

**FOR CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

**January 2019**

**Purposes**

* 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.

**Guidelines**

* To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level where possible.
* To identify language outcomes for all curriculum areas and include in medium-term and weekly planning.
* To promote and encourage the development of the children’s first languages in order to facilitate concept development in tandem with their acquisition of English.
* To provide pupils with access to resources which are age appropriate, at an appropriate 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 to support their children’s learning.
* To facilitate parents’ access to school life by providing dual language information and bilingual support (where necessary) especially for parents’ evenings, school events and workshops, and to monitor parental involvement.
* To seek first language assessment to ensure the accurate identification of SEN.
* To monitor the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
* To provide all relevant staff with appropriate professional development as required to develop their knowledge and skills for teaching EAL learners.

**Language and literacy experiences of EAL students**

**•** Some students already have good language and literacy skills in two or more languages

• Some students are beginner EAL learners have never learnt to read or write in any language.

• Some students have missed some or all of their primary education and have not fully developed the language and literacy skills needed for secondary school.

• Some students have statements of SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy.

Many students are already orally fluent in everyday English. However, they are not all fluent in the academic language of the secondary curriculum which is the key to exam success.

As students’ progress through the secondary school, the language and literacy demand of the curriculum increase and students 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. Secondary school subjects have a wider variety of written genres and these need to be explicitly taught.

**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.

Students who are new to English will be integrated into mainstream subjects 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 offered by EAL team. Students will not be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level.

**Teaching strategies to support EAL beginners**

• Provide a classroom rich in oral experiences

• Enable pupils to draw on their existing knowledge of other language/s

• 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 such as: diagrams, maps, charts, pictures, realia (objects and material from everyday life used as teaching aids)

• Develop card sorting, sequencing and matching activities