



EAL (English as an Additional Language) Policy

First draft by Doug Gubbins: 31.05.24

Second draft 02.06.24

Third draft 20.07.24

Fourth draft 15.08.24 – with feedback from Michele Rendell included

Fifth draft – updated with September 2024 characteristics



Respect

Independence

Curiosity

Resilience

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.

School Vision

Strive-Belong-Thrive: Children at the heart of everything that we do

Old Town Values

CURIOSITY

- We love learning about new things.
- We can ask great questions to develop our understanding.
- We can wonder 'why'?
- We want to find out more.
- We enjoy being creative and 'thinking outside the box'.
- We explore, investigate and seek answers for ourselves.

RESPECT

- We have kind hands, feet and use kind words.
- We take turns and share.
- We listen to the thoughts and feelings of others.
- We celebrate similarities and differences between people.
- We take pride in the achievements of others.
- We have good manners and treat each other how we would like to be treated.

RESILIENCE

- We always try our best and are ambitious with our learning.
- We persevere when things are difficult.
- We don't give up easily.
- We know what to do when we are stuck and keep a positive mindset.
- We believe that we can get better at things.
- We can resist distractions.

INDEPENDENCE

- We take care of our own needs.
- We are able to do things by ourselves and can seek help if we need it.
- We can make good choices and take responsibility for our own decisions.
- We encourage and celebrate everyone's individuality.
- We can make improvements and learn from mistakes.
- We can ask questions to help us learn.

Purpose

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).

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.

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 Old Town Infant School and Nursery, 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 our utmost best to ensure that our children feel happy, settled and secure in school with us.

Aims

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School whenever possible.
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking, listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills

Objectives

- To maintain pupils' 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 ensure that pupils' with EAL make progress each term. *This will be done through pupil progress\weighted conversation meetings where barriers to learning will be discussed and appropriate strategies to support the children will be agreed and implemented.*

Rationale

At Old Town Infant School and Nursery, we celebrate the fact that some of our children speak more than one language. As of September 2024, 41.1% of our school cohort have English as an Additional Language (EAL), speaking a total of 26 different languages. The learning, achievements, attitudes and well-being of these children are of vital importance to us.

Language	Number of children
Akan/Twi-Fante	1
Bengali	8
Esan/Ishan	1
Greek	1
Gujarati	1
Hungarian	3
Malayalam	6
Marathi	1
Polish	4
Portuguese	2
Portuguese (Brazil)	1
Romanian	5
Russian	1
Sinhala; Sinhalese	1
Spanish (Castilian)	2
Swahili/Kiswahili	1
Tagalog/Filipino	1
Tamil	4
Telugu	1
Turkish	3
Urdu	3
Vietnamese	4
Visayan/Bisaya	1
West-African Pidgin English	1
Yoruba	2

At Old Town, we encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

We are committed to equal 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.

Assessment

We use the Bell Foundation assessment and classroom support strategies to help us ensure our EAL children are adequately provided for. 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. Here at Old Town, we celebrate cultural diversity across our curriculum and equally 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 scaffolding. 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 Old Town, 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 Old Town, all EAL children are assessed on entry using the Bell Assessment Primary Speaking strand and the data gathered from this assessment is then used to determine 'next steps.'

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.

Our model for measuring language acquisition (taken from the Bell Foundation):

Band A: Emerging competence in basic oral expression

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some emerging skills in reading and writing decoding and encoding some single phonemes and graphemes.
- Become familiar with some subject specific vocabulary. A child at this stage needs significant support.

A child at this stage requires a significant amount of support to access the curriculum fully and will be provided with an everyday symbol card to support their communication in school. This will ensure that their basic needs can be met/understood.

Band B: Oral competence includes emerging ability to respond verbally in interactions with others

A child may:

- Participate in learning activities with an increasing level of independence.
- Express themselves orally in English but structural inaccuracies are still apparent e.g. words strung together but not always grammatically correct.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

Band C: Emerging competence in spontaneous expression and communication

A child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of texts appropriate to their Year Group/Key Stage level.
- Lack complexity with written English.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

Band D: Competence in producing more varied and complex speech in a wider range of contexts

A child may:

- Use pronunciation that resembles the English heard around them
- Be able to answer explicit questions from stories read aloud e.g. Who? What? Where? When?
- 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'.

Although they appear socially proficient, children working within Band 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.

Band E: 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.

Role and Responsibilities of the SENCO:

- 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.
- 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.

Classroom Practice

Communication 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 Old Town, 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.

The language development of all children is the responsibility of all teachers and support staff.

