



PROSPECT HOUSE  
SCHOOL

EAL POLICY

SEPTEMBER 2023

## ENGLISH as an ADDITIONAL LANGUAGE POLICY

### Introduction

The term EAL is used when referring to pupils who have a home language other than English and who use, or are learning to use, English as an additional language. This policy may also be applied to children who only speak English but may have learnt English from a parent or carer who does not have English as a first language.

This policy details the school's aims, objectives and strategies to meet the needs of such pupils. Throughout this policy, and in other related policies and documents, these pupils are referred to as EAL pupils.

(Also see Inclusion Policy, Equal Opportunity & Cultural Diversity Policy)

### Aims

The school is committed to making appropriate provision for pupils for whom English is an additional language.

The school aims to ensure that all EAL pupils are, over time, able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages
- feel safe, settled, valued, with a sense of belonging to their class, school and wider community

It also aims:

- to identify and make maximum use of opportunities for modelling fluent English, encouraging pupils to practise and extend their use of English
- to give all pupils the opportunity to overcome any language barrier
- to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school to implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum
- to encourage and enable parental support in improving children's attainment

### Principles of learning

The key principles of the school's approach to EAL are embodied in the school's primary aims. These are to:

- help pupils to develop their skills and abilities, intellectually, emotionally and socially
- provide inclusive teaching which makes learning challenging and engaging, enabling all pupils to reach their potential

This policy is an integral part of the school's broader aims to provide maximum educational opportunity for all pupils and reinforces the school's commitment to equality and providing an environment in which all pupils are enabled to realise their potential.

### **Key principles**

- High expectations and tasks that stretch the child intellectually
- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- The use of support time for pupils is best seen as an integral part of curriculum and lesson planning
- All languages, accents and cultures are equally valued
- Parents and the wider community are positively encouraged to play a full part in the life and development of the school

### **Procedure on admission for EAL children**

The school's normal admission procedures are followed. In addition, the following information is gathered about:

- the pupil's linguistic background and competence in other languages via a questionnaire completed by the parents on the child's entry to school
- the pupil's previous educational and schooling experience
- the pupil's family background
- the school's EAL coordinator will collate this information and may also conduct an informal oral interview
- the school's EAL coordinator is responsible for ensuring that regular assessment of EAL children takes place and fluency is recorded using the assessment document for the school
- Form teachers assess pupils' competence at the beginning of the autumn term and again at the end of the summer term. These assessments are conducted using the school's EAL 'stage' system and the results of these are recorded on the EAL register every academic year.

### **Provision for EAL children**

- The literacy teacher of the child will assess the child's stage of English fluency using the tracking document for the school

- Class teachers in conjunction with other staff, including the EAL coordinator, will assess and identify needs and set teaching objectives and strategies appropriate to the pupil's stage of learning
- All teachers and support staff will implement the teaching strategies for children learning EAL
- Placement in ability sets
- EAL pupils will have access to the whole curriculum
- will be taught with their peers
- will be placed in groups with fluent English speakers to provide them with good language models
- will be placed in as high a set as possible i.e. with their intellectual/academic equals
- will not automatically be placed with pupils with special needs
- will not be subjected to standardised reading tests or VR tests in order to place them in sets
- the placement of EAL pupils in a lower year group may be considered but only after very careful consideration and consultation with parents

### **Teaching and learning**

It is the responsibility of all staff to ensure that the needs of EAL children are met, usually through differentiation. Best practice advocates that pupils will make the most rapid progress when engaged with their peers and not when working in isolation or being tutored one to one. However, some guided group work and occasional one to one sessions may take place if deemed appropriate for the child concerned.

Lesson plans should identify the fundamental objectives and provide differentiated opportunities matched to individual EAL pupil's needs.

Staff will use a wide range of practical activities and approaches, including:

- activities which create links between new learning and what is already known
- visual material, particularly material which communicates key concepts and interconnections
- activities which involve pupils in using language from an early point of the lesson onwards
- activities that involve sorting, matching, selecting, comparing and reasoning
- activities which involve pupils exploring and expressing concepts through practical and manipulative activities
- problem-solving tasks that are cognitively demanding and challenging even though the language for them may be reduced in length or grammatical complexity

- attention to the development of academic English skills, for example through the use of writing frames or through working with subject related texts
- collaborative group work to engage pupils in genuine communication and exploratory talk, and in order to assist them to internalise key concepts and specialist terminology.
- grouping children to ensure that EAL pupils hear good models of English
- ICT activities that help communicate meaning, and that support the development of language and the learning of curriculum content at the same time
- activities that require genuine communication, argument, thinking aloud and talking things through.

