



Intake Farm Primary School

EAL Policy

Purposes

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

Strategies for use with each EAL child:

1. To promote and encourage the development of the child's first (home) language in tandem with encouraging the development of English.
2. To provide the child with access to resources which are age-appropriate and linguistically and culturally appropriate.
3. To use key visuals and other strategies to support the EAL child's access to the curriculum.
4. To ensure that language and literacy are taught within the context of all subjects.
5. To ensure that each EAL child not yet fluent in spoken English receives the support he/she needs.
6. To actively liaise with parents of the EAL child to help them to support their child's learning.
7. To analyse the results of statutory tests by language and ethnic group and set targets to address any underachievement identified.
8. To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
9. To celebrate multilingual skills and promote linguistic diversity with all children.

Supporting the EAL Policy

Whole school language development

All of our teachers consider the children's language issues and plan how they can support children to develop oracy and literacy across the curriculum.

Our teachers consider:

1. What opportunities are there to explore ideas orally?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do the children need in order to understand new concepts and how can this be presented to them in an accessible way? (Vocabulary mats)
4. What range of texts do the children need to read and how can their reading be scaffolded to support learners with diverse needs?

5. What types of written tasks do the children need to carry out and how can these be framed to support pupils at different levels?

The role of class teachers is to:

- use speaking and listening strategies to develop 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.

The needs of our EAL learners

- Some of our EAL children already have good language and literacy skills in two or more languages.
- Some of our EAL children are beginner EAL learners and have limited reading and writing skills in any language.
- Some of our EAL children also have SEND.

All these diverse groups benefit from teaching that develops their English language skills to enable them to become fluent in English.

As our EAL children progress through school, the language and literacy demands of the curriculum **increase** and pupils need to develop a wide range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles of speaking and writing to meet different purposes and audiences which are 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. Children who are new to English will benefit from being integrated into mainstream teaching and learning experiences.

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, usually in class, is beneficial in the early stages of an EAL child's education.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences.
- Enable the EAL child to draw upon his/her existing knowledge of other language(s).
- Encourage and use bilingual support from other EAL children.
- Use translated materials and bilingual dictionaries.

- Use visual support of all kinds (diagrams, maps, charts, pictures).

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.

Learning through talk

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

Teaching strategies

- Ask students to rehearse answer with partner before answering.
- Use an additional adult 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 each EAL child to decide whether to scan or skim read or close read.
- Ask each EAL child to transfer information from text to diagrams.
- Encourage and show each EAL child how to use the library for research and pleasure.

Learning through writing

1. Using writing to think, explore and develop ideas.
2. Structuring and organising writing to link ideas into paragraphs.
3. Developing clear and accurate sentence construction.

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 their writing.
- Support extended writing with frames.
- Ask pupils to evaluate, correct, edit and redraft their writing.

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