All Mulberry House School Policies are always to be read and considered in conjunction with the Equal Opportunities, UN Convention on the Rights of the Child, Safeguarding Policy, Data Protection Policy, Behaviour Policy, Anti-bullying Policy, Race Equality and Inclusion Policies

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) GUIDANCE

This Policy of Mulberry House School applies to all sections of the school including the Early Years Foundation Stage.

The aims for the achievement of children with English as an additional language are the same as those for all the children that attend The Mulberry House School.

◆ We encourage all pupils to achieve the highest possible standard and to develop the knowledge, understanding, skills and attitudes that are necessary for their development as responsible citizens.

◆ We believe that multilingualism is a strength and that EAL pupils have an extremely valuable contribution to make to the wider school community.

◆ Difficulties related solely to learning English as an additional language are not special educational needs.

◆ We ensure that the curriculum reflects the experience, contribution and achievements of pupils from the school's different communities.

◆ It is a whole school approach that our learning environments support, encourage and respect home language use.

◆ Members of staff liaise with parents to make and use lists of home words and phrases for new starters, e.g. toilet, drink, hungry, happy, sad, yes, no, hurt, please, thank you, etc. to support the children's transition into daily routines and school life.

◆ We also value the contribution of professionals and advisers from outside agencies, interpreters, parents and carers. We have strong community links and we liaise with parents and carers on a regular basis. It is of vital importance to consider the children within the context of their home, culture and community.

TEACHING STRATEGIES

◆ Create an organised environment in which children can function with ease and independence, e.g. clearly defined areas, clearly labelled resources and materials using words (in both English and home languages), pictures, symbols and silhouettes etc.

◆ Have consistent routines and use a visual timetable, e.g. for lessons each day, mealtimes and play times etc.

- Ensure worksheets are not writing heavy, rather kept to the bare minimum to not overwhelm the child.

- Include different languages and scripts in classroom displays, including audio where appropriate, for example, using technology such as voice recorders or translation apps on the laptops or tablet devices.

- Encourage children to share resources from home, bring in artefacts, books, learn songs, rhymes and games in home languages.

- Incorporate both curriculum and EAL specific objectives when differentiating planning and resources.

- Observe regularly, assessing and recording information about the developing use of EAL pupils' language.

- Look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language.

- Analyse all mark-making and writing in the light of what is known about a child's language background.

- Be aware that language acquisition does not take place in isolation but is part of all learning, e.g. at play times and meal times as well as in lessons.

- Be aware of speech speed and clear diction, enunciating and encouraging eye contact so that the children can see the shapes made by the mouth when pronouncing different words.

- Those children that need extra support are put on to an EAL support plan which focuses on - grammar, social, comprehension and vocabulary.

- Use appropriate visuals for worksheets to help pupils understand how to achieve learning objectives.

INVOLVING EAL PUPILS IN SCHOOL LIFE AND LEARNING

We ensure that all pupils have opportunities to learn and reach a good standard of English language.

- Teachers are aware of the stages in the children's acquisition of English and plan appropriate activities and interventions – see 'Stages of English Language Development for EAL Learners' section and 'Observation Form for Assessment of EAL'.

- Where appropriate, EAL children may be paired with a Reading Buddy or attend reading booster sessions and explore a variety of activities using digital technology such as computers and tablet devices.

- Activities provided are meaningful to the children and follow their interests.

- Teachers develop vocabulary actively, building on pupils' current knowledge and exploring topic specific language, e.g. supported by visual word banks.

- Teachers provide opportunities for free play and child initiated activities.

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- Teachers support children in developing a range of social skills such as greeting others, taking turns at talking and listening, taking turns in games and play, sharing, asking for help, managing frustration, calming down and speaking up.

- Teachers encourage children to join extra-curricular clubs that offer them the opportunity to collaborate with their peers, develop vocabulary and build knowledge and understanding.

- Teachers differentiate and mix learning groups so that EAL pupils hear good models of spoken English.

- Teachers encourage children to learn and join in with chanting and singing songs and rhymes during class circle time.

- Teachers use Show and Tell opportunities to teach children to give well-structured descriptions and explanations as well as the confidence to respond to questions.

- Teachers encourage children to develop their understanding through speculating, hypothesising and exploring ideas.

- The children are taught new poems, rhymes and songs every term.

- Children are encouraged to retell stories, using props and drama during literacy and shared reading activities.

- Parents and carers are invited to school to read stories and get involved in a variety of activities.

- Dual language texts are among the books we provide in our learning environments.

- Props, pictures and gestures are used to help children understand instructions.

- Gestures, facial expressions and varied intonation are used by teaching staff to bring stories to life.

- Teachers consider the meaningful use of technology in supporting the children's learning and development.

- Big books and class books are created with the children, involving their families as well.

- Parents and carers are invited to read stories in their child's home language and to come and talk to their child's class about their home culture or profession.

- Gallery areas are set up to show appreciation for the things that the children make and do, both in school and at home.

- Children are allowed to observe, watch and listen before they are ready to join in activities.