In addition staff will:

- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- recognise that EAL pupils need more time to process answers
- allow pupils to use their mother tongue to explore concepts
- give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)

## EYFS

The publication 'Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage' (October, 2007) is used as guidance for EYFS teachers.

In the EYFS pupils learning English as an additional language are also supported by:

- building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- the provision of a range of opportunities for children to engage in meaningful speaking and listening activities with native speakers
- the provision of activities which build on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- the provision of a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- the provision of bilingual support, where possible, to extend vocabulary

- the provision of opportunities for children to hear their home languages as well as English

### **ICT Links**

ICT will be used, where appropriate, to enhance teaching and learning.

Pupils will use ICT to:

- find things out
- develop ideas and make things happen
- exchange and share information
- review, modify and evaluate work as it progresses.

Pupils will be given opportunities to apply and develop their ICT capability by using ICT tools to support their learning through a variety of ICT based tasks; such activities may include:

- the use of an interactive whiteboard to introduce or reinforce concepts
- the use of laptops to aid research and presentation of work
- the use of presentation software to improve pupils understanding and create a real life audience for work
- the use of internet resources to develop and enhance both learning and teaching
- the use of communication devices to encourage speaking, listening and interaction

Subject coordinators will be responsible for sourcing appropriate resources to develop ICT links within their subject, the ICT coordinator will provide support and offer advice to support cross-curricular ICT.

### **Special educational needs and gifted and talented pupils**

The school recognises that most EAL pupils need additional support but do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to the school's SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted and talented even though they may not be fully fluent in English. Such children will have their needs met as stated in the Gifted and Talented policy.

### **Staff development**

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

## **EAL TRACKER KS1 & KS2**

**Tracking the progress of young bilingual learners from the Early Stages of learning English to Fluency**

<b>Name:</b>						<b>Date of Birth:</b>						
<b>Start date at PHS:</b>						<b>Home Language:</b>						
	<b>Y1</b>		<b>Y2</b>		<b>Y3</b>		<b>Y4</b>		<b>Y5</b>		<b>Y6</b>	
<b>EAL Stage</b>	<b>Aut</b>	<b>Sum</b>	<b>Aut</b>	<b>Sum</b>	<b>Aut</b>	<b>Sum</b>	<b>Aut</b>	<b>Sum</b>	<b>Aut</b>	<b>Sum</b>	<b>Aut</b>	<b>Sum</b>
<b>A Beginner</b>												
<b>B Emerging</b>												
<b>C Developing 1</b>												
<b>C Developing 2</b>												
<b>D Consolidating 1</b>												
<b>D Consolidating 2</b>												
<b>E Fluent</b>												

**Assessment Scores**





	Y1			Y2			Y3			Y4			Y5			Y6		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
<b>NGRT</b>																		
<b>NGST</b>																		
<b>WRiting</b>																		
<b>MALT</b>																		
<b>CATS Verbal</b>																		

**Additional support needed? YES / NO**

**Comments:**



<b>EAL STAGE</b>	<b>LISTENING &amp; SPEAKING</b>	<b>WRITING</b>	<b>READING</b>
<b>A BEGINNING</b>	May have a few isolated words · learnt prior to arrival	Can hold a pencil correctly.	May have no previous experience of reading
	May be silent	Is learning the letters of the alphabet and their sounds	Can identify some letters of the alphabet by shape and sound
	May attempt to communicate using gesture or first language	Is using English letters like forms to convey meaning but these may be inaccurately formed	Beginning to hear rhyme
	May use single/two word utterances to express themselves · e.g. <i>'Me finished'</i> , <i>'No milk'</i>	Can write from left to right	Can sequence a supported text e.g. story or instructions using pictures or other visuals
	May echo words or phrases said to them without understanding	Can copy their own names	May be able to use a bilingual dictionary to aid understanding
	Is heavily reliant on gestures/ pictures to follow instructions or understand information	They can copy and match simple sentences	
	Will observe what others are doing and copy them.		
	Can lose concentration if talk is not supported by visuals		

