

# Queen's Park Infant Academy



## **EAL (English as an Additional Language) Policy**

Committee:	Local Governing Body
Policy Ratified:	October 2025
Review Date:	

This policy should be read in conjunction with the following policies –QPIA Relational behaviours policy, CLP Behaviour and Relationships policy, CLP Suspension and exclusions policy, SEND policy and Safeguarding policy.

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**This policy supports the work of the school in promoting its vision and values Underpinning the whole of the ethos of the school are our Vision and Values. These are for the whole school community to live by and demonstrate through words, actions and decisions.**

## **1. Purpose of the Policy**

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language (EAL).

## **2. Definition**

In defining EAL we have adopted the following definition: 'An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English.'

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Exposed to a language at home that is known or believed to be other than English (Government definition);
- Born in the UK, but in a family where the main language is not English. EAL pupils will need varying levels of provision.

## **3. 5 Principles to guide EAL Policy (Bell Foundation)**

Multilingualism is an asset

High expectations with appropriate support

Integrated focus on content and language

Effective and holistic pupil assessment

Social Inclusion

## **4. Introduction**

All young children learn language by hearing and then using it in meaningful contexts. Children's language skills develop over a number of years and it can take up to 10 years for a young child whose first language is not English to develop the language necessary to access the full curriculum on an equal footing with their peers.

At the QPIA we aim for all EAL children to;

- Immediately feel part of the school – welcomed and valued.
- Develop language in context (use of WELLCOMM, EYBIC and Bell assessments)
- Experience their full curriculum entitlement

At QPIA we will provide opportunities for:

- Planning good quality speaking and listening activities
- Modelling correct use of English in meaningful, accessible contexts
- Building children's confidence so they feel comfortable about taking risks and trying out new language (English)
- Planned use of first language e.g. asking parents in for dual-language story-telling so all children can access and enjoy the same story.

Children learning English as an additional language may be silent for several months. This is a common phase for EAL learners. We will continue to involve the child in all activities and continue to offer opportunities for them to engage in conversations, even when they are in their 'silent period'.

We recognise that it can be very tiring, and for some children stressful, to have to function in another language. Children's responses may include: falling asleep, staying silent, appearing fearful, being tearful, have difficulties separating from parents/carers, frustration/being physical with others in the setting. Our kind and caring staff team will do their upmost best to ensure that our children feel happy, settled and secure in school with us.

## **5. Aims**

- To be proactive in removing barriers that stand in the way of our EAL children's learning and success.
- To provide our EAL children with a safe, welcoming, nurturing environment where they are accepted, valued, and encouraged to participate.
- To welcome and value the cultural, linguistic and educational experiences that children with EAL bring to the school
- To ensure that all children's languages cultures and identities are celebrated.
- To implement appropriate strategies to ensure that EAL children are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking, listening, understanding, reading and writing in English in order to be able to fulfil their potential.
- To encourage and enable parental support in improving children's language skills

## **6. Objectives**

- To provide any newly arrived children with a safe and welcoming environment.
- To gather accurate information about children's backgrounds and educational experiences and share this with all members of staff.
- To provide effective and personalised teaching and learning through early identification of the children's needs.
- To maintain the child's self-esteem and confidence.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision and support throughout the School.
- To equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To encourage and enable parental support in improving children's in improving children's language skills and attainment.
- To ensure that pupils' with EAL make progress each term. *This will be done through pupil progress meetings where barriers to learning will be discussed and appropriate strategies to support the children will be agreed and implemented.*

## **7. Rationale**

At QPIA, we celebrate the fact that some of our children speak more than one language. As of October 2025, over **37%** of our school cohort have English as an Additional Language (EAL), speaking a total of **34** different languages. The learning, achievements, attitudes and well-being of these children are of vital importance to us.

Language	Number of children
Arabic	16
Bengali	3
Bulgarian	1
Chinese	4
Czech, Slovak	2
Dari Persian	1
Farsi/Persian	1
Finnish	0
French	3
Greek	1
Gujarati	1
Hindi	13
Hungarian	2
Italian	1
Kannada	4
Korean	1
Kurdish	7
Lithuanian	0
Marathi	3
Malayalam	6
Other Language	5
Pashto; Pushto; Pakhto	1
Polish	7
Portuguese	8
Russian	1
Sinhala	1
Shona	2
Spanish; Castilian	3
Tamil	11
Thai	0
Telugu	3
Turkish	8
Twi	1
Ukrainian	1
Vietnamese	1

## **8. Roles and Responsibilities:**

It is a collective responsibility that all staff identify and aim to remove barriers that prevent our EAL learners from succeeding and reaching their potential. The Inclusion leader is responsible for co-ordinating, monitoring and maintaining an overview of this

aspect of our school's work. We are committed to equality and equity of opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

### **Headteacher**

- Evaluate the policy yearly
- Line manage the work of the Inclusion leader

### **Inclusion leader**

- Upon entry to school, ensure relevant information on children with EAL is passed on to all staff in liaison with the Office Manager, supporting teaching staff in assessing the child's level of language where necessary on arrival.
- Ensure Teaching and Support Staff are familiar with Bell Foundation Assessment tools and strategies to support children with EAL in the classroom.
- Liaise with class teachers at each Data Collection (DC) point to identify and support EAL pupils making less than expected progress in language/vocabulary development across the curriculum.
- Where a child has additional SEND needs, the SEN graduated response is followed.
- Ensure children with EAL who have SEND needs are assessed in their home language where possible to determine whether it's SEND/ still acquiring English (use of translator services may be employed)
- Contribute to the school improvement plan in respect of the Quality of Education for EAL children.
- Monitor the impact of our 'in school' EAL intervention programme and ensure that this model is having a positive impact on the progress that our EAL children are making.

