



Beech House Policy on English as an Additional Language (EAL)



Bolton School Aims

Bolton School seeks to realise the potential of each pupil.

We challenge, encourage initiative, promote teamwork and develop leadership capabilities.

It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

Beech House is a multicultural school and accepts pupils from a diversity of ethnic and linguistic backgrounds.

We aim to ensure that all our pupils who have English as a second language (EAL) are given opportunities which will allow them to develop appropriate skills so that they can:

- Use English confidently and competently
- Use English as a means of learning across the curriculum

All applicants for entry to our reception classes, are invited to interview, during which they are asked to complete a set of practical and play based activities devised to give an indication of academic potential. For EAL applicants this assessment interview may be completed with the aid of an interpreter. (Provided by school if it is felt that it would be beneficial)

Class teachers are responsible for ensuring that they are aware of which children have English as an additional language and will monitor their progress accordingly. If they have concerns about a pupil's academic progress they can ask for support from the Learning Support Coordinator. (Mrs Karen Shaw)

Key Principles for Additional Language Acquisition

- 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.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area.
- Teachers should recognise the stages in learning English as an additional language: the silent period → one word → simple sentence → conversational language → curriculum language. (see appendix for further details)
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- All languages, dialects, accents and cultures are equally valued.

Strategies

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support- repetition, alternative phrasing, peer support
- Additional visual support, e.g. visual timetables, mind maps, posters, objects, non-verbal clues, pictures, demonstration, use of gesture, use of ICT, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists.
- Working walls
- Opportunities for role play
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities.
- Where possible, learning progression moves from concrete to abstract
- Pupils can be supported both in class and in focused withdrawal activities out of class.
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, after school clubs

Policy review date	September 2018
Next review due	September 2019
Policy written by	Tracey Taylor – Head of Beech House
Effectiveness of policy reported to	Miss S Hincks – Headmistress of Bolton School Girls Division

Appendix

Development of skills when English is an additional language

	Listening	Speaking	Reading	Writing
Phase 1	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.	Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.	Pupils participate in reading activities. They know that, in English, print is read from left to right and top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.
Phase 2	Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.	Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.	Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.	Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
Phase 3	With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.	Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level	Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
Phase 4	In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.	Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.	Pupils use their knowledge of letters, sound and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.	Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.