**Pupils will need considerable support in class**

<b>EAL STAGE</b>	<b>LISTENING &amp; SPEAKING</b>	<b>WRITING</b>	<b>READING</b>
<b>B EMERGING</b>	Is beginning to identify and remember words and combining these into simple phrases to convey meaning e.g. <i>me no pencil</i> (sometimes with accompanying gestures)	Able to link some letters and sounds	Can read a range of familiar words
	Has little control over word order.	Able to write some high frequency independently.	Able to read back own writing
	May repeat words and phrases taken from songs/rhymes/stories and set phrases used by other children.	Can write simple repetitive sentences to a given model when supported by oral work and a sequence of pictures	Can identify initial and final sounds in unfamiliar words
	Can understand some peer talk but still relying on some gesture	Able to write some short sentences independently	Beginning to use decoding and contextual clues as a reading strategy
	Can understand very simple instructions based on classroom routines, still relying on visual or contextual clues.	Can use upper/lower case and full stops with some accuracy	With support, is able to read and understand simple texts with controlled vocabulary and repetitive structure
	Can understand some lessons with visual support and clear simple patterns of language. Can access lessons with explicit teaching and reinforcement of some subject related vocabulary.		Beginning to engage with texts i.e. read and understand simple familiar sentences, name accompanying pictures and sequence them

**Pupils will continue to need support in class to access the curriculum.**



EAL STAGE	LISTENING & SPEAKING	WRITING	READING
<p style="text-align: center;">C DEVELOPING 1</p>	<p>May attempt longer phrases and sentences but many grammatical errors * will still be apparent in these areas</p>	<p>Attempts simple sentences independently, given a clear model and vocabulary bank</p>	<p>Able to use knowledge of letters, sounds and words to establish meaning when reading a familiar text, sometimes with prompting</p>
	<p>Can give a recount using a modelled structure and visual cues.</p>	<p>Able to identify an increasing number of letters and sounds</p>	<p>Can engage with story texts in more extended ways e.g. predict outcomes</p>
	<p>May use more extended speech that is beginning to have some cohesion e.g. <i>I eat breakfast and comb hair.</i></p>	<p>Beginning to use known phonic strategies in their spelling with some accuracy</p>	<p>Able to draw meaning from texts with less reliance on pictures</p>
	<p>Can understand basic classroom and social language</p>	<p>Beginning to use a small range of punctuation but not with accuracy.</p>	<p>Reading of simple texts is generally accurate</p>
	<p>Beginning to develop some subject specific vocabulary</p>	<p>Phrases and simple sentences written independently will show many grammatical errors*</p>	<p>Beginning to select appropriate sections of texts to answer simple questions</p>
	<p>Can understand simple questions</p>		
	<p>Can listen with understanding to stories and simple teacher talk but still relying on some non - verbal cues</p>		

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
C DEVELOPING 2	Extended speech has greater cohesion because of better grasp of English grammar but inaccuracies are still apparent	Able to link most letters and sounds .Will make use of known phonic strategies in their spelling with greater accuracy.	Able to draw on a range of strategies e.g. phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning
	Beginning to provide some descriptive detail in their language	Sentence structure is more varied and extended. However, may still lack complex sentences and EAL errors will be apparent	Beginning to show comprehension and demonstrating this through asking and answering 'Who', 'what', 'where' 'when' and 'why' questions
	Respond with increasing appropriateness to what others say	May form letters which are accurate and consistent in size	Beginning to engage with texts in a deeper way i.e. understanding inferences and deductions in a text
	Can understand most peer talk but may misunderstand some cultural references in lessons.	May use a range of punctuation with some accuracy	Beginning to understand concrete references with support e.g. What are the pronouns or determiners referring to in a text.
	Beginning to follow some abstract language e.g. <i>punishment, metal</i> , but this may continue to cause difficulty	May use a limited range of pronouns more confidently . Prepositions continue to be limited and inaccurate. Can use a small range of conjunctions	
	Can listen with increasing understanding to whole class interaction	Has increasing control of the English tense system.	

Although functioning well in most social and classroom interactions, pupils still need support to develop grammatical and appropriate language choices in academic language in order to access the curriculum fully. This is because progress in this stage can take a long time as mastery of the grammatical features of language is not linear and needs to be explicitly modelled and taught. Learners need to rehearse academic language orally before they can use it in writing with confidence.

