



Children Learning English as an Additional Language (EAL)

This policy is promoted across the School and Nursery/EYFS and is made available to parents/ carers. It is agreed by the Development Forum, is monitored by the Senior Management Team and reviewed regularly to ensure its effectiveness.

We understand that many children in early years and schools may have a home language other than English and we value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. These children will be at many stages of learning English as an additional language and this will be assessed as part of initial and baseline assessments.

- Some children are bilingual from birth, because their families have talked to them in more than one language.
- Some children will be acquiring English as an additional language.

Learning opportunities will be planned to help children to develop their English, and support provided to help them to take part in other activities and access the curriculum by, for example:

- Building on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home language(s), so that their developing use of English and 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
- Ensuring that all children have opportunities to recognise and show respect for each child's home language
- Providing a bilingual support where possible to extend vocabulary and support children's developing understanding
- Providing a variety of writing in the children's home languages as well as English, including books, notices and labels
- Providing opportunities for children to hear their home languages as well as English, for example through use of audio and video materials.

Procedures and strategies to support progress

Over time we encourage children to use English as readily as their first language. They may however need specific and ongoing support and interventions to ensure this. At Ashbridge, children have the opportunity to play and communicate with other children, whereupon they will learn at their own pace, and gradually increase their confidence and acquisition of English.

We ensure that key people and teachers who work with and support children who are learning to acquire an additional language, have the knowledge, understanding and opportunity for training they need to help them in supporting the child. We ensure that having English as an additional language is not a barrier to assessing a child's broader capability by providing appropriate assessment opportunities in the home language or that are language-free, such as pictures.

We know that in the early stages of learning English the following process takes place:

- In many cases a silent period, possibly combined with use of gestures and some home language
- Echoing of words or short phrases – e.g. you offer a biscuit, and say 'would you like to take a biscuit?' the child may echo the question – and reply 'biscuit' or 'take a biscuit'
- 'Formulaic Language' – language with meaning – 'mummy come soon', 'my turn'
- Joining in with refrains in stories and songs, learnt by copying other children
- Use of intonation and using basic question words
- Development of independent phrases, such as wants, dislikes etc
- Extended phrases, using verbs, adjectives and nouns
- Leading eventually to longer sentences and oral competence.

A range of resources and training opportunities are made available and used to support this process and both the Headteacher and Director of Quality have responsibility for the implementation of this policy across the EYFS and the school.

The input and support of parents is vital and we ensure that effective home/ school links and partnerships are established to support children's progress from the earliest stage.