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

- assess the pupil's fluency level as soon as possible upon arrival
- use symbols to support vocabulary development
- provide differentiated work/scaffolds, where necessary
- employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- have high expectations, expect pupils to participate in all classroom activities/tasks, monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- recognise that EAL pupils need more time to process answers and to complete work
- allow pupils to use their mother tongue to explore concepts when appropriate
- 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
- use collaborative learning opportunities so that EAL pupils hear good models of English from their peers
- use/ model good spoken English at all times

Strategies:

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-repetition, alternative phrasing, peer support
- additional visual support, e.g. symbols, posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- bilingual resources, e.g. dictionaries, online support, bilingual pupils, texts, key word lists
- 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.

Assessment for learning

Our school uses the Bell Foundation assessment structure.

- 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.

Parent Partnership:

Old Town Infant School and Nursery recognises the importance of, and values, the positive partnerships that we build with our families.

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.

Monitoring and review

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

Appendix 1: Vocabulary pathway for EAL intervention groups. *This follows the Nuffield Early Language Intervention (NELI) approach.* Tier 1 vocabulary (basic/everyday words) will continue to be reinforced within the classroom.

Session	Vocabulary	Advanced use of vocabulary
1	wrist ankle shake	Shook/shaken/shaking Shake the head/shake well before using Shake with fear/in anger
2	fingers thumbs throw catch	threw/thrown/throwing caught/catching finger/thumb throw away/throw a party/a horse throws its rider/the sun throws shadows catch a cold/catch a train/catch a thief/catch fish in a net/to catch fire
3	toes feet fast slow	toes/foot faster/fastest slower/slowest the foot of the hill or the bed/on foot
4	body head small big	smaller/smallest bigger/biggest headache/the head of the table
5	wash dry dirty clean	washed/washing/washer dried/drying/drier dirtier/dirtiest cleaner/cleanest clean (verb) e.g. clean your teeth/cleaning waves washing the shore a dry cough/dry toast change to clean clothes/clean up (the mess) /clean a house
6	Teeth Tongue Bite lick	tooth bitten/but/biting licked/licking have a bite to eat
7	scratch stroke rough smooth	scratched/scratching/a scratch stroked/stroking roughest/rougher smoother/smoothest/smoothly rough sea
8	clothes buy make	clothing/bedclothes/clothesline/clothes peg bought/buying made/making make a mistake/make a plan/make a dress/made a road/houses made of stone/make somebody happy/make something possible/make friends/make faces
9	boots jacket hang wear	different sorts of boots (cowboy boots, wellington boots). life jacket hang/hanging wore/wearing hang wallpaper/clouds hanging low/hang out/ wear out wear clothes/wear glasses/wear a crown
10	helmet uniform belt match	uniform i.e. everything the same matched/matching light a match/football match
11	sleeve collar long short	sleeves/sleeveless collarless dog collar longer/longest/length/too long shorter/shortest a long time/long and short story/long and short

		distance/along friendship/a long list/all summer long/day-long a short vacation or trip/a short memory
12	cardigan pocket button zip	past tense, i.e. pocketed, buttoned, zipped, press a button, i.e button on TV/on a telephone/on a lift/press a key on a computer etc. pocket (verb) e.g. to put something in your pocket buttonless/zipper/teeth of the zipper buttonhole
13	pyjamas dressing gown slippers sleep	sleeping/slept awake/fast asleep
14	old new thick thin	older/oldest newer/newest thicker/thickest/thickness thinner/thinnest old friend/new friend old traditions/to be six years old/an old person visit new [places/brand new thick fog thin hair/thin air/a thin voice other opposites e.g. on/off, up/down
15	postman/postwoman postal worker van envelope stamp	postmen/postal workers/postwomen post and deliver a letter stamp your feet/stamp a library book reward stamp
16	firefighter police officer help	firefighters/police officers helped/helping/helper/helpful fire/flame/burn/catch fire/extinguish fires/fire extinguisher police dog
17	fire engine/ambulance/police car/siren	talk in more detail about firefighters e.g. equipment such as hoses/ladders. police officers: radio/horse/cars paramedic/paramedics
18	doctor vet healthy ill	healthier/healthiest health (healthy) appetite nurse/hospital/surgery/medicine
19	dentist optician glasses check	false teeth/contact lenses checking/checked/check your bag/check your clothes for dirt etc. check into a hotel a check of the engine or car
20	pet loud quiet his/hers	louder/loudest/noisy quieter/quietest his/her pets – what animals could be pets?
21	family friend mine yours	members of my/your family friend(s)/friendly/friendship household to spend time with the family to be friends with someone
22	eat feed young drink	eat/ate/eaten/eating drink/drank/drunk/drinking feed/fed/feeding young/younger/youngest/old/older/oldest
23	lamb (sheep) calf (cow) chicks (hen) foal (horse)	animal offspring kid (goat)
24	spring summer autumn	season/seasonal