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
D CONSOLIDATING 1	Operates from a wider range of structures with less repetitive patterns and a more varied vocabulary, but features of L1 may still be apparent	Shows a growing accuracy in free writing but EAL errors may still be apparent *	Able to draw meaning from text without reliance on pictures
	Can communicate most ideas with clarity using some of the features of academic writing e.g. explaining, deducting, justifying, evaluating.	May overuse past continuous (progressive) tense e.g. <i>instead of 'bought' uses 'was buying' or instead of 'went', 'was going'</i>	Able to read texts from a range of genres on familiar topics
	Is beginning to respond appropriately to extended teacher talk with relevant comments and questions.	May lack the use of modal verbs e.g. <i>would, could, might</i>	May need support to understand more complex texts and unfamiliar topics
	Pupils' spoken language is reflected in their writing and they need oral rehearsal of patterns of academic language which are not used in day to day interactions .	Able to use a wider range of vocabulary for variety, interest and different contexts. Attempts more complex sentence structures with linking clauses.	Able to engage with texts in a deeper way i.e. understanding inferences and deductions in a text

		Can produce different styles of writing according to purpose and audience with greater independence but may require targeted support	May be less familiar with the cultural contexts of reading material
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EAL STAGE	LISTENING & SPEAKING	WRITING	READING
D CONSOLIDATING 2	Consolidating the use of language over a wide range of higher order language functions.  May still need support in understanding figurative and idiomatic language as well as nuances and play on words	Pupils' free writing may show the very occasional EAL error in the following areas: <ul style="list-style-type: none"> <li>• Complex tense forms e.g. past progressive, perfect tense</li> <li>• Use of appropriate genres in terms of vocabulary choices and collocation</li> <li>• May need support in understanding and using subtle nuances of metaphor and formulaic phrases</li> </ul>	Shows understanding of the main points when reading both fiction and non-fiction.  Able to distinguish between fact and opinion  Able to summarise key points of fiction and non-fiction texts
	Able to use abstract vocabulary but may need occasional support		Able to understand abstract references e.g. <i>'Many cheap catering soaps have fillers added. <b>This</b> makes them so hard that they last a long time</i>
	Able to respond appropriately to extended decontextualized teacher talk		Able to understand and respond to the organisational features of different text types

	Able to adapt what they say to the needs of the listener		
<b>Although able to access most of the curriculum, targeted support to help master complex academic language can make a difference to achievement outcomes.</b>			

<b>EAL STAGE</b>	<b>LISTENING &amp; SPEAKING</b>	<b>WRITING</b>	<b>READING</b>
<b>E FLUENT</b>	Can talk with confidence using a wider range of language across the curriculum  No intervention needed	Can produce different styles of writing according to purpose independently  No intervention needed	Will read a range of age appropriate material with fluency, understanding and expression  No intervention needed





## EAL TRACKER EARLY YEARS

Tracking the progress of young bilingual learners from the Early Stages of learning English to Fluency

<b>Name:</b>		<b>Date of Birth:</b>		
<b>Start date at PHS:</b>		<b>Home Language:</b>		
	<b>N</b>		<b>Rec</b>	
<b>EAL Stage</b>	<b>Aut</b>	<b>Sum</b>	<b>Aut</b>	<b>Sum</b>
<b>A Beginner</b>				
<b>B Emerging</b>				
<b>C Developing</b>				
<b>D Consolidating</b>				
<b>E Fluent</b>				



<b>EAL STAGE</b>	<b>LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)</b>	<b>SPEAKING (EXPRESSIVE LANGUAGE)</b>	<b>COMMENTS *Write a comment or put a tick if appropriate.</b>	<b>TALK SAMPLES</b>
<b>BEGINNER A</b>	May join in with other children but not speak	Speaks no English		This stage is a non-verbal period In English as children collect information about new language and perhaps spend some time in sound experimentation (Tabors, 1997)
	Watches carefully and often imitates peers	May attempt to interact in home language with peers and adults when the opportunity arises		
	Listens attentively for short bursts of time	Uses gestures and facial expression to communicate		
	Following peer example for interpretation of instructions			
<b>EAL STAGE</b>	<b>LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)</b>	<b>SPEAKING (EXPRESSIVE LANGUAGE)</b>	<b>COMMENTS *Write a comment or put a tick if appropriate.</b>	<b>TALK SAMPLES</b>
<b>BEGINNER A</b>	Listens to others in small groups for short periods of time where activity interests them.	Imitates / echoes words and phrases of peers and adults.		<i>"Snack time, yeah"</i> <i>"Well done"</i>
	Relying on props and visuals to gain meaning from stories and teacher talk.	Copies familiar expressions, e.g. "Oh dear", "All gone".		