### **Office manager (Admissions)**

To obtain, collate and distribute information about new children to the class teacher. (see Admission of EAL/New Arrival Children)

### **Teachers**

- Recognise the children's home language, identifying their strengths and boosting their self-esteem, and enabling the child to become a bi-lingual;
- Acknowledge the time it takes to become fluent in an additional language, with a good command of the range of language needed for successful learning and participation in the class.
- Have consistently high expectations of EAL learners
- Recognise that support may be necessary beyond the time a child appears orally fluent. We then consider whether an additional SEN need may be impacting progress.
- Communicate all EAL learners' progress to the Inclusion leader at termly progress meetings termly.
- Ensure parents are aware of the school's policy on children with EAL.
- Attend and implement training in planning for, teaching and assessing EAL learners.
- Plan and delivering lessons that address the specific needs of EAL children / bilingual children in their classes.
- Develop consistent approaches to teaching and learning English language such as vocabulary choices and definitions, oracy, speaking and listening strategies to develop subject learning
- Plan for teaching and learning of subject-specific vocabulary

- Ensuring that there are many opportunities for talking and collaborative work to support writing.
- Complete appropriate assessments such as Bell assessments and use the EYBIC vocabulary assessment to support targeted language intervention.

**All staff including teaching assistants, midday supervisors, kitchen staff and volunteers:**

Will develop children spoken English by:

- Speaking clearly and concisely
- Modelling correct grammatical forms and correcting children by re-modelling for them to copy
- Use gesture, visuals and communication boards as advised by the Inclusion leader
- Modelling speaking and listening styles and the ways they are used for different purposes across a range of subjects.

**9. Teaching and learning**

Communication and oracy is important in all of our lessons. The aim is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful, total experience. Central to this is speaking - which, of course involves listening. At QPIA, there are regular opportunities for the children to communicate with each other through paired work and group work. Through speaking exercises such as sharing news, storytelling and taking part in input discussions, the children experience verbal routine, enthusiasm and confidence. Key vocabulary is identified at the outset of a block of work and is always taught at the beginning of a new topic. This allows the children to learn and practice grammatical structures and sentence-building using the specific topic vocabulary. We also have developed an Oracy Progression document, which sets out expected milestones for speaking.

In order to ensure that we meet the needs of EAL children, staff will:

- Provide a classroom rich in oral experiences using and modelling good spoken English at all times
- Assess the child's fluency level as soon as possible upon arrival
- Give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" (receptive language comes before expressive language) when those new to the language understand more English than they use
- Classroom activities have clear learning objectives and use appropriate materials and support to enable learners to participate in lessons.
- Key language features of each curriculum area are identified by subject leaders.
- Use of collaborative activities that involve purposeful talk and encourage and support active participation.
- Using home or first language where appropriate and if possible.
- Ensure parents of SEND children are informed /involved about provision.
- By monitoring progress carefully and ensuring that EAL children are set appropriate and challenging learning objectives.
- By planning differentiated work for EAL children if necessary.
- Recognising that EAL children may need more time to process answers.

- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Allow students time to practice new language

## **10. Effective teaching strategies to support EAL beginners**

Staff use support strategies to ensure curriculum access by including:

- enhanced opportunities for speaking and listening
- effective role models for speaking, reading and writing
- Additional **verbal** support is provided e.g. repetition, modelling, re-phrasing, peer support.
- Additional **visual** support is provided e.g. symbols, posters, pictures, photographs, objects, communication boards, demonstration and use of Use visual card sorting, sequencing and matching activities
- Using accessible texts and materials that support child's ages and levels of learning as well as their language/cultural needs gesture. E.g. bilingual resources, e.g. dictionaries, online support, bilingual peers, texts, key word lists
- Use of working wall to support learning of key vocabulary and key concepts.
- Providing support through ICT, e.g. apps and translators.
- writing frames or sentence stem directed activities related to current topics
- opportunities for role play or peer discussions
- regular feedback
- discussion provided before and during reading and writing activities, using preferred language where appropriate learning progression that moves from concrete to pictorial, to abstract methods.
- Scaffolding is provided for language and learning e.g. talk frames, writing frames.
- When working in groups, children are given opportunities to work with children with similar cognitive ability, children who have developed a good age appropriate level of English and children who speak the same language in the group.

## **11. Curriculum Access:**

All children in our school follow the curriculum requirements of the Foundation stage and National Curriculum.

- Children with EAL do not produce separate work but may have extra support linked to their class work from a Teaching Assistant where targeted support is required.
- Teachers will liaise with the TA to discuss small withdrawn target groups where required.
- The progress of these groups will be regularly assessed and the results and any concerns shared with the class teachers and Inclusion leader

## **12 Assessment:**

Our school uses the Bell Foundation assessment structure for children learning English.

- We focus on the '**Speaking**' language domain. Descriptors are laid out in a way to show 'likely' progression and teachers should use professional judgement in assessing against the descriptors in respect of their particular year group/key stage.
- The ongoing formative assessment tool allows teachers to identify individual next steps for children and target set a roadmap for progress.

- Assessments are reviewed at least termly – around the data collection (DC) window.

The Bell framework should not be seen as an 'bolt on', it should be fully embedded within our curriculum. The Bell Foundation identifies 5 key principles:

**1. Multilingualism (the use of more than one language) should be seen as an asset** Research highlights the crucial role that a learner's home language plays in their emotional and cognitive development. Maintaining and developing a child's home languages results in greater cognitive flexibility and ultimately stronger academic performance. At QPIA, we celebrate cultural diversity is one of our curriculum drivers and we recognise the importance of community languages in their own right.

**2. Ensuring that there are high expectations** with appropriate support in place. It is essential that we do not "water down" or simplify the curriculum for EAL learners and instead make it accessible through strong use of adaptive teaching. It is important to bear in mind that the cognitive and academic abilities of learners using EAL are separate from their current ability to use English. Like all learners, those using EAL will benefit from being motivated and challenged in the classroom.

**3. An integrated focus on language and content.** EAL learners have a double job to do. They must acquire proficiency in English at the same time as learning curriculum content. Therefore, it is important to provide them with activities which teach and practise language structures through the medium of curriculum subjects. Decontextualised grammar activities, such as those found in many English as a Foreign Language (EFL) textbooks, are not always useful, as their focus tends to be general and not curriculum embedded. Here at QPIA, we use visuals and word level communication to support our EAL learners whom possess minimal understanding of the English language.