	winter	
25	seed(s) sow grow stem	sow/sowed/sown/sowing grow/grew/grown/growing water/watered/watering
26	leaf/leaves enough/not enough how many? Petal	watch/watched/watching
27	<i>Things that grow below the ground:</i> parrots potatoes onions <i>Things that grow above the ground:</i> peas sweetcorn pumpkin	chips (hot) potato crisps carrot cake red onions mushy peas popcorn pumpkin soup harvest
28	measure heavy light weight	measure/measured/measuring heavy/heavier/heaviest light/lighter/lightest tape measure scale ruler size
29	root(s) plant dig trunk	plant/planted/planting dig/dug/digging spade digger branch
30	vegetables fruit <i>Things that grow on trees</i> apple cherry orange	fruit salad vegetable soup tasty rotten
31	traffic lights safe dangerous drive	drive/driven/driving/drove safe/safety danger the green cross code journey traffic zebra crossing
32	how much? ticket sell pay	sell/sold/selling pay/paid/paying ticket counter ticket machine travel/travelled/travelling
33	wait early late arrive	arrive/arrived/arriving/arrival wait/waited/waiting waiting room/area departure platform
34	front back through opposite	how long will it take to?
35	aeroplane/plane airport	fly/flew/flown/flying check-in

	fly holliday	security gate
36	carry suitcase rucksack luggage	carry/carried/carrying luggage trolley
37	ferry soon now passenger	transport vehicles go on a cruise boat sailing motor boat
38	water land sky	water lake pond river sea ocean land mountains valley sky clouds fog mist
39	collect narrow wide deliver	collect/collected/collecting/collection deliver/delivered/delivering/delivery wide/wider/widest narrow/narrower/narrowest lorry/lorries
40	morning afternoon evening night	wake up/woke/woken/waking morning sun moon and stars afternoon tea
41	<i>Times</i> dark light breakfast time lunchtime dinnertime playtime bedtime	darkness light light versus light (weight) bedtime stories daytime night-time
42	<i>how we tell the time</i> clock wristwatch alarm clock stopwatch	run out of time set the time set the alarm time
43	strap hour (o'clock) minute hand (of a clock)	second hand digital clocks and watches clock face
44	day week month weekend	daily weekly monthly year/yearly calendar
45	remember celebrate forget guess	remember/remembered/remembering celebrate/celebrated/celebrating forgot/forgotten/forgetting guess/guessed/guessing celebration memory

46	today yesterday take longer/less time tomorrow	take/took/taken/taking past/present/future
47	always never once sometimes	how often? how many times?



