



# STEP Academy Trust

## English as an Additional Language Policy

**Date of Policy:** July 2015

**Review:** July 2016

### Introduction

The STEP Academy Trust Board of Directors has agreed this Policy and as such, it applies to all Academies within the Trust.

### Rationale

The STEP Academy Trust values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our Academies.

This policy is to be read in conjunction with our:

- SEN Policy;
- Pupil Premium Policy;
- Safeguarding policies;
- Equality Policy;
- Inclusion Policy;
- Behaviour and Anti Bullying policies;
- Curriculum and Teaching and Learning policies.

### Introduction

In STEP Academies, 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.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. 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

- To improve the speaking and listening, reading and writing of English of children who are learning English as an additional language;
- To support access to a broad curriculum, by improving children's fluency and providing bilingual support as appropriate;
- To integrate new children into the Academy in order to ensure that they gain access to the curriculum and academic achievement;
- To identify and make maximum use of opportunities for modelling fluent use of English and to provide opportunities for children to practise and extend their use of English;
- To encourage and enable parental support in improving children's attainment.

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.

## Teaching and learning styles

In STEP Academies, teachers take actions 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, visual support materials, readers and amanuenses;
- Using the home or first language where appropriate.

Providing additional support for EAL children who are learning in the following categories:

- Providing bilingual support to enable children to access the curriculum, learn basic classroom routines and to continue children's language development in their first language;
- Teaching Assistant and class teacher support which allows children to work in smaller groups and increases opportunities for modelling language structures and for conversations between adults and children;
- Additional support to target groups of children who are operating at a level or more behind that which would be expected for their age/time in our Academies.

## Curriculum access

All children in our Academies follow the curricular requirements of the Foundation Stage and the IPC. Children with English as an additional language do not produce separate work. We do not generally withdraw children from lessons to receive EAL support.

Class teachers and Teaching Assistants support children within classrooms. This involves supporting individual children or small groups of children and at times teaching the whole class. However, some withdrawal support for EAL may take place at times. The support should be clearly linked to the National Curriculum/IPC and reviewed regularly. The support may be used to address a particular language or learning focus. These may include:

- Preparation sessions with the pupil before teaching input, for example before a whole class session;
- Sessions following up a whole class or group session to reinforce key language and concepts;
- Sessions to enable the pupil to complete homework tasks with understanding;
- Intensive support for older bilingual pupils at a very early stage of learning English;
- 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 bilingual support to extend vocabulary;
- Providing a variety of writing in the children's home languages as well as in English;
- Providing opportunities for children to hear their home languages as well as English.

## **Roles and responsibilities**

All staff have a responsibility for supporting and encouraging children to become fluent English speakers and for communicating Academy expectations for Speaking and Listening.

All staff have responsibility for:

- Modelling good use of English, in extending sentences and encouraging children to do the same;
- Communicating to children that they are expected to speak clearly and audibly using more than single words as appropriate;
- Communicating to children that they are expected to listen and respond when someone speaks to them.

All teachers have responsibility for:

- Planning work in the context of children's stage of fluency and anticipating opportunities for developing use of English;
- Planning a clearly identified language focus for each lesson which will aid second language acquisition and is made explicit to the pupils;
- Setting targets for improving oracy and speaking and listening;
- Assessing and tracking progress in speaking and listening.

The Inclusion Manager is responsible for:

- Initial assessment of children's speaking and listening level at admission to Academy;
- Additional planning and preparation for targeted children which will support access to the curriculum and/or development of English fluency;
- Supporting whole Academy or year group planning with additional input on developing language across the curriculum;
- Identifying and providing resources which support children learning English as an additional language;
- Updating speaking and listening assessments each term in partnership with class teachers.

Additional classroom support staff have responsibility for:

- Working with targeted groups to support children's access to the curriculum;
- Translating verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks;
- Translating to enhance communication between Academy and parents.

