



## English as an Additional Language

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### Introduction

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In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

### Aims and objectives

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We promote the principles of fairness and justice for all through the education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

### Teaching and learning style

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In our school teachers take action to help children who are learning English as an additional language by various means:

developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language if possible and where appropriate.

### Curriculum access

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All children in our school follow the curricular requirements of the Foundation Stage and our Year 1-Year 6 children follow a curriculum which is closely informed by the National Curriculum.

Children requiring EAL support may be withdrawn from lessons. At other times individual children or small groups of children will be supported within the classroom.

In the Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The Foundation Stage helps children learning English as an additional language by:

building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;

providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;

providing opportunities where possible for children to hear and see their home languages as well as English.

## **Strategies to use in the classroom**

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Prioritise Speaking and Listening skills in English and acquisition of basic language vocabulary;

Value first language skills by encouraging the child to introduce it to the rest of the class;

Emphasise teaching of basic classroom instructions - notice correct response and praise;

If the child is old enough, let him/her write in first language and ask the parents to translate;

Ask the parents for artefacts, books, etc, in first language and share with the class;

Focus on the acquisition of spoken language: writing will come later

Choose a well-structured scheme to begin teaching reading skills;

Invite parents in to talk to the rest of the class about the culture of their country;

Provide a welcoming environment in which a bilingual child feels confident to contribute.

## **Assessment**

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We follow the statutory assessment arrangements of the National Curriculum with regard to making special arrangements for children who are learning English as an additional language.

The SENCO offers support to children who are learning EAL during the Key Stage 1 and Key Stage 2 assessment period.