wrist



toe



big



ankle



feet



wash



shake



fast



dry



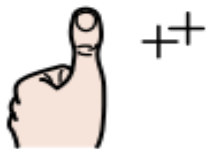
fingers



slow



dirty



thumbs



body



clean



throw



head



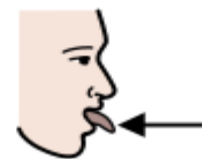
teeth



catch



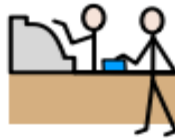
small



tongue



bite



buy



uniform



lick



make



belt



scratch



boots



match



stroke



jacket



sleeve



rough



hang



collar



smooth



wear



long



clothes



helmet



short



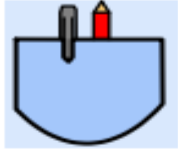
cardigan



sleep



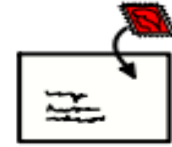
envelope



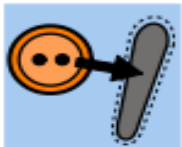
pocket



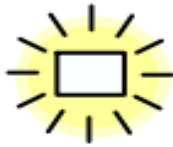
old



stamp



button



new



firefighter



zip



thick



police officer



pyjamas



thin



help



dressing gown



postman



fire engine



slippers



van



ambulance



police car



siren



doctor



vet



healthy



ill



dentist



optician



glasses



check



pet



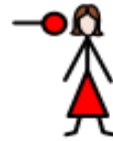
loud



quiet



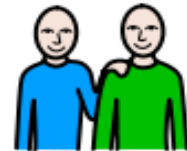
his



hers



family



friend



mine



yours



eat



calf



autumn



feed



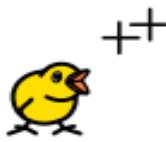
hen



winter



young



chicks



seeds



drink



horse



sow



sheep



foal



grow



lamb



spring



stem



cow



summer



leaf



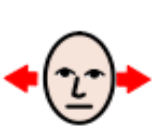
enough



peas



vegetables



not



enough



sweetcorn



fruit



how many



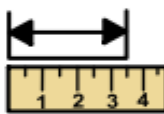
pumpkin



apple



petal



measure



cherry



carrots



heavy



orange



potatoes



light



traffic lights



onions



weight



safe



dangerous



early



plane



drive



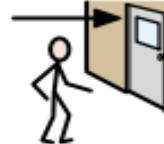
late



airport



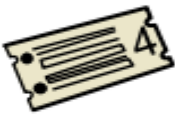
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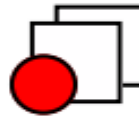
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fly



ticket



front



holiday



sell



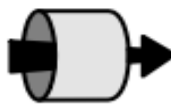
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carry