## **Assessment**

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language:

- In the mathematics tasks and tests at Key Stage 1, we translate words or phrases that appear in the assessment materials or that the children use in their responses;
- For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult for children for whom English is an additional language;
- For the mental arithmetic test at Key Stage 2 we provide a verbal translation of the test to children who have limited English.

(see Assessment of English as an Additional Language and levels within EAL)

## **EMAG (Ethnic Minority Achievement) and SEND**

Bilingual children with SEND are eligible for support, particularly at the stages of fluency where a child is working below Level 1 of the National Curriculum where all teachers need to monitor a child's progress, gathering information about the nature of the child's difficulty.

### Summary of Assessment of English as an Additional Language

Pupil name _____	School _____
Date of birth _____	Year _____ Assessment date _____

<b>Speaking</b>	<b>English</b>	<b>L1</b>
Can offer and respond to greetings		
Can respond to simple instructions		
Can respond to requests for personal information		
Can name		
colours		
school items		
animals		
transport		
body parts		
household items		
food		
clothes		
Can narrate a simple story		
Can respond to requests for information about a picture		

<b>Listening</b>	<b>English</b>	<b>L1</b>
Can identify pictures following an aural description		
Can listen to a passage and respond to requests for explicit information		
implicit information		
prediction		
<b>Reading</b>	<b>English</b>	<b>L1</b>
Can match		
pictures		
shapes		
single letters		
2 letter combinations		
words		
phrases		
Can name random upper case letters		
Can name random lower case letters		
Can read		
initial letter sounds		
medial vowels		
modified vowel sounds		
vowel digraphs		
initial and final consonant clusters		
Has a basic English sight vocabulary (R or KS1)		

<b>Writing</b>	<b>English</b>	<b>L1</b>
Can write on lined paper		
Can copy		
Can write own name		
Can write a number of words		
Can write a simple narrative based on a picture story		

<b>Mathematical language</b>	<b>English</b>	<b>L1</b>
Can name shapes		
Can count to twenty		
Can identify random numbers		
Can identify mathematical symbols and carry out operations		
Can identify coinage and give totals		
Can tell the time		

## **Levels/Stages within EAL**

### **LISTENING AND UNDERSTANDING**

#### **Starter (S0)**

Pupils are working towards Step 1 and show very little understanding of any basic spoken English.

#### **Early beginner (S1)**

Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions, and they follow simple instructions based on the routines of the classroom. When possible, they listen to their first language.

#### **Beginner (S2)**

Pupils understand simple conversational English in familiar contexts. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. They demonstrate some understanding of classroom language after some repetition or explanation.

#### **Threshold (S3)**

Pupils understand and respond appropriately to individual straightforward comments or instructions addressed to them and closed questions asked in a supportive context.

They listen attentively to a range of speakers, including teacher presentations to the whole class. They respond appropriately when the teacher addresses them in a small group. They demonstrate interest when listening to whole class discourse.

#### **Secure (S4)**

Pupils follow what others say in familiar contexts. They respond appropriately to sequences of instructions. They respond appropriately to a range of question types, including open questions.

#### **Consolidating (S5)**

Pupils show evidence of understanding the gist of lesson content. They understand conversations when the subject of the conversation is mainly concrete and have some understanding when figurative and idiomatic expressions are included (ie they understand both informal language and aspects of more formal and academic language).

#### **Competent (S6)**

Pupils understand conversations when the subject is abstract with figurative and idiomatic expressions. They participate in social and academic school interactions delivered at normal speed and participate as active speakers and listeners in group tasks. They understand more complex academic and specialist discourse when the content is accessible to them. When allowance is made for cultural references, pupils understand idioms and figurative language.

#### **Independent (S7)**

Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum. In addition, it is important throughout, where applicable, to value the pupils' attainment in language(s) other than English.

### **SPEAKING**

#### **Starter (S0)**

Pupils are working towards step 1 and speak very few words of English, using gestures and first language to communicate with others.