**4. Effective and holistic assessment.** In order to be effective, assessment needs to be relevant to the learner. Many formal standardised tests designed to assess reading age, verbal reasoning, and reading comprehension in English are designed for pupils for whom English is their first language. As such, they are of limited use for learners using EAL, as they will not, on their own, give an accurate picture of the progress of a learner using EAL. Here at QPIA, all EAL children are initially assessed on entry using the Bell Assessment Primary Speaking strand and the data gathered from this assessment is then used to determine 'next steps.' This could then involve the use of the EYBIC vocabulary teaching programme designed by ELKAN.

**5. Social inclusion.** Learners using EAL need to feel safe and secure, and have a sense of belonging to their school and wider community in order to maximise their opportunities for success. It is important to build and promote an inclusive environment where everybody is a valued contributor to school life. EAL interventions should not remove a child from a class full time or for significant parts of the school day. This will hinder social inclusion and the building of mixed language friendship groups. It will also prevent the learner from developing a sense of belonging to a class or the wider school community. Targeted EAL interventions (outside of the classroom) will last no longer than 15 minutes and will focus on word level vocabulary development.

**EAL Definitions of Development: (According to the Bell Assessment).**

<p><b>Band A:</b> Emerging competence in basic oral expression</p>	<p>A child may:</p> <ul style="list-style-type: none"> <li>• Use first language for learning and other purposes.</li> <li>• Remain silent in the classroom.</li> <li>• Copy/repeat some words and phrases</li> <li>• Understand some everyday English expressions but have minimal or no English literacy.</li> <li>• Follow day-to-day social communication in English.</li> <li>• Begin to use spoken English for social purposes.</li> <li>• Understand simple instructions and follow narrative/accounts with visual support.</li> <li>• Develop some emerging skills in reading and writing decoding and encoding some single phonemes and graphemes.</li> <li>• Become familiar with some subject specific vocabulary. A child at this stage needs significant support.</li> </ul> <p><i>A child at this stage requires a significant amount of support to access the curriculum fully and will be provided with a simple communication board using widget symbols (used across the school) to support their communication in school. This will ensure that their basic needs can be met/understood. (see appendix)</i></p>
<p><b>Band B:</b> Oral competence includes emerging ability to respond verbally in interactions with others</p>	<p>A child may:</p> <ul style="list-style-type: none"> <li>• Participate in learning activities with an increasing level of independence.</li> <li>• Express themselves orally in English but structural inaccuracies are still apparent e.g. words strung together but not always grammatically correct.</li> <li>• Requires ongoing support in literacy, particularly for understanding text and writing.</li> <li>• Follow abstract concepts and more complex written English.</li> </ul> <p><i>A child at this stage requires support to access the curriculum fully.</i></p>
<p><b>Band C:</b> Emerging competence in spontaneous expression and communication</p>	<p>A child may:</p> <ul style="list-style-type: none"> <li>• Develop oral English well, allowing successful engagement in activities across the curriculum.</li> <li>• Read and understand a wide variety of texts appropriate to their Year Group/Key Stage level..</li> <li>• Lack complexity with written English.</li> <li>• Demonstrate evidence of errors in grammatical structure.</li> </ul> <p><i>A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</i></p>
<p><b>Band D:</b> Competence in producing more varied and complex speech in a wider range of contexts</p>	<p>A child may:</p> <ul style="list-style-type: none"> <li>• Use pronunciation that resembles the English heard around them</li> <li>• Be able to answer explicit questions from stories read aloud e.g. Who? What? Where? When?</li> <li>• Produce longer utterances by using a small range of linking elements e.g. subject + verb or a pronoun reference across a sentence - 'I have a new friend, she is polish'.</li> </ul> <p><i>Although they appear socially proficient, children working within Band</i></p>

	<i>D may be at risk of not realising their full potential academically if left without any support, especially for understanding figurative and nuanced language, organising ideas effectively in longer texts, and some elements of grammar.</i>
<b>Band E:</b> Developing competence in fluent, creative use of English	A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

### **At QPIA we assess EAL learners:**

New to the Country: Children who are new to the country can be a varied ability of EAL learner from New to English (code A) to Fluent (code E) as above in the Bell Assessment

New to English: Children who have no English to developing English with developing skills (code A) to (code B) as above in the Bell Assessment.

### **14. Monitoring progress**

The monitoring of children's progress happens at termly progress meetings between teachers and the senior leadership where additional planning and next steps are decided for groups and individuals. This information is shared between teachers, teaching assistants and SEN teaching assistants

### **15. The difference between EAL and Special Educational Needs and Disability (SEND)**

EAL is not a 'Special Need'. It is a temporary barrier to learning due to reasons external to the child. However, a percentage of EAL children do have special needs, and then the Special Education Needs Coordinator (SENCo), class teacher will work together to identify need. Assessments will be done over time. Where possible and appropriate, this will include a Home language assessment. It is important we do not prematurely assess a bilingual learner with EAL as having SEND, and similarly, that possible cases are not left too long.

### **16. Admission procedures for EAL children**

At QPIA, we collate as much background information as possible, through the admission pack including:

- Country of origin
- Date of entry into the UK
- Previous schooling
- Child's first language
- Other languages spoken at home
- Known SEN needs
- Religion
- Health issues

- Links with other families/children within the school.

The Office manager will report/collect information about child's additional language needs; Admission information is passed to the Inclusion Lead and classroom teacher. The child's immediate needs should be identified during the admissions process. Teaching assistants, Midday Supervisors, Kitchen staff, First Aid Lead are also notified of any important information.

## **17. Integration of EAL/New Arrival children:**

When a new child arrives in our school with little or no English the classroom environment can be a frightening place to be. Therefore, it is important to create an environment that feels safe, welcoming and stress free. The following illustrates how we can cater for newly arrived children with EAL:

- New intake into YR have a home visit. This includes information on ethnicity, languages, previous educational achievement, health issues, interests, likes and dislikes.
- Showing the parents around the school, letting them observe a class so that they have a better understanding of what their child will be doing at school. Parents may not have direct experience of UK systems.
- Where possible, the child will be placed in a class with other children who share the same home language.
- An in-class buddy system is set up by the class teacher. Buddies are used to support the new child to settle into school in class, at break times and around school. If possible, the buddy will speak the child's first language.
- Our bilingual "language leaders" in KS1 support a child's transition into school. They will have facilitated play sessions in the Rainbow room together with a staff member. The language leaders talk to the child in their home language whilst the staff member leads a game. This allows the child to hear their home language being spoken by a peer and enables us to give the child soothing messages if they are distressed.
- Ensuring the new child is allocated a labelled drawer, name card, books etc. before they come into the classroom.
- Preparing the other children e.g. give information about new child's place of origin, language spoken, discussing needs and what help they can offer. Ensuring other children know how they could help sensitively, e.g. joining in playground games, helping with work in the classroom, but not over-crowding or swamping the new child.
- Grouping with able and supportive peers, so that social interaction can start to take place from the start, and the child has a good language and behaviour model.
- Being explicit about classroom expectations and tasks and not assuming that the newly arrived EAL learner can read body language, gestures and facial signals.
- Teaching some key English words and phrases, e.g. "can I have a.../ where is the ...I need a ...."
- If a child becomes distressed upon transition in the morning, we use the Rainbow wellbeing room as a soft start to the day, where parents can stay to settle them. Our Family Support Worker may support this as needed.
- If a child continues to be upset or we know this is likely we can arrange a short, reduced timetable in agreement with parents. This will be logged on a reduced timetable risk assessment.

- For beginner EAL learners, Communication boards are set up with key vocabulary that the child can point to. These are the first words we prioritise learning orally.

## **18. The role of Home language**

The use of the child's Home language in the early days of learning English helps child's language and conceptual development. Where possible, Teaching assistants are deployed to work with children who are new to English. Teaching Assistants work in the classroom, using communication boards, and technology in the child's Home language to ensure that the child understands tasks, and can complete them to the best of his/her ability.

Teachers at QPIA who are not bilingual will still encourage the use of Home language through the following:

- Learning 1-10 in child's language, and teach it to the other children
- Learning some simple words and phrases
- Allowing the child to write in their own language where appropriate
- Allowing children who share a language to use it in the classroom to consolidate learning
- Finding words for things, either classroom objects or subject specific (asking parents if necessary)
- Ensuring parents know about the value of keeping up the first language
- Ensuring the child has and can use a bilingual dictionary (for young children, the teacher should have the dictionary)
- Providing a bilingual glossary of subject specific vocabulary (using Widget translate)
- Finding out if the child attends community language classes at the weekend
- Building up stocks of dual language books in the languages of the children

## **19. Language Leaders**

Our bilingual "language leaders" in KS1 support a child's transition into school. We identify bilingual children who have a strong sense of empathy and self-regulation skills.

They support children entering school by having shared facilitated play sessions in the Rainbow room together with a staff member. The language leaders talk to the child in their home language whilst the staff member leads a game. This allows the child to hear their home language being spoken by a peer and enables us to give the child soothing messages if they are distressed. This also gives a powerful message to our bilingual children – that we value their home language and skills.

## **20. Parent Partnerships and home school links.**

AT QPIA we recognise the importance of, and values, the positive partnerships that we build with our families. We provide a welcoming admission process for the induction, assessment and support of EAL/new arrival children and their families/carers.

We aim to:

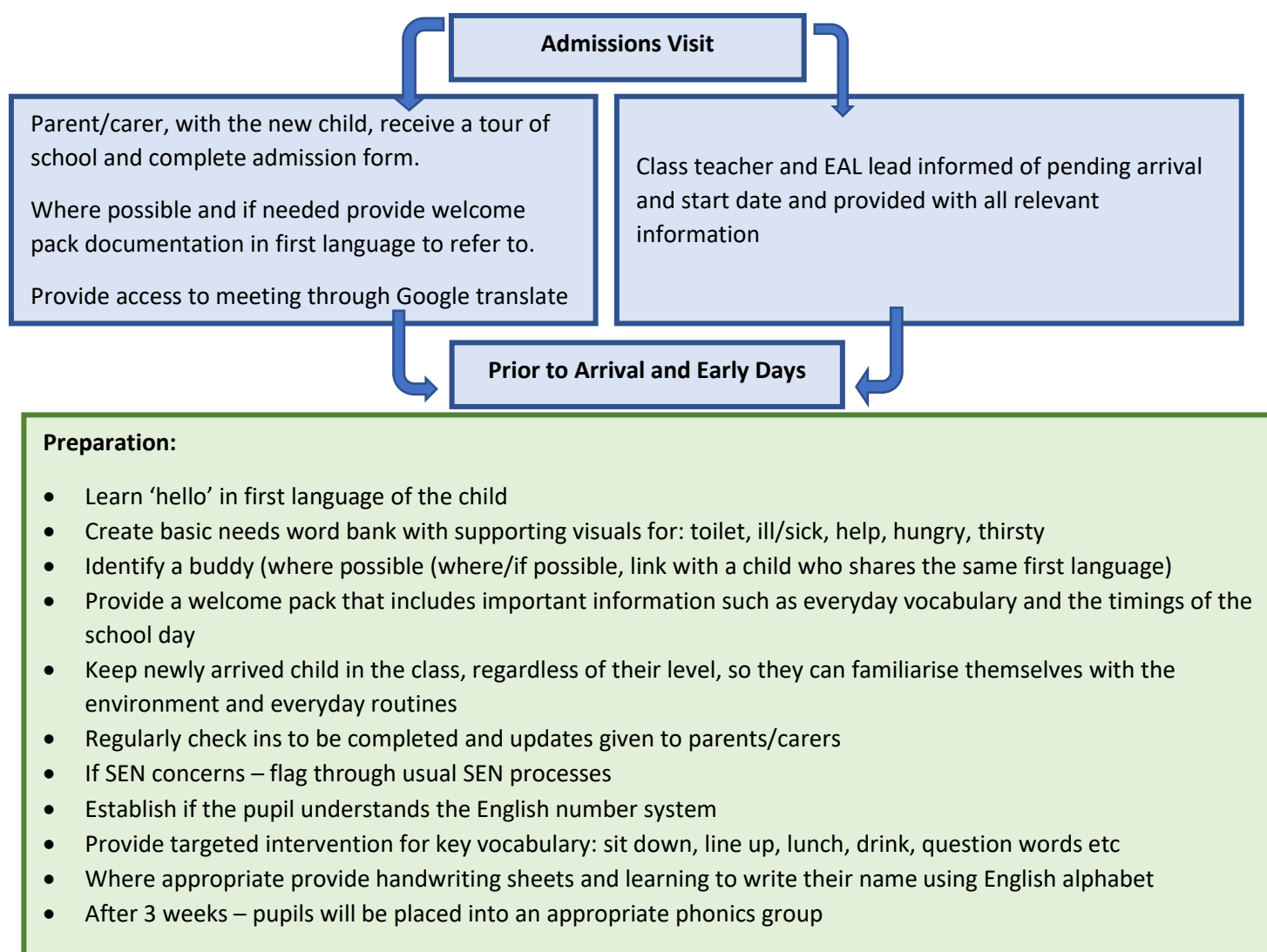
- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Share children's achievements and next steps/areas for development via review meetings and parent evenings.
- Take into account parents' knowledge, views and beliefs.