pay



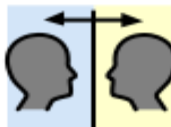
through



suitcase



wait



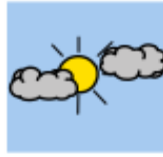
opposite



rucksack



luggage



sky



evening



ferry



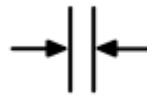
collect



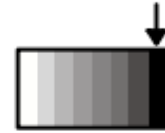
night



soon



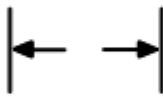
narrow



dark



now



wide



light



passenger



deliver



breakfast time



water



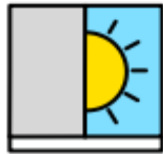
morning



lunch time



land



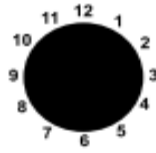
afternoon



dinner time



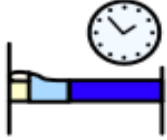
playtime



hour



remember



bedtime



minute



celebrate



clock



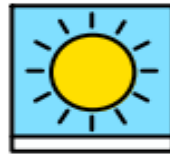
hand



forget



watch



day



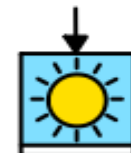
guess



alarm clock



week



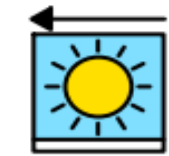
today



stopwatch



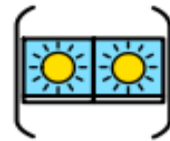
month



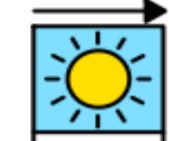
yesterday



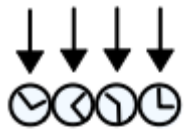
strap



weekend



tomorrow



always



never

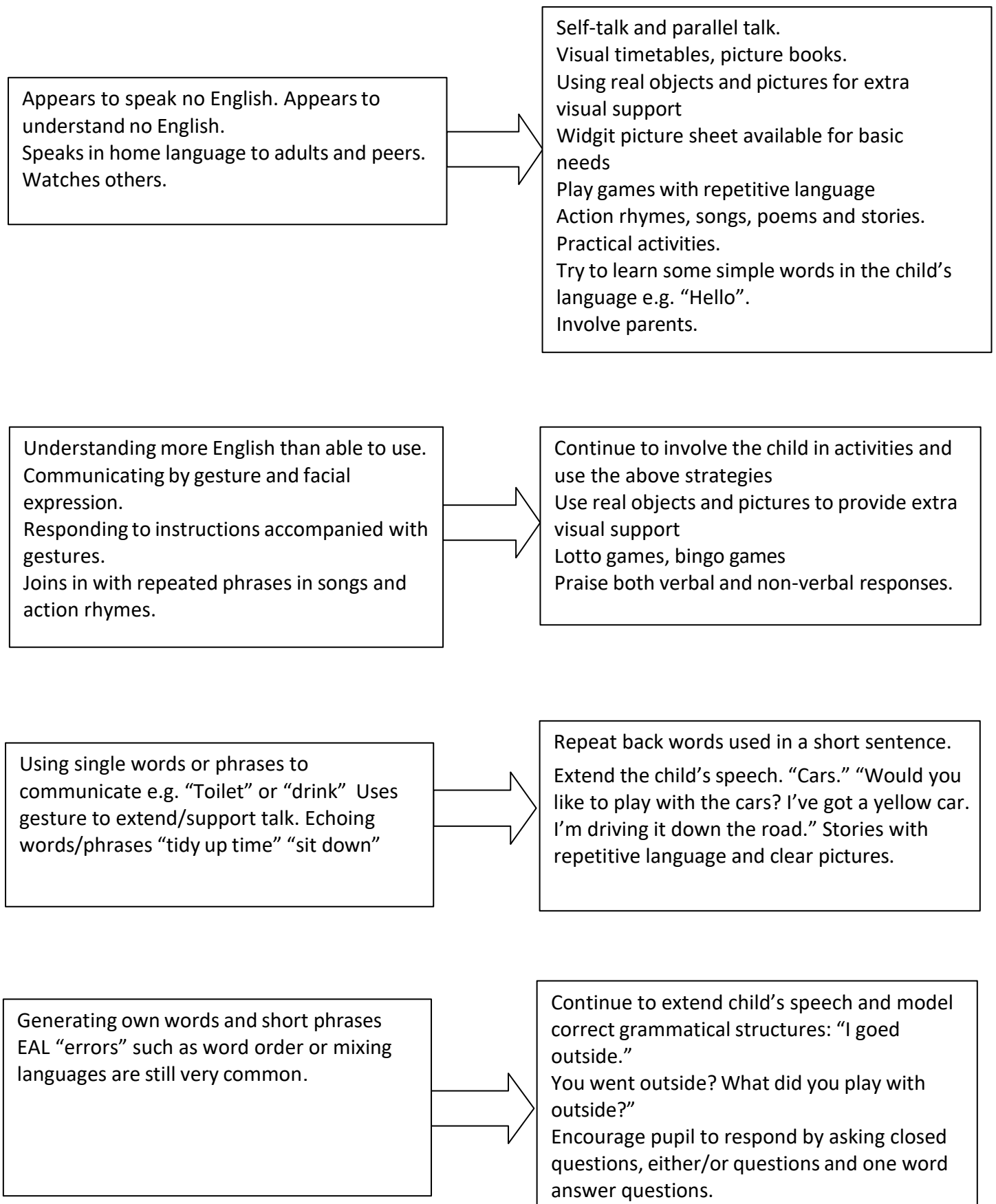


once



sometimes

Appendix 2: Strategies to support



Appendix 3: Classroom practice

<p>Social Integration</p>	<ul style="list-style-type: none"> • Ensure names are pronounced correctly and that naming conventions are understood • 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 • Use a buddy system • Use persona dolls to focus on shared experiences and develop empathy
<p>Communicating with children</p>	<ul style="list-style-type: none"> • Use gestures, intonation and demonstration to support communication • Use drawings/symbols/picture cards to reinforce language used • Use simple language to give clear, concise instructions • Use the child's first language if possible, particularly for key instructions • Accept non-verbal responses, e.g. pointing, nodding
<p>Communicating with parents</p>	<ul style="list-style-type: none"> • Find out as much background information about the child as possible • 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 • Stress the importance of parents continuing to use their first language at home • Hold a coffee morning for parents of children with EAL • Employ translators for meetings re: other needs
<p>Ways parents can support their child at home</p>	<ul style="list-style-type: none"> • Sharing books together at home in first language and English; asking the child questions about the pictures, characters and story • Talking to their child about topics that are about to be covered in school, focusing on key vocabulary using home language and/or English • Avoid sending phonics-related work home

Resources	<ul style="list-style-type: none"> • Communication fans/ basic needs sheet to help children express their needs e.g. toilet, cold, hungry • Ensure that resources used reflect diversity • Persona dolls • Dual language stories and dictionaries, PENpal and Ebook library • Capture oral work using talking products (photo albums, tins, pegs & pens)
Speaking and Listening	<ul style="list-style-type: none"> • 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 • Encourage use of first language as well as English in school • A 'silent phase' of up to 6 months is common when children first arrive • 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 • Don't insist on a verbal response if the pupil is not ready for this • Allow pupils to demonstrate their understanding non-verbally, e.g. drawing, matching, showing rather than telling • Children will often speak to other children before being ready to speak to staff
Reading	<ul style="list-style-type: none"> • Children will benefit from being read to in both English and first language • Source dual language story books for parents to use at home • Children may take longer to be able to discriminate between and reproduce certain phonic sounds if they do not occur in their first language • Vowels tend to take longer for children to master than consonants • Illustrations and familiar contexts are essential in helping children establish meaning from print
Writing	<ul style="list-style-type: none"> • Create opportunities for mark making and early writing within the context of play as well

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

Appendix 4 – Bell Assessment Tool

PRIMARY SPEAKING

	BAND A	BAND B	BAND C	BAND D	BAND E	
CODE	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	
EARLY DEVELOPMENT NOT EXPECTED TO BE ACHIEVED BY ORFOