# Wellbrook School:

# Policy for English as an Additional Language



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## Introduction

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive.

Knowing that some pupils referred to us might not be native English speakers we want to ensure that this is not a barrier to their learning. We have a strategy to help them improve their reading, writing, speaking and listening and understanding of the English language so they can engage more effectively across the curriculum.

## Purpose

- 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.
- To ensure EAL pupils reach their full potential.

## Guidelines

- To promote academic achievement by grouping EAL pupils according to cognitive level rather than English language level.
- 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 ensure that language and literacy are taught within the context of all subjects.
- 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.
- 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 especially for parents' evenings, school events and workshops, and to monitor parental involvement.
- To ensure that EAL pupils are assessed in their first language where possible and where appropriate.
- 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 staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners.
- To celebrate multilingual skills and promote linguistic diversity with all pupils.

## Below are the procedures we will use to apply this policy:

### Helping pupils understand the setting

We will use:
- a visual timetable-introduced as it is happening
- feelings or emotions picture cards so children can label their own and others emotions
- photographs of areas, resources, peers and staff to support children to plan their session with an adult
- phonetically spelt key words in home languages

### 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.

In writing schemes of work and medium-term plans, teachers should consider the following questions:

- What opportunities are there to explore ideas orally and collaboratively?
- How can teachers (or additional adults or other children) model the key subject language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?

- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

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.

**Beginner EAL learners**

We understand that it takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. For this reason, pupils who are new to English will benefit from being integrated into teaching and learning experiences 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

We will provide additional support in class and some small group literacy teaching as this is known to be beneficial in the early stages

We will not withdraw pupils from Maths, or practical subjects where they can usually make good progress whatever their language level in English.

*Teaching strategies to support EAL beginners*

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of another language/s
- Encourage and use bilingual support from other pupils and staff

- Use translated materials and bilingual dictionaries
- Allow pupils 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**

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:

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow pupils to do some assessment orally
- Ask pupils 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 textbooks 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 pupils 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