- Provide parents with information on school policy, support and services provided by the school and the Local Authority and inform them of our EAL assessment processes.
- Provide and use clear information sharing techniques, enabling communication to be clear and effective
- Enlist the help of parents/carers with home learning designed to reinforce the work done in school.
- Acquire translators to support meetings in which language may be a barrier
- Signpost parents/carers to other families within our school community who speak the same language to them if they would like.
- We take account of parents /carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home school links.
- We ensure that translators and interpreters are provided as at when required.
- We aim to work closely with members of the wider community to support our EAL pupil

## 21. Monitoring and review

- This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary

## Appendix 1 – EAL New Arrival Induction Flowchart



**Bell Assessment  
(Undertaken 3/4 weeks from arrival)**

- Identify Band level for Speaking and Listening
- Once level identified and adaptations and targeted support to be planned in line with curriculum
- Phonic check where appropriate
- Assessment to be recompleted termly and updated
- Parents consulted and shown how they can help at home

**Developing/Securing language**

Developing language and independence:

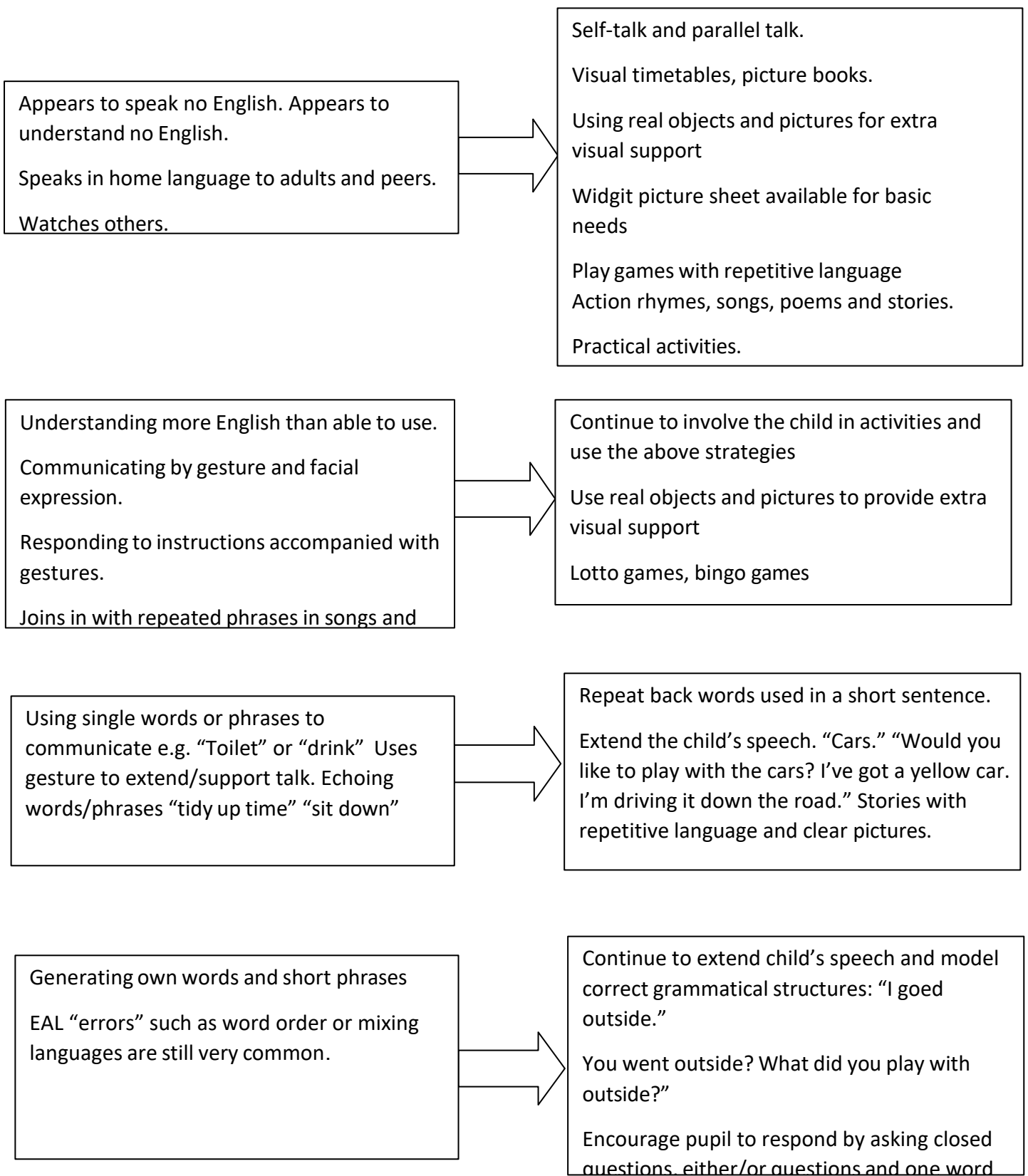
- Use of dual coding to support teaching of vocabulary, Widget, use of colourful semantics and visuals
- Access to Microsoft LENS and Google translate
- Provide opportunities to work with fluent English speaker
- Targeted intervention: phonics, key vocabulary, and basic sentence work
- Identified as a VIP reader to be supported 1:1

