



CURRICULUM POLICIES | Lawdale Junior School

Ethinc Minority Achievement: Teaching children learning English as an Additional Language Policy

Lawdale Junior School

November 2025

This policy supports the following RRS articles:

Article 13- freedom of speech

Article 30 – right to learn and use their family language

EAL Definition

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

Aims:

- 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 improve the speaking, reading and writing of English of children who are learning English as an additional language.
- To support access to the National Curriculum, by improving children's English fluency and providing bilingual support as appropriate.
- To encourage and enable parental support in improving children's attainment and life chances.
- To build children's confidence so that they can use English in all school contexts.

Main Objectives

- All adults in the school will support children's English fluency
- New entrants with little or no English will make rapid progress in reading, writing and speaking English
- The vast majority of children in Y6 with EAL, with a full UK education, will reach expected standard for their age in spoken English

The Ethnic Minority Achievement policy sets out clearly **who** is responsible for planning, teaching and assessing children with EAL and which **children** should be targeted for support.

All staff should:

- Communicate to children that they are expected to look, listen and respond when someone speaks directly to them
- Communicate to children that they are expected to speak clearly and audibly, using more than single words, as appropriate and in full sentences as soon as they are able to

Attentiveness and response

All staff should expect all children to:

- look at the person who is speaking to them*
- look at the person they are responding to
- respond to them in English as soon as they are able to
- extend their response (if appropriate)
- ask for clarification if they don't understand
- take turns to speak ie. allow others to finish before speaking

Expectations of response

	Independently	With Adult Modelling Response
1 st 3 months	Child answers non-verbally answers yes /no Points Answers with single words or 2 word phrases in English	Child repeats/ chants with others Child repeats answers alone using same simple sentence structure

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1 st 6 months	Child expected to answer verbally using short simple sentences	Child repeats together and individually and alters vocabulary (such as nouns or personal pronouns) while retaining sentence structure
By end of 1 st year	Child expected to answer verbally - responds using simple full sentences that develop an idea and could express opinions Words are sequenced correctly in 60% of sentences.	Child repeats individually and alters some vocabulary (nouns, personal pronouns or verbs) and extends sentence structure – uses specific vocabulary
By end of 2 years in UK	Child answers in full and extended sentences that develop an idea that is logically sequenced and /or expresses and justifies opinions Words are sequenced correctly in 90% of sentences.	Alters vocabulary and sentence structure (with more than one clause.) Child is expected to use specific and appropriate vocabulary that has been modelled

How do we ensure children participate and respond?

All teaching staff need to:

- provide a positive learning environment where children feel confident to take risks
- foster a positive attitude to bi-lingualism
- use teaching strategies that develop children's confidence
- plan and use a variety of questions to elicit a range of responses
- expect 100% of children are listening, focussed and responding in class

A positive learning environment

The ethos of the classroom will determine whether children attempt to speak in English.

Teachers need to:

- value all children's responses
- give children thinking time
- give children opportunities to reconsider their answer
- praise children's attempts
- intervene with sensitivity

Developing confidence and audibility of response

Adults should expect children to respond using an audible voice.

Where children are not confident to speak audibly their confidence should be built up by:

- speaking in paired or small group sessions
- gentle encouragement
- chanting responses as a group at different volumes
- learning rhymes, poems and chants as a group
- teachers modelling the volume and projection of response
- repeating a response modelled by the teacher
- using puppets or masks as a vehicle to respond
- dramatisation of characters, stories or events

Paired and small group work

Teachers need to offer children many opportunities to discuss ideas or the answer to questions with partners before children respond individually.

Use of questioning

Teachers need to be aware that children's participation and response can be determined by the type of questioning employed by a teacher.

All children should be encouraged to participate through questioning that is:

- planned
- scripted (if necessary)
- varied (open and closed)
- targeted at individuals or groups (eg. 'Yellow group this is a question for you')
- differentiated for varying abilities
- simplified or made more complex depending on the response

Ensuring children stay listening and focussed

Teachers need to ensure that children:

- sit upright and look at the teacher
- don't sit listening for longer than 15 minutes
- chant rhymes, sing songs or use movement to avoid restlessness during a listening session

Planning for English Fluency

When planning teachers need to ensure that they:

- use assessments to plan and set targets – refer to Appendix 1
- set challenging but achievable individual and group targets
- plan work in the context of children's stage of English fluency – differentiating planning where necessary
- anticipate opportunities for developing use of English and plan these opportunities carefully to fully utilise them
- plan specific vocabulary and language structures for **all** lessons
- have topic banks/ vocabulary and phrases on walls and tables
- research grammatical structures they are unsure of
- plan for vocabulary taught in one context to be used in others
- write scripts for lessons they are unsure of
- plan teaching strategies that suit the requirements of the language or structures being taught
- plan a range of strategies over time
- plan for children to use a range of language functions
- record songs and poems in the pupils' home language
- Use bi-lingual books, dictionaries and signs
- Celebrate languages
- Use of Apple Translate or other available apps to support translation

Teaching

When teaching they should:

- include all children by differentiating and targeting questions
- communicate learning intentions clearly and check they are understood by children
- scaffold learning by re-capping and activating children's prior knowledge
- communicate targets to children (orally or on wall displays)
- display or provide word banks of vocabulary being taught
- display vocabulary being taught in meaningful sentences
- model good use of English and encourage pupils to imitate this
- present ideas clearly and imaginatively
- correct children when they sequence sentences incorrectly or use incorrect grammar or vocabulary
- reinforce vocabulary and grammatical structures taught in one subject in other lessons

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- encourage all children to speak for themselves ie. not let others speak for them
- display grammatical rules being taught
- use written grammar exercises only after children have had opportunities to practise the structures orally
- Use of IT to support and reinforce understanding

How can we reinforce vocabulary and sentence structures?

Vocabulary and language structures taught will be reinforced through:

- application across other curriculum areas
- guided reading and shared reading texts
- listening to stories from digital devices.
- listening to stories told by the teacher
- news-telling oral sessions
- re-telling stories orally in subjects such as history as well as English lessons
- dramatisation / hot-seating
- paired, group and class discussions
- language games such as barrier games
- circle games
- sorting and classifying activities
- the use of plenaries which allow children to explain what they have learnt
- use of topic dictionaries
- Model language with the use of Tower Hamlets Language Structures

For example children might have been introduced to a causal sentence structure linked with 'because' through a guided or shared reading text, specifically chosen to teach this structure. It could be reinforced using different vocabulary during an oral news-telling session or in the context of explaining the result of a scientific enquiry.

All these opportunities could be planned to occur over a single day or the course of one or two weeks.

Role play and drama

Children **throughout** the school can use role play and drama to extend their vocabulary and practice grammatical structures. It can be a particularly useful device when children are retelling stories (these can be historical or religious).

To fully utilise opportunities to role play / act teachers need to:

- provide props, puppets, costumes and organise space
- intervene in the role play eg. asking children who they are and what they are doing
- model acting in role and use the specific vocabulary required for the role
- use their voice and actions carefully to illuminate the meaning of words
- use 'hot seating' in character
- use paired -modelling eg. teacher and TA or teacher and child to act out a dialogue

Assessment

All teachers have responsibility for assessing and tracking progress in oracy and English fluency. Some assessments should show responses over specified time intervals.

Children can be observed to obtain more precise information about a child's oracy levels.

Teachers should assess pupils' speaking and listening skills and enter their teacher assessment on the child's annual report.

The English Lead and SMT

- assign a TA to deliver the new entrants programme

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- ensure new entrants' social and emotional needs are also supported
- support a year group or class team with ideas on how to develop children's attainment of English
- monitor the quality of the delivery of the programme in their assigned year groups
- will monitor the progress made by new entrants
- will organise or conduct a first language assessment if pupils are not making expected rates of progress

Learning Mentor

The Learning Mentor will support all new entrants and check they have all their equipment and have a weekly meeting to ensure they are settling into school well. The class teacher will refer new entrants to the LM through the normal referral process.

Teaching assistants who are scale 3 and above should support children's fluency and access to the curriculum by:

- delivering a new entrants programme – see Caroline Scott's book –for one hour / day
- planning in greater detail with the class teacher or inclusion manager how they will prepare for and deliver the lessons from the programme
- support the teacher in planning, preparing and assessing targeted children

All assistants should:

- organise all new equipment for new entrants in their class - see New Entrants Check List
- make assessments using individual oracy assessment sheets
- model correct use of English
- ask children to talk about the work they are doing
- correct children's inaccurate use of English
- develop resources including games for bi-lingual pupils
- developing interactive displays that promote discussion and enquiry

During whole class teaching times assistants can play a useful role in assessing:

- who is talking
- how often individuals respond to the teacher
- the type of response ie. one word response, full sentence etc.
- one child and all their responses over a set time period

To fully utilise this support teachers need to ensure all classroom assistants:

- have a clear timetable
- have access to plans / books and know who they are working with
- have a clear idea of how to record assessments

Bi-lingual support staff can

- Translate verbal instructions and explanations when appropriate, to further children's understanding of concepts and tasks
- Assess children in their first language
- Identify concerns in use of the first language at an early stage
- Translate to enhance communication between school and parents

Translations should serve to enhance pupil's understanding of English and therefore lessons should be in English.

Non-teaching time

Vocabulary and language structures should also be reinforced during non-teaching time (lunch and playtimes) by adult supervisors. At all times children should be encouraged to speak English.

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Lunch supervisors need to ensure that children use structures that have been taught by teaching staff when asking for food.

Examples of structures and vocabulary to be taught:

- Can I have one (of)..... please .
- Can I have some (of) ... please .
- Vegetable names
- Cake
- Knife, fork, spoon and plate

Librarian and Resource Manager

The librarian will keep a range of bi-lingual books, dictionaries, posters and video-audio materials. All languages spoken in the school should be represented with materials in the library.

Parents and Carers

Parents are encouraged to support their child by:

- talking about learning together
- improving their own English and Home language eg attending ESOL classes, Family English classes, Bengali classes etc.
- learning the meaning of new words and practising using them