term 2018

Rationale

We celebrate the fact that many children in the UK speak more than one language and acknowledge their ability to use a variety of community languages. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims

We aim to use the National Curriculum as a starting point in developing the Barrow 1618 Curriculum. This secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and Race Relations (Amendment) Act 2001.

At Barrow 1618 C of E Free School teachers will take action to help children who may be learning English as an additional language by various means.

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;
- displaying key vocabulary;
- 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, readers and amanuenses;
using the home or first language where appropriate;
setting targets in literacy for targeted children

Curriculum access

All children at Barrow 1618 C of E Free School follow a broad and balanced curriculum based on the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work, unless within a focused target intervention group.

We will withdraw children from lessons to receive EAL support where necessary in order to support those children who are targeted and in need of additional small group work, in addition to those children who are new to English.

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 opportunities for children to hear their home languages as well as English.

Assessment

We will use the NASSEA steps as recommended by the EAL Advisory Team (see below), to measure English language competence for New to English children.

We will carry out ongoing recording of attainment and progress in line with agreed school procedures for EAL children who are not new to English where present, monitoring the progress made at least half termly, then highlighting children in need of targeting for focus support.

| | Listening and Understanding | Speaking | Reading | Writing |
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| S1 | Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom. | Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English. | Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound. | Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from right to left. |
| S2 | Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. | Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible. | Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud. | Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division. |
| S3 | With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class | Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level. | Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction | Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation. |
| S4 | In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation. | Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest. | Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction. | Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated. |

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| S5 | Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are little figurative and idiomatic expressions. | Pupils begin to engage in a dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary. | Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself. | Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing. Pupils' production is more limited when the child receives no such support. Pupils are beginning to understand that different contexts require different forms of expression and they will be attempting to respond to this understanding in their writing. |
| S6 | Pupils can participate as active speakers and listeners in group tasks. They understand most social and general school interactions delivered at normal speed. | Pupils use language appropriately across the curriculum for different academic purposes (e.g. explaining) – some minor errors may still be evident. They are able to use more complex sentences. | Pupils understand many culturally embedded references and idioms, but may still require explanations. From Key Stage 2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis. | Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts. |
| S7 | Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English. | Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English. | Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English. | Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English. |

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

For statutory tests at Key Stage 2, we can provide verbal translations of words or phrases in the test papers which we think are likely to prove difficult for children in their first year in the English school system.

Discussion and involvement of parents and other agencies in promoting all pupils' progress is essential and is a valued element of supporting EAL pupils.