If SEN concerns – flag through usual SEN processes

## PRIMARY SPEAKING

	BAND A	BAND B	BAND C	BAND D	BAND E
<b>CODE</b>	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English
<b>EARLY DEVELOPMENT</b>	1 Can produce single words or short phrases and express simple greetings	Can answer 'yes/no' questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?')	Can communicate matters of immediate interest using connected utterances (e.g. 'I like this photo, it's a good photo')	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can <b>hypothesise</b> (e.g. 'I predict the first object will float because it is made from wood')
	2 Can express concrete meanings and references during simple, routine, familiar tasks (e.g. 'Is blue', 'Is circle', 'This ball')	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	Begins to notice and can sometimes self-correct errors in own speech (e.g. 'I want', 'I want', 'he do')	Can answer explicit questions from stories read aloud (e.g. who, what, or where)	Can tell original stories with some detail (e.g. describing character, appearance, or location in a story)
	3 Can respond to questions which are visually-supported (e.g. visual timetable, word mat, instruction visuals) with one or two words, in a classroom context	Can respond simply to a question relating to an immediate task, while the grammar is basic and may contain errors (e.g. omission of verb inflection, e.g. 'He say she like <del>apple</del> ')	Can use some vocabulary that has been introduced on tasks and in taught sessions (e.g. can use language to classify different animals or plants in science)	Can give oral presentations on content-based topics approaching age-expected level	Can join in a social or on-task discussion without support or scaffolding for EAL
	4 Can identify and name some school and everyday objects (e.g. 'table', 'pencil')	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides does a square have?')	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice cream because it's sweet')	Can retell events in a connected narrative where content is familiar, using story language where appropriate	Can compare attributes of real objects (e.g. 'X and Y are similar/different because...')
	5 Can make simple statements when prompted and supported by prior rehearsal (e.g. 'Boy has bike')	Can deal with most day-to-day routines and common situations and task-related language, where there is contextual support	Can speak to others socially using simple but mostly regular grammatical structures	Can use phrases of time and place to expand information, and longer noun phrases to expand descriptions (e.g. 'a dog barked': 'Last night, in the street, empty park, a dog barked')	Can generally speak fluently and with little hesitation structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?')
	6 Can use some common adjectives (e.g. 'big', 'fast', 'good')	Is beginning to use forms (mostly first [I] and third [he/she/it/they] person present tense) of the verbs 'have', 'be', 'do', 'come', 'go' and 'make', although not always accurately (e.g. 'I going play')	Can take part in role play making some appropriate unscripted contributions	Can produce longer utterances by using a small range of linking elements, such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish')	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes
	7 Can ask simple questions about own work (e.g. 'Miss, is this right?')	Can give a short retelling of a story or sequence, perhaps fragmented, relying on objects and images, but will still have difficulty with basic prepositions like 'to', 'of' and 'in'	Can ask questions for social and academic purposes	Can complete phrases in rhymes, songs, and chants	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms
	8 Can make basic needs known to others (e.g. 'I not understand'), usually in non-standard grammatical form	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first')	Makes relevant spontaneous comments socially and during tasks (e.g. making comparisons and contrasting spontaneously)	Can use knowledge of first language to work out the meaning of unfamiliar English words or phrases (i.e. using knowledge of words or prefixes that are shared by first language e.g. 'volcano' = <b>volcan</b> (Romanian), <b>wulkan</b> (Polish); 'trif' = 3 e.g. triangle)	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. a space between words, outer space)
	9 Can communicate some lesson content in longer, more correct utterances, supported by scaffolding from the teacher and prior practice (e.g. speaking to a visual framework, copying a model/answer patterns, e.g. 'It's a tree', 'It's a flower')	Is beginning to meet the speech demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and at a slow <b>enough</b> pace)	Can use English spontaneously, without long pauses for internal translation and composition	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction)	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts
<b>GETTING CLOSER TO THE NEXT BAND</b>	10 Can pronounce comprehensibly and attempt to approximate English stress and intonation	Is beginning to participate independently in class discussions on familiar social and academic topics	Can make observations and explain ideas simply during creative and exploratory activities (e.g. can explain a simple experiment in science)	May still explore more complex ideas in first language when attempting unfamiliar English constructions (e.g. a Turkish pupil's attempt at 'if he had gone home he would have seen the burglar' might come out as 'To house if went, he sees burglar' as this would be a direct translation from Turkish), or may mix first language and English to convey more complex ideas	Can compare/contrast ideas and relationships in different subject contexts

