

St. Theresa's
Catholic Primary School



ST. THERESA'S CATHOLIC PRIMARY SCHOOL

**English as an Additional Language
(EAL) Policy**

Our Mission Statement

At St. Theresa's School

We learn together

We play together

We pray together

We grow together in the love of God.

Date of policy review: April 2018

Next review: April 2019

Policy written by: SENCo

Key person responsible: Headteacher



St Theresa's Primary School

EAL Policy

At St Theresa's our EAL pupils can be categorised as follows:

- New to English
- Early Acquisition
- Developing Competence
- Competent
- Fluent

Children that fall into one of these categories must be provided with a broad and balanced curriculum that provides them with many opportunities to develop, build upon and extend their language structure and vocabulary.

Children New to English

Initial Assessment:

An informal assessment will be carried out within the first 4 weeks of the child's arrival. This will be used to inform planning and determine which if any intervention groups will be suitable. Staff will be made aware that EAL pupils will often develop at different rates to monolingual pupils.

Intervention groups.

There will be access to weekly phonics and reading support lessons. These may be in a group session or 1:1 if necessary.

Speaking and Listening

Speaking and Listening is a priority for children that are new to English. Opportunities for structured talk will need to be maximised. Children should be seated with pupils that are a good model of English as well as pupils who speak their own language where possible. Talk partners are very important and the children should know clearly how to manage talk partner time. Talk should be scaffolded with visuals and sentence starters.

Home Language

Children should be encouraged to speak, read and write in their home language until they feel confident to do so in English. They should be provided with as many translations as possible to support them in accessing the curriculum. They should also have a dictionary and books in their home language where possible. Children who speak the same language can translate and enable partner talk in the same language to support comprehension. Parents should be encouraged to use their home language instead of English at home.

Curriculum

Film and visual literacy and dual language texts will enable the children to access the curriculum, it may be necessary to differentiate the learning intention. Dictionaries and translations should also be available to support the child. Key vocabulary with visuals should be displayed and referred to constantly.

Pre-Teaching

Pre—teaching enables pupils that are new to English to have increased access to the curriculum. Resources are prepared in advance and the key texts are introduced to the children ahead of the class lesson. Visuals and key vocabulary will also help to prepare the child for the whole class teaching. This is also an opportunity to consolidate and assess the language learning that has taken place during the week.

Developing Competence Bilinguals.

Developing competence bilinguals will still require support and appropriate scaffolding. They will be moving from dependence towards independence with a greater command of English. Modelled talk and speaking and listening opportunities are key in order to develop reading and writing skills.

Fluent Bilinguals

Many of St Theresa's pupils are Fluent Bilinguals. They have a good command of English but still need to learn academic and technical vocabulary. They need to be given opportunities to extend their language structures through the language of debate, hypothesis, explanation, opinion etc.

Reviewed: April 2018

To be reviewed: April 2019