

English as an Additional Language Policy

Park House School

February 2023

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Purposes

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum and therapeutic education which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Guidelines

1. To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level, as appropriate to their needs and developmental stage.
2. To identify language outcomes for all curriculum areas and include in all planned sessions and within the 'hidden' curriculum.
3. To promote and encourage the development of the children's first languages to facilitate concept development in tandem with their acquisition of English.
4. To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
5. To use key visuals and other strategies to support children's access to the curriculum.
6. To ensure that language and literacy are taught within the context of all subjects.
7. To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills.
8. To actively liaise with parents to help them to support their children's learning.
9. To facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement.
10. To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
11. To seek first language assessment to ensure the accurate identification of SEN.
12. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
13. To celebrate multilingual skills and promote linguistic diversity with all pupils.

Supporting the EAL Policy

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. Teachers and the Park House School therapy team, inclusive of Speech and Language Therapist, work together collaboratively to ensure targeted input is delivered and embedded in all areas of the curriculum.

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.

Language and literacy experiences of EAL learners

- 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 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

All these diverse groups benefit from teaching that develops their language and literacy, so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum may increase, as appropriate to the needs of each pupil, and pupils need to develop a wider range of language skills, 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.

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 (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

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

Learning through spoken language or preferred method of communication, including AAC

- Using speaking/communication device to clarify and present ideas

- Using active listening to understand a topic
- 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

Learning from text

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
- 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 or 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

Learning through writing

Using writing to think, explore and develop ideas

- Structuring and organising writing to link ideas into paragraphs
- 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 appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

The above guidance was adapted by Stephen Bray from British Council EAL Nexus Project, 2015.