	Responds to simple one-part instructions accompanied by gestures.	Uses single words or phrases to express basic needs.		<i>"Please water"</i>
	Developing understanding of simple concepts (e.g. big /little).	Beginning to use isolated words and phrases.		
		Beginning to put two words together.		<i>"I bananas"</i>
<b>EAL STAGE</b>	<b>LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)</b>	<b>SPEAKING (EXPRESSIVE LANGUAGE)</b>	<b>COMMENTS *Write a comment or put a tick if appropriate.</b>	<b>TALK SAMPLES</b>
<b>EMERGING B</b>	Can understand more English than she/he is using – needs time to process questions.	Uses actions combined with limited talk relating to current activity (here and now)		<i>"Let's see, I making..." We building a house, we making here house"</i>
	Understands who, what, where in simple questions.	Beginning to ask simple questions.		
	Understands simple conversational English.	Expresses likes/dislikes in simple terms.		<i>"Car me very like" "Me very like lego car." "I like it blocks"</i>
	Listening and beginning to join in with repeated patterns of language from rhymes, stories and songs.	Growing vocabulary for naming everyday objects.		
Beginning to describe more detail e.g. colour, size.			<i>"Bear is come" "Daddy sleep"</i>	
	Simple phrases may be combined or expanded to		<i>'Small doggie eat this, big doggie this..."</i>	

		communicate ideas more clearly.		
		Uses different types of everyday words (nouns, verbs, adjectives)		<i>"Apple is round" "It fluffy, it's flower pink"</i>
		Increasing confidence to take part in verbal interactions with children using English.		<i>"You can't have it, not all time play" "Mine now turn"</i>
		Uses a combination of first language and English.		<i>"Apple, orange , jabłko"</i>
<b>EAL STAGE</b>	<b>LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)</b>	<b>SPEAKING (EXPRESSIVE LANGUAGE)</b>	<b>COMMENTS *Write a comment or put a tick if appropriate.</b>	<b>TALK SAMPLES</b>
<b>DEVELOPING C</b>	Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations.	Uses talk to recall and relive past experiences. May substitute words to make meanings clear.		<i>"I builded blocks" "Here it fell"</i>
	Listens to stories with increasing attention and recall.	Articulates feelings and preferences.		<i>"I love this story" "This the bear, this the hippo, the lion is eating"</i>
		Beginning to use language to explain what is happening and what might happen next in an activity.		<i>"This is light for someone not go in" "It's got a hole" "It's going down drain"</i>

EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS  *Write a comment or put a tick if appropriate.	TALK SAMPLES
<b>DEVELOPING C</b>	Following instructions with more than one element.	Attempts retelling of their own news, events or stories with simple sequence. (EAL errors will be apparent)		Reporting News: <i>"On Sunday, I went to the chicken egg, the chicken hatching"</i>
	Understands more complex sentences e.g. "put your toys away and then we'll read a book"	Demonstrates a wider vocabulary from listening to stories/poems and from being involved in curriculum talk.		Describing how caterpillars turn into butterflies <i>"Butterflies put their skin up, they move so hard and they crack, they push with their wings"</i>
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Beginning to use word endings to create meaning. Attempting positional language.		<i>"My sister holded a frog"</i>  <i>"I play on the garden"</i>
	Listens to others in one to one or small groups.	Shows greater confidence using English in social situations.		

EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS  *Write a comment or put a tick if appropriate.	TALK SAMPLES
<b>CONSOLIDATING D</b>	Can make verbal inferences.	Speech is sometimes grammatically correct at word and phrase level.		<i>"When the giraffes get their mouths on it they will die because they're very sharp and their neck can have a hole in it"</i> (Explaining cause and effect)
	Beginning to understand "why" and "how" questions.	Using more complex sentences but EAL errors will be apparent.		
	Understands instructions containing sequence words e.g. first, then, etc.	Beginning to use appropriate vocabulary in different areas of learning.		
	Shows understanding of prepositions such as under, on, behind, etc.	Uses talk to explain why events happen or might happen.		
		Uses connectives such as when or because.		<i>"We need to wash them because they're dirty"</i>
		Uses a variety of questions		

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EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
<b>FLUENT E</b>	Can listen with sustained attention and confidence.	Questions why things happen and can justify predictions about what may happen next.		Has extensive vocabulary and a range of oral language skills necessary to participate fully and achieve on parity with peers of similar ability. EAL errors will be less apparent.
	Able to understand whole class instructions.	Uses English to imagine and recreate roles and experiences.		
	Responds appropriately to extended talk with relevant comments and questions.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.		
	Able to follow a story without pictures or prompts.	Introduces a storyline or narrative into play.		
	Children follow instructions involving several ideas or actions. They answer “how’ and “why” questions about their experiences and in response to stories or events			