CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Contents

Introduction

It must be remembered when dealing with children with EAL that young children learning through a second language will still be developing their first language too, as well as learning about the curriculum. Research shows that their cognitive development is enhanced by learning in their first language while they are learning their second language.

At Eaton House Belgravia, we have 4 forms which can be used to track progress of children with EAL. Young children learning English may not speak in English for some time. However, teachers should be able to observe other aspects of development such as increasing understanding and confidence, using the first language if there are other speakers, and involvement in the curriculum. Progress in EAL should be tracked regularly to ensure the pupil's needs, including SEN, are not overlooked. Assessment of EAL should be incorporated into the school's overall assessment systems to ensure progress is tracked but does not become burdensome.

Assessment Forms

The Assessment Forms that follow this Policy can be used to assist in planning for development in English and monitor the child's progress in English:

- Use the Early Learning Goals to identify what children can do in English
- Look at the additional descriptors of EAL
- Use any statements not present at that stage as the basis for language learning objectives for the pupil
- Look at the teacher strategies (below) to help planning daily provision for EAL pupils

The forms should be used as follows:

Form KG : A child very new to English; access to the curriculum is only through first

language, visual and practical activities; Foundation EAL Stage 1

Form 1 : Emergent bilingual; some access to English through the curriculum; English

language learning needs are obvious; probably learns better through first

language. Foundation EAL Stage 2

Form 2 : Developing bilingual; can mainly access the curriculum through English;

English language needs are clear when assessed. Foundation EAL Stage 3

Form 3 : Competent bilingual; access to the curriculum is barely restricted by EAL

needs; English language needs are similar to native speakers; there may be gaps

in understanding and non-native errors. Foundation EAL Stage 4

Pupils may stay in the same early stages of learning EAL for some time. In order to help in tracking progress some stages can be additionally classed as Early, Middle or Late. For example, a child who is still in the silent stage could be considered FEAL 1 Early. A child who sometimes volunteers words and is starting to sustain concentration in story times could be considered FEAL 1 Middle. A child who is communicating using greetings, very short phrases and more single words, could be considered FEAL 1 Late.

Staff should try and find out the following:

- The normal development of children's first language and EAL
- The relationship between language and learning
- The languages pupils use, scripts they have experience of, and how this experience can be built on in school
- The cultural norms pupils are familiar with, and how these might affect teacher judgements
- The role of the first language in children's learning and how bilingual staff can support learning (where appropriate).
- The needs of the children and parents on admission to the school
- The links between a child's identity, self-esteem, language and culture which are crucial to learning
- The role of literacy in children's development of EAL
- Key teaching strategies to help children acquire another language

Specific areas that a teacher should be aware of:

- Value children's and parents' skills and contributions through day-to-day activities in school
- Extend children's talk
- Introduce new vocabulary through practical and or visual activities and materials
- Plan large amounts of repetition of new vocabulary and sentence structures
- Consider ICT resources as well as teacher led activities
- Provide 'safe' contexts for children to experiment with sounds and language e.g. in group activities and role play

Strategies to Develop Communication in English

Use the steps of *Silence, Observation, Understanding and Listening* as you approach a child who is busy. These will help you enter rather than interrupt children's play. It means allowing the child to initiate an activity, spending time observing, becoming sensitive to each child's different needs and becoming an effective listener.

Self-talk is about labelling and describing what you are doing, and demonstrating how to communicate about an activity. Doing this will give validity to the child's own self-talk.

Parallel talk - in this case you are describing the child's activity. The language has meaning for the child because it concerns something he or she is interested in.

Repeating – after listening carefully to a child, you repeat back what the child has said, or part of it. Repeating is effective because it clarifies and serves as an acknowledgement of what the child has said. It

also supports the child's choice of words, and encourages the child to continue to talk because it indicates further interest in what they have said.

Restating Sometimes children will make miscues when communicating.   When children make a language error, repeat back what they have said in a corrected form without drawing attention to the error. You are modelling standard language in a positive, non-punitive manner that facilitates communication.

Expanding/Extending This can be thought of as a natural conversation technique in which the adult adds new ideas or elements to the discussion. This encourages children to expand their thinking about the subject of conversation or to develop new vocab.

Encouraging children's ideas we can stimulate children to articulate their ideas and find solutions to problems by asking them how they solved something, what they plan to do, or what they did; by asking them to help you. The last strategy is particularly valuable because it indicates your respect for their ideas and solutions to problems.

Modelling Children often need to hear new language structures in meaningful contexts many times before they can use them. We can provide opportunities for them to hear language we want them to learn in many ways such as through stories, activities with other pupils, tapes and so on.

Open-ended Questions that have more than one right answer or ones that can be answered in many ways are called open-ended or divergent questions. This way of asking questions stimulates more language use, acknowledges that there can be many solutions to one problem, affirms children's ideas and encourages creative thinking.

TRACKING PROGRESS OF A
CHILD WITH ENGLISH AS AN ADDITIONAL LANGUAGE

FORM KG **NAME** ………………….