- Teachers talk to children about language itself.

- Teachers provide support to extend vocabulary.

- Children's comprehension is supported by making sure that they understand the meaning of the words that they come across in their reading across all subjects, e.g. using visual aids.

- Children are observed; what they can do and what they already know is noted and these observations are used to inform future planning and target setting.

- Teachers listen carefully to what children say and how they respond, modelling and supporting their use of standard English.

- Story / rhyme baskets are used to enable children to express their preferences easily.

- The school provides texts and resources that suit the pupils' ages and levels of learning.

- Where appropriate, EAL pupils are provided 1:1 support by a second teacher in the classroom.

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OPPORTUNITIES FOR EAL PUPILS TO DEVELOP AND USE THEIR HOME LANGUAGE AT SCHOOL

- Include different languages and scripts in classroom displays, including audio where appropriate, for example, using technology such as voice recorders or translation apps on the laptops/tablet devices.

- Encourage children to share resources from home, bring in artefacts, books, learn songs, rhymes and games in home languages.

- Members of staff to liaise with parents to help them gather, then learn and use a list of home words and phrases for new starters, e.g. toilet, drink, hungry, happy, sad, yes, no, hurt, please, thank you, well done, are you okay?, how are you? etc.

- Encourage children to speak and sing in their home language.

- Learn short poems, rhymes and songs in different home languages, as a class.

- Tell and read stories from a variety of cultures. Compare them to the English versions.

- Ensure that dual language texts are among the books we provide.

- Set up a gallery area to show appreciation for the things that the children make and do at home.

- Greet children in their home languages, focusing on one language per week or day.

- For Show and Tell, the children are encouraged to bring in things to represent their cultures.

- We encourage parents to come into school to share special things that they do at home.

LANGUAGE DEVELOPMENT AT HOME

Close liaison with parents is established through regular parental consultations. Teachers offer advice on how to support language development at home and work in collaboration with parents to set language targets.

STAGES OF ENGLISH LANGUAGE DEVELOPMENT FOR EAL LEARNERS

STAGE 1: NEW TO ENGLISH

◆ May be reticent with unknown adults.

◆ Uses non-verbal gestures to indicate meaning.

◆ Makes contact with another child but may not speak.

◆ Joins in activities with other children but may not speak.

◆ Listens and echoes words/phrases. May use home language in most contexts.

◆ Observes other children and often imitates them.

◆ Begins to join in repeating refrains of rhymes, songs, stories and routines of the day.

◆ Begins to go back and forth between acquisition language and first language.

◆ Begins to talk out loud, e.g. labels objects and personal possessions in the environment.

◆ Begins to use words in phrases, e.g. 'where to find it'.

STAGE 2: BECOMING FAMILIAR WITH ENGLISH

◆ Growing confidence in acquiring and using English.

◆ Growing ability to move between languages.

◆ Simple phrases may be combined or expanded to communicate new ideas.

◆ Beginning to be aware of different language structures.

◆ Children begin to remember and use story, song and rhyme forms, and may talk about past/present events.

◆ Children understand more English than they can use.

◆ Growing vocabulary for naming objects/events.

◆ Beginning to use descriptive language, e.g. colour, size, quantity.

◆ Increasingly confident in taking part in activities with other children using English.

STAGE 3: BECOMING CONFIDENT AS A USER OF ENGLISH

◆ Shows greater confidence in using English in familiar situations.

◆ Children may not operate with the same level of English language skill in formal situations.

◆ Increasing use of English grammar and syntax.

◆ Widening vocabulary from listening to stories, poems, and from being involved in talk in all areas of learning.

STAGE 4: A VERY FLUENT USER OF ENGLISH IN MOST SOCIAL AND LEARNING CONTEXTS

- ◆ A very experienced user of English, and fluent in many contexts.
- ◆ Confident in exchanges and collaboration with English speaking peers.
- ◆ Speaks English at level expected of a native English speaker of his/her age group.
- ◆ Will move with ease between English and first language, depending on the contexts he/she finds himself/herself in, what he/she judges as appropriate.

APPENDIX 1

OBSERVATION FORM FOR ASSESSMENT OF PUPILS WITH EAL

Child's name: **Date of birth:** **Successive or simultaneous bilingual:** **Date of observations:** **Adult/s:**	**Context/s:** **Agreed stage of English: _____**
Significance (language functions, vocabulary, grammar etc.): 	

Next steps:

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EAL Support Plan	
EAL Support Plan: Term... **English Acquisition Stage: New to English/Early Acquisition/Developing Competence/Competent/Fluent** **Home Language/s:** **Name:** **DOB:** **Class:** **Support began:**	
Targets	Outcomes
Vocabulary target 1. *Name of child* will...	Working towards Almost there I've got this!
Comprehension target 2. *Name of child* will...	Working towards Almost there I've got this!
Grammar target 3. *Name of child* will...	Working towards Almost there I've got this!
Social communication target 4. *Name of child* will ...	Working towards Almost there I've got this!
Strategies:	