**Early beginner (S1)**

Pupils echo English words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or short phrases in English and use first language where applicable.

**Beginner (S2)**

Pupils join others in predictable and repetitive responses and copy speech that has been modelled. They make intelligible single word and telegraphic utterances in social contexts. They use some Standard English grammatical structures in simple social contexts.

**Threshold (S3)**

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 intelligible, but may be grammatically incorrect. They have sufficient functional vocabulary for everyday needs.

**Secure (S4)**

Pupils speak about matters of interest to a range of listeners, use sustained, connected utterances and have a range of longer phrases and sentences drawn from social and curriculum contexts. Their speech shows some grammatical complexity, for example in expressing relationships between ideas and sequences of events.

**Consolidating (S5)**

Pupils sustain organised, connected speech in academic conversations and modify their language to suit the context. They use an increasing range of academic and abstract vocabulary.

**Competent (S6)**

Pupils use language appropriately across the curriculum for different academic purposes but some minor errors may still be evident. Their discourse shows functional control of English and features expected in academic discourse. To suit the context, they vary their vocabulary which includes abstract, technical and idiomatic elements.

**Independent (S7)**

Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum.

**In addition, it is important throughout, where applicable, to value the pupils' attainment in language(s) other than English.**

**READING****Starter (S0)**

Pupils are working towards step 1 and read very little or no English.

**Early beginner (S1)**

Pupils participate in reading activities and differentiate English print from pictures. They know that English print is read from left to right and from top to bottom. They recognise their names, a few familiar words and identify some letters of the alphabet by shape and sound. They may build on their literacy in another language.

**Beginner (S2)**

Pupils associate straightforward sounds with letters in English and predict what the text will be about. They read words and phrases that they have learned in different curriculum areas and follow parts of a text read aloud.

**Threshold (S3)**

Pupils read a range of familiar words, and identify initial and final sounds in unfamiliar words. They establish some 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.

**Secure (S4)**

Pupils can read simple texts, use their knowledge of letters, sounds and words to establish meaning when reading familiar texts and guess meanings of unfamiliar words from the context. They comment on events or ideas in poems, stories and nonfiction.

**Consolidating (S5)**

Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. They recognise some features of different genres.

**Competent (S6)**

Pupils read a range of complex texts and infer meaning beyond the literal. They use deduction and hypothesis to develop understanding and analyse and evaluate text.

Pupils appreciate culturally embedded references and idioms they have come across or can deduce from the context.

**Independent (S7)**

Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum.

**In addition, it is important throughout, where applicable, to value the pupils' attainment in language(s) other than English.**

**WRITING****Starter (S0)**

Pupils are working towards step 1 and do not yet produce any written English.

**Early beginner (S1)**

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. They may write in their first language (but not all languages have a written form).

**Beginner (S2)**

Pupils attempt to express meanings in writing, supported by talking or drawing. Their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling and of the basic structure of sentences.

**Threshold (S3)**

Pupils produce recognisable writing. Most commonly used letters are correctly shaped, but may be inconsistent in their size, method of formation and orientation. They apply some regular and common spelling patterns. Pupils' writing conveys meaning and conforms to some patterns of English word order and sentence division.

**Secure (S4)**

Pupils use phrases and longer statements that 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 correctly shaped and orientated.

**Consolidating (S5)**

Pupils write in a range of appropriate grammatical structures when working in a framework which focuses on the genre (e.g. a writing frame which formats a report into specific sections). In free writing, pupils express their ideas in separate sentences or use simple connectives ('and' and 'but') rather than through complex sentences. To a certain extent, pupils adapt their writing to meet the demands of a range of genres.

**Competent (S6)**

Pupils produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors. They apply organisational and other features to a range of genres, but may need to be cued to do this by the task.

**Independent (S7)**

Pupils have the range of writing skills necessary to participate fully within the curriculum and can be fairly assessed by using the National Curriculum.

**In addition, it is important throughout, where applicable, to value the pupils' attainment in language(s) other than English.**