Early Learning Goals (N.C.) and Additional Observations of EAL development	Comments
INTERACTING AND BEING A COMMUNICATOR • Use words and/or gestures, including body language such as eye contact and facial expression, to communicate • Speaks mainly in first language • Observes other children and imitates them • Makes contact with other children but may not speak • Uses non-verbal gestures to indicate meaning • Makes eye contact with speaking adult • Responds to sounds • Gives non-verbal responses • Echoes words and/or short phrases • Uses English to take part in games and other simple collaborative activities • Begins to express simple wants/needs	
LISTENING, UNDERSTANDING AND QUESTIONING • *Listen to favourite rhyme, stories and songs. Join in with repeated refrains, anticipating key events and important phrases.* • *Respond to simple instructions* • *Listen to others in one-to-one/small groups when conversation interests them* • *Respond to simple instructions within a practical context* • *Gives evidence of listening to first language e.g. gaze direction* • *Enjoys and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes* • *Will imitate using basic actions* • *May extract meaning if visual and contextual clues are available* • *Can follow a simple story, with visual support*	
USING WORDS AND UNDERSTANDING THEIR MEANING • *Using familiar words, often in isolation, to identify what they do and do not want* • *Use vocabulary focused on objects and people who are of particular importance to them* • Gives evidence of understanding some words • Is beginning to use single words and simple phrases to express needs and ask for help • Beginning to label objects in the environment	
USING CONVENTIONS OF TALK AND SPEAKING WITH CONFIDENCE • *Use isolated words and phrases and/or gestures to communicate with those well known to them* • Responds non-verbally to simple questions • Answers yes/no • Exchanges hello/goodbye • May use first language only in most contexts	

FORM 1   **NAME ………………….**

Early Learning Goals (NC) **and Additional Observations of EAL Development**	Comments
INTERACTING AND BEING A COMMUNICATOR • *Use Simple statements and questions often linked to gestures* • *Use intonation, rhythm and phrasing to make their meaning clear to others* • Growing ability to move between the languages in conversations with peers • Uses words in a holistic phrase e.g. Where find it	
LISTENING, UNDERSTANDING AND QUESTIONING • *Listen to stories with increasing attention and recall* • *Describe main story settings, events and principal characters* • *Question why things happen, and give explanations* • Can follow the gist of adult's talk, delivered in age-appropriate style, with visual support and repetition • Understands, and perhaps becomes involved in, class or group stories, or discussions. • Can retell stories with the aid of props • Uses words like "how" and "why" • Gives explanations using short phrases	
USING WORDS AND UNDERSTANDING THEIR MEANING • *Build up vocab that reflects the breadth of their experiences* • *Begin to experiment with language describing possession* • Widen vocab from stories, the natural world, and other aspects of the curriculum, but still limited	
USING CONVENTIONS OF TALK AND SPEAKING WITH CONFIDENCE • *Begin to use more complex sentences* • *Use a widening range of words to express or elaborate ideas* • Conveys a simple idea • Uses phrases of 4-5 words • Increasingly confident in taking part in activities with other children using English • Beginning to use negative forms and pronouns appropriately • May be reticent at times e.g. with unknown adults	

FORM 2   **NAME…………**

Early Learning Goals (NC) and Additional Observations Of EAL Development	Comments
UNTERACTING AND BEING A COMMUNICATOR • *Have emerging self-confidence to speak to others about wants and interests* • *Use simple grammatical structure* • *Ask simple questions, often in the form of "where?" or "what?"* • *Talk alongside others, rather than with them. Use talk to gain attention, rather than talk to demonstrate or explain to others* • *Initiate conversation, attend to talk and take account of what others say, and use talk to resolve disagreements* • Communicates to variety of audiences, although perhaps with many non-standard features • Speaks about classroom topics/activities with some non-standard features • Can ask functional questions, e.g. "what shall I do now?" using simple grammatical structures • Can extend what they say with support	
LISTENING, UNDERSTANDING AND QUESTIONING • *Initiate a conversation, negotiate positions, pay attention to and take account of others views* • Understands some of the detail of a more complex story, with visual support • Understands basic classroom/playground English when relating to peers • Understands talk, delivered in age appropriate style, with visual support and repetition	
USING WORDS AND UNDERSTANDING THEIR MEANING • *Extend vocab, especially by grouping and naming.* • *Use vocab and forms to speech that are increasingly influenced by experience of books* • Growing vocab for naming objects/events • Begins to describe in more detail e.g. colour, size, quantity and uses simple adverbs	
USING CONVENTIONS OFTALK AND SPEAKING WITH CONFIDENCE • *Link statements and stick to a main theme or intention* • *Consistently develop a simple story, explanation or line of questioning* • *Use language for an increasing range of purposes* • *Confidently talk to people other than those who are well known to them* • Shows increasing confidence in using English in social situations • Conveys meaning efficiently buy may still use non-standard features • Beginning to sort out details e.g. she/he • Beginning to use tenses appropriately in some situations	

FORM 3   **NAME ……………………**

Early Learning Goals (NC) and Additional Observations Of EAL Development	Comments
INTERACTING AND BEING A COMMUNICATOR • *Interacting with others, negotiating plans and activities and taking turns in conversation* • Engages confidently in role-play with peers	
LISTENING, UNDERSTANDING AND QUESTIONING • *Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning* • *Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems* • Understands most verbal instructions and directions without visual or contextual clues • Can relate what has happened in a story (with props) and can predict what may happen next • Understands the detail of a more complex story	
USING WORDS AND UNDERSTANDING THEIR MEANING • *Extend their vocabulary, exploring the meaning and sounds of new words* • Widening vocabulary from listening to stories and poems and from being involved in other curriculum areas	
USING CONVENTIONS OF TALK AND SPEAKING WITH CONFIDENCE • *Speak clearly and audibly with confidence and show awareness of the listener, for example by their use of conventions such as greetings "please" and "thank you"* • Growing command of the grammatical system of English and a range of sentence structures • Spoken English may appear comparable to that of native speaking peers • Clarity is aided by clear stress and intonation patterns • Increasing control of tense system I particular contexts: storytelling, songs, rhymes etc. • Speaks fluently and accurately about familiar topics • Uses colloquial expressions appropriately • A fluent user of English (for their age) in most social and learning contexts	