

# MIGSG

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Reviewed July 2022

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EAL refers to pupils who speak another language other than English at home. This policy was created to help supplement and support the learning needs of these pupils so they are able to exploit their full potential.

At MIGSG we have a large number of students who speak a different language at home, but they are all fluent in English. According to the Lambeth EAL Scales all of our current EAL students are at at least Stage 4 (i.e. A fluent user of English in most social and learning contexts), the highest point on the scale.

### Definitions

**EAL** (English as an Additional Language): This recognises the fact that children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

**Bilingual**: this term is used to refer to children who function in more than one language in their daily lives. It does not necessarily imply full fluency in both or all of their languages.

### Aims

- To give all pupils the opportunity to overcome any barriers to learning and assessment;
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school;
- To implement school wide strategies that ensures that EAL pupils are supported in accessing the full curriculum;
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential;
- To identify and make maximum use of opportunities for modelling fluent English and encouraging pupils to practise and extend their use of English;
- To encourage and enable parental support in improving pupils' attainment.

### Objectives

- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To equip teachers with the knowledge skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils progress systematically and use the data in decisions with regard to curriculum planning.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

### **School and class ethos**

- Recognise the pupil's mother tongue and ensure every opportunity is taken to boost the pupil's self-esteem and confidence.

### **Creating a supportive environment for pupils with EAL:**

Individual, social and emotional factors and the social and political context affect pupils with learning through English as an additional language. Creating a supportive environment involves taking this into account when planning and in day-to-day interaction with pupils.

### **Conversational Fluency versus Academic Language Proficiency**

- It takes 1-2 years to develop conversational fluency.
- It takes 5-11 years to develop academic language proficiency.

So, the teacher's long-term expectations need to be high, and short-term expectations need to be realistic.

### **Cognitive development and Language Development**

We learn language through learning concepts and we learn concepts through language. So conceptual development continues alongside language development and teachers can facilitate both. It is important to provide activities with appropriate cognitive demand and scaffolding for language (see strategies).

### **Becoming bilingual: the importance of the first language and advantages of bilingualism**

Use of first language at home and at school is supportive of language development. Bilingualism gives lifelong linguistic, cognitive, cultural and social advantages. Research shows that bilinguals tend to be better than monolinguals at switching between tasks which require attention to different instructions. They also have increased flexibility of reasoning.

### **Writing**

- build ideas and topic knowledge before writing through listening, talking and reading activities
- function of writing: develop pupil awareness of the function (e.g. description, explanation, justification, prediction, analysis) and associated language structures
- planning: pupils use a variety of planning techniques before writing, e.g. linear plan, mind map – pupils explain their plan to a partner before writing or share ideas in pairs / small groups
- deconstruct an example or model text: identify key elements (overall structure; key content; key phrases; key subject-specific vocabulary)
- for extended writing: use a scaffolding approach
- correction: provide alternative vocabulary to extend range; provide alternative sentences which clarify meaning or extend ideas; encourage independent editing (indicate omission of word, grammatical mistake or spelling mistake and ask pupil to correct it, with support if necessary).

### **Listening and Talking**

- • thinking time: allow pupil extra thinking time to initiate conversation
- • questions: use a variety of question types aiming to build confidence and extend responses

- • use pair work and small group work (with supportive peers) with a structured activity – bilingual pupils may still feel more comfortable talking in a small group rather than in front of the whole class. Encourage rehearsal of language and organisation of ideas prior to presentations or talks.
- • collaborative activities: use information gap tasks, information organising tasks and games ([www.collaborativelearning.org.uk](http://www.collaborativelearning.org.uk)) which require extended speaking and higher order skills (justifying, analysing, hypothesising etc.)
- • more detail: encourage pupils to provide more detail with less prompting
- • role play: support role play with cue cards giving key points which pupils can expand on
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- **Visual support for listening**
- • visual support: use gesture, facial expression, objects, pictures, demonstration, mime to support listening
- • write key words / points on the board; organise information clearly
- • writing on the board: make sure this is clear. Use print for handouts.

## **Reading**

- bilingual or monolingual English dictionary and thesaurus: give specific tasks to encourage use of dictionaries and thesaurus
- Pre-reading activities:  
 elicit prior knowledge and introduce key words and concepts, e.g. create 'semantic web' (like a spider diagram) on a topic, with vocabulary provided by pupils or introduced by teacher  
 prediction: ask pupils to predict content of text from title and / or picture; use guiding questions; ask pupils to predict answers to specific questions  
 model reading: read aloud at a reasonable speed, with expression, while pupils follow the text. This allows pupils to make text-sound correspondence and your correct expression helps divide up units of meaning within the sentence.

## **During reading activities**

- jigsaw reading
- note-taking: provide grid so that pupils look for specific information; encourage use of bullet points so that pupils take notes and don't copy word for word
- discuss complex language: e.g. idiomatic expressions, metaphor etc.
- use context to establish meaning: guide pupils to establishing the meaning of an unfamiliar word from the context or clues in the sentence / paragraph
- skim: pupils skim the text to get a general idea, without focusing on words they don't know
- scan: pupils scan the text to search for specific information (e.g. to check answers to questions in pre-reading activity)
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## **After reading activities:**

- cloze: gap-fill summary of text (can be used to practise key vocabulary or structures)
- sequencing: pupils sequence sentences into paragraphs and paragraphs into whole text
- text types: guide pupils in identifying features of types of text

- critical approach: teach pupils to recognise and respond to bias, prejudice, racism and stereotyping

### **Vocabulary building**

- highlight key words by emphasising in speech and writing on board
- subject-specific use of words: make subject-specific meaning of words explicit. The bilingual learner will know the most common use of the word e.g. chip = food made with potato (not a computer chip)
- build semantic webs (i.e. a spider diagram of words related to a topic)
- bilingual dictionary: give specific tasks which require use of dictionary and thesaurus to increase range of vocabulary
- glossary or translated word bank (if available): make sure the pupil has these and encourage the pupil to use them

### **Interaction with peers**

- seating: consider use of L1 (monitor and review); supportive peers; good models of English; sense of inclusion and security; easy to see board and teacher
- use pair work and small group work with a structured activity – even an early stage learner will learn a lot from listening and observing and may participate non-verbally
- collaborative activities: use information gap tasks, information organising tasks and games

### **Interaction with teacher**

- check understanding of task: e.g. ask "Tell me what you have to do."
- supportive questioning: see 'questions' under 'listening and talking'
- informal conversation: talk to the pupil informally

### **Linguistic and cultural knowledge**

- language awareness: encourage language awareness by asking pupils to identify related words e.g. photograph, photographer, photographic
- cultural knowledge: explain (or ask other pupils to explain) cultural references
- word of the week in form time

### **Related policies**

- \_ Literacy
- \_ SEND
- \_ Curriculum

***Reviewed July 2022 (HA)***