## Appendix 3 – Further classroom strategies



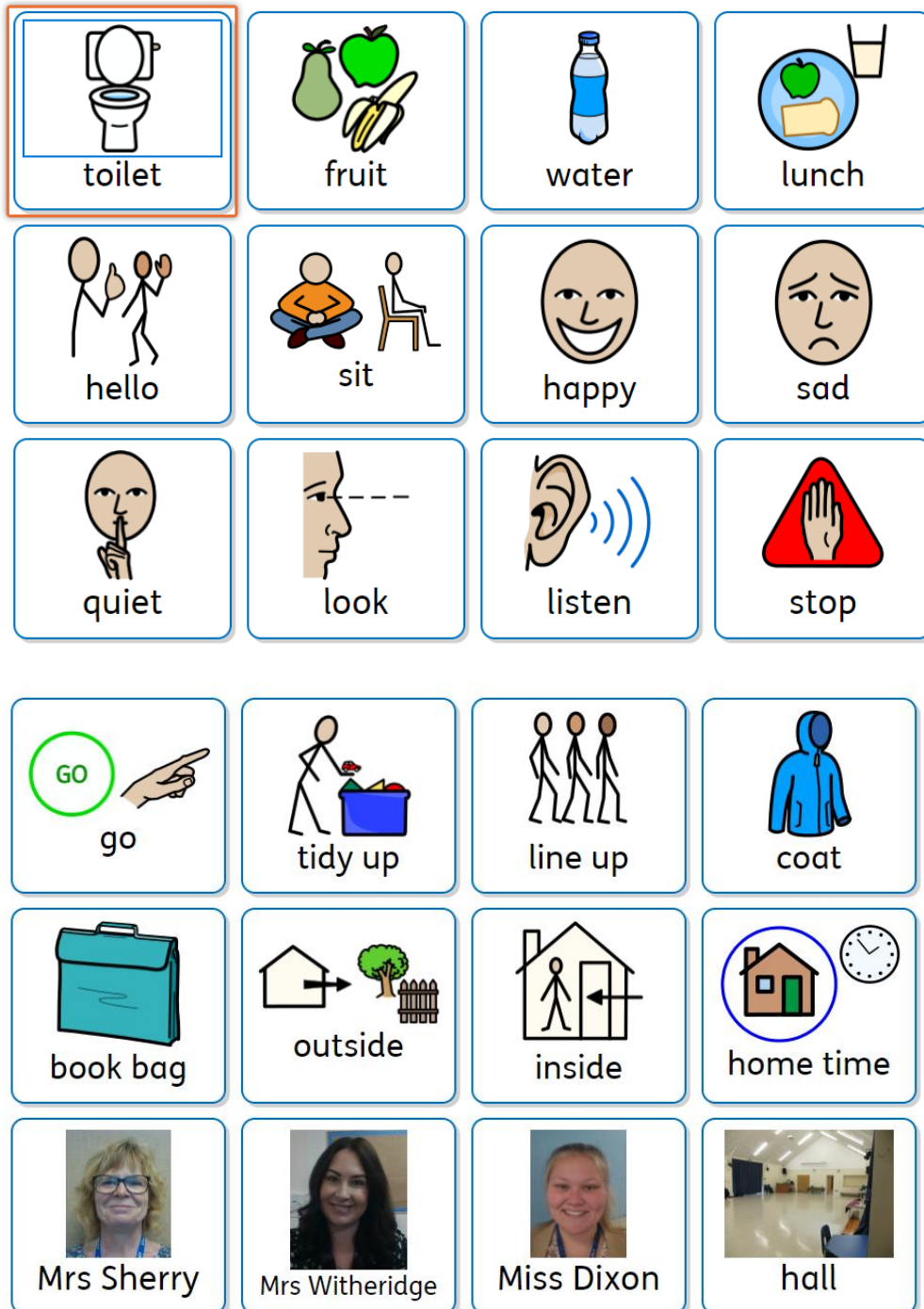
## Appendix 4 – Classroom practice

Social Integration	<ul style="list-style-type: none"> <li>• Ensure names are pronounced correctly and that naming conventions are understood</li> <li>• Monitor play times to ensure new arrivals are not isolated. Pre-teach playground games in a safe context (e.g. PE lesson) to build shared experiences of play and facilitate inclusion</li> <li>• Use a buddy system</li> <li>• Use persona dolls to focus on shared experiences and develop empathy</li> </ul>
Communicating with children	<ul style="list-style-type: none"> <li>• Use gestures, intonation and demonstration to support communication</li> <li>• Use drawings/symbols/picture cards to reinforce language used</li> <li>• Use simple language to give clear, concise instructions</li> <li>• Use the child’s first language if possible, particularly for key instructions</li> <li>• Accept non-verbal responses, e.g. pointing, nodding</li> </ul>
Communicating with parents	<ul style="list-style-type: none"> <li>• Find out as much background information about the child as possible</li> <li>• Share key information about the education system e.g. attendance, free school meals, what to do if their child is unwell etc. If necessary, use an interpreter</li> <li>• Stress the importance of parents continuing to use their first language at home</li> <li>• Hold a coffee morning for parents of children with EAL</li> <li>• Employ translators for meetings re: other needs</li> </ul>
Ways parents can support their child at home	<ul style="list-style-type: none"> <li>• Sharing books together at home in first language and English; asking the child questions about the pictures, characters and story</li> <li>• Talking to their child about topics that are about to be covered in school, focusing on key vocabulary using home language and/or English</li> </ul>

	<ul style="list-style-type: none"> <li>• Avoid sending phonics-related work home</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Communication fans/ basic needs sheet to help children express their needs e.g. toilet, cold, hungry</li> <li>• Ensure that resources used reflect diversity</li> <li>• Persona dolls</li> <li>• Dual language stories and dictionaries, PENpal and Ebook library</li> <li>• Capture oral work using talking products (photo albums, tins, pegs &amp; pens)</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• Ensure children work/play with peers who can provide good role-models in terms of English language use. Monitor to ensure they are not spending lots of time playing alone</li> <li>• Encourage use of first language as well as English in school</li> <li>• A 'silent phase' of up to 6 months is common when children first arrive</li> <li>• It is common for young children to mix English with their first language and to make grammatical errors in English - these are not causes for concern</li> <li>• Don't insist on a verbal response if the pupil is not ready for this</li> <li>• Allow pupils to demonstrate their understanding non-verbally, e.g. drawing, matching, showing rather than telling</li> <li>• Children will often speak to other children before being ready to speak to staff</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Children will benefit from being read to in both English and first language</li> <li>• Source dual language story books for parents to use at home</li> <li>• Children may take longer to be able to discriminate between and reproduce certain phonic sounds if they do not occur in their first language</li> <li>• Vowels tend to take longer for children to master than consonants</li> <li>• Illustrations and familiar contexts are essential in helping children establish meaning from print</li> </ul>

