



**Villa Real School**  
*together we achieve*

# EAL Policy 2024

Responsibility: Samantha Dawson

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Signed and Adopted by the Governing Body:

Chair of Governors

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## **INTRODUCTION**

The term EAL is used when referring to pupils/students whose main language at home is a language other than English. This policy sets out Villa Real School's aims, principles and strategies with regard to meeting the needs and celebrating the skills of EAL pupils/students and helping them to achieve the highest possible standards. All pupils/students need to feel safe, accepted and valued in order to learn. For pupils/students who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils/students have a valuable contribution to make.

## **AIMS**

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils/students who have English as an additional language (EAL); therefore raising pupil/student achievement and aspirations.

1. Equality  
To be proactive in removing barriers that stand in the way of our EAL pupils'/students learning and success.
2. Diversity  
To meet our responsibilities to EAL pupils/students by ensuring equal access to the National Curriculum and the achievement of their educational potential.
3. Belonging and Cohesion  
To provide our EAL pupils/students with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## **OBJECTIVES**

- To assist all EAL pupils/students to become fluent English speakers as quickly as possible
- To assist and support all EAL pupils/students in their acquisition of English language skills
- To develop staff expertise to ensure that all EAL pupils/students attain levels of achievement appropriate to their intellectual abilities
- To develop rigorous monitoring, evaluating and review systems

## **Whole school language development**

All staff will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils/students to develop oracy and literacy across the curriculum.

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

1. What opportunities are there to explore ideas orally and collaboratively?
2. How can teachers (or additional adults or other children) model the key subject language needed?
3. What specialist vocabulary do pupils/students need in order to understand new concepts and how can this be presented to them in an accessible way?
4. What range of texts do pupils/students need to read and how can their reading be scaffolded to support learners with diverse needs?
5. What types of written tasks do pupils/students need to carry out and how can these be framed to support pupils/students at different levels?
6. Are lessons planned to ensure that any additional adult has a clear role in developing literacy?

**The role of class staff 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/students 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'/students' 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**

In neuro-typical pupils/students it takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils/students who are new to English will benefit from being integrated into teaching and learning experiences most of the time. With pupils/students with SEN this may take significantly longer and require regular revisiting.

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 in class and some small group literacy teaching will be beneficial in the early stages, although pupils/students should not necessarily be withdrawn from Maths, Modern Languages 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 where appropriate
- Enable pupils/students to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff as appropriate
- Use translated materials and bilingual dictionaries as appropriate
- Allow pupils/ students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, )
- Develop card sorting, sequencing and matching activities
- Advice to be taken from SALT

### **Developing language and literacy skills**

In order to be fully literate, pupils/students need to be able to understand how we adapt our everyday speech into formal, written texts.

### **Learning through talk**

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. 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/ students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

### **Learning from text**

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

### **Teaching strategies**

- Make the purpose of reading explicit
- Read aloud to pupils/students
- Teach pupils/students how to find their way around text books and use index, contents, etc.
- Show pupils/students how to write questions before starting research
- Help pupils/students decide whether to scan or skim read or close read
- Ask pupils/students to transfer information from text to diagrams
- Encourage and show pupils/students 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 appropriate expression at sentence level

### **Teaching strategies**

- Make sure pupils/students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils/students use appropriate level of formality
- Give pupils/students model texts before asking them to write
- Show pupils/students how to organise writing using planning frameworks, graphic organisers
- Support extended writing with frames and key connectives to link ideas
- Ask pupils/students to evaluate, correct and redraft their writing

### **Language and literacy experiences of EAL learners**

- Some pupils/students are beginner EAL learners have never learnt to read or write in any language.
- Some pupils/students have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school

**All** diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the curriculum which is the key to academic success.

As pupils'/students' progress through school, the language and literacy demands of the curriculum **increase** and pupils/students need to develop a wider range of language skills, in particular making the transition from spoken to written forms.

Where appropriate, communication systems such as PECS, PODD, ALD, TEACCH and Makaton will support verbal speech to develop understanding of English.

### **Planning, Monitoring and Evaluation**

Curriculum planning takes account of the needs of EAL learners (e.g. building on their previous experience and considering their religious, cultural and linguistic backgrounds). Interventions, where needed, are set and evaluated every term at pupil/ student progress meetings.