Writing	<ul style="list-style-type: none"> <li>• Create opportunities for mark making and early writing within the context of play as well as in teacher directed tasks</li> <li>• Plan in opportunities for talk prior to children starting to write</li> <li>• Ensure children are shown that we write left to right and where to start writing</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Find out as much as possible about the child's skills in their first language by speaking to parents.</li> <li>• Use an EAL specific tool such as the Bell Foundation EAL Assessment Framework to assess and track progress of skills in English</li> <li>• Remember that results from standardised tests can be unreliable for learners of EAL</li> <li>• Remember EAL does not necessarily mean SEN but there can be SEN needs too.</li> </ul>
Useful Websites	<ul style="list-style-type: none"> <li>• <a href="#">Bell Foundation EAL Assessment Framework</a></li> <li>• <a href="#">Young Interpreter Scheme®</a></li> <li>• <a href="#">EMTAS language phonelines</a></li> <li>• <a href="#">Using first language as a tool for learning – an aide-mémoire</a></li> <li>• <a href="#">New arrivals videoscribe</a></li> <li>• <a href="#">Persona dolls</a></li> <li>• <a href="#">EMTAS blog</a></li> <li>• <a href="#">Mantra Lingua</a></li> <li>• <a href="#">Talking Products</a></li> </ul>

## Appendix 5 - The first communication board



## Appendix 6 – Early Years Based Information Carrying Words (EKLAN)

<b>Word pack 1 – Ourselves</b>			
	<b>Target word</b>	<b>Understands the word</b> (Verbal comprehension)	<b>Uses the word</b> (Expressive language)
<b>Vocab</b>	head		
	eyes		
	nose		
	mouth		
	ears		
	hair		
	tummy		
	bottom		
	arm		
	hand		
	leg		
foot			
<b>Actions</b>	wash		
	splash		
	dry		
<b>Concepts</b>	wet		
	dry		
	soft		
<b>Vocab</b>	fingers		
	toes		
	thumb		
	neck		
	ankle		
	elbow		
	chin		
	eyebrow		
<b>Actions</b>	blow		
	clean		
<b>concepts</b>	warm		
	cold		
	Hot		

## Word list 2 – food

	Target word	Understands the word (Verbal comprehension)	Uses the word (Expressive language)
<b>Vocab</b>	apple		
	banana		
	orange		
	potato		
	carrot		
	tomato		
	baked beans		
	chips		
	egg		
	sausage		
	bread		
	biscuit		
	cup		
	plate		
	spoon		
knife			
<b>Actions</b>	eat		
	like		
	Finish		
<b>Concepts</b>	hard		
	small		
	Some		
<b>Vocab</b>	pear		
	grapes		
	strawberry		
	cake		
	onion		
	lettuce		
	peas		
	fish finger		
<b>Actions</b>	smell		
	taste		
	chew		
<b>co nc</b>	thirsty		

	Different		
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<b>Word pack 3 – Clothes</b>			
	<b>Target word</b>	<b>Understands the word</b> (Verbal comprehension)	<b>Uses the word</b> (Expressive language)
<b>Vocab</b>	pants		
	socks		
	shoes		
	t-shirt		
	jumper		
	skirt		
	trousers		
	dress		
	coat		
	hat		
	gloves		
scarf			
<b>Actions</b>	dress		
	undress		
	put away		
<b>Concepts</b>	on and off		
	through		
	short and long		
<b>Vocab</b>	shorts		
	dungarees		
	shirt		
	boots		
	tights		
	cardigan		
	jacket		
	buttons		
	pocket		
	zip		
	belt		
vest			
<b>Actions</b>	Put on/off		
	Pull on/off		
	Find		

<b>concepts</b>	colours		
	numbers up to 10		
	same		

<b>Word list 4 – Toys</b>			
	<b>Target word</b>	<b>Understands the word</b> (Verbal comprehension)	<b>Uses the word</b> (Expressive language)
<b>Vocab</b>	bike		
	ball		
	bricks		
	train		
	car		
	teddy		
	doll		
	book		
<b>Actions</b>	ride		
	drive		
	Pull		
<b>Concepts</b>	first		
	behind		
	in front		
<b>Vocab</b>	fire engine		
	bucket		
	boat		
	crayons		
	paints		
	drum		
	farm		
	puzzle		
<b>Actions</b>	break		
	lose		
	listen		
<b>concepts</b>	new		
	Between		
	backwards		

## Word list 5 – Animals

	Target word	Understands the word (Verbal comprehension)	Uses the word (Expressive language)
<b>Vocab</b>	horse		
	cow		
	dog		
	cat		
	duck		
	sheep		
	chicken		
	pig		
	tractor		
	trailer		
	lorry		
<b>Actions</b>	feed		
	walk		
	Jump		
<b>Concepts</b>	big		
	little		
	some		
<b>Vocab</b>	goat		
	goose		
	gate		
	field		
	elephant		
	monkey		
	lion		
	snake		
	penguin		
	tiger		
	zebra		
	kangaroo		
	barn		
fence			
<b>Ac tio</b>	move		
	chase		

	frighten		
<b>concepts</b>	plain		
	striped		
	heavy		
	light		

## Word list 6 – Home

	<b>Target word</b>	<b>Understands the word</b> (Verbal comprehension)	<b>Uses the word</b> (Expressive language)
<b>Vocab</b>	bed		
	chair		
	table		
	sofa		
	toilet		
	bath		
	cooker		
	washing machine		
	door		
	window		
	tree		
	flower		
<b>Actions</b>	sleep		
	eat		
	Drink		
<b>Concepts</b>	inside		
	under		
	by		
<b>Vocab</b>	light		
	clock		
	picture		
	mirror		
	basin		
	shower		
	drawers		
	shelves		
	garden		
	grass		
	roof		
	chimney		
<b>Actions</b>	help		
	watch		
	work		

<b>concepts</b>	sometimes		
	yesterday – tomorrow		

<b>Word pack 7 – Actions</b>		
<b>Target word</b>	<b>Understands the word</b> (Verbal comprehension)	<b>Uses the word</b> (Expressive language)
drinking		
eating		
kicking		
reading		
sitting		
sleeping		
washing		
building		
crying		
cutting		
jumping		
playing		
<b>Harder vocab:</b>		
kissing		
laughing		
pulling		
pushing		
riding		
driving		
running		
walking		
brushing		
painting		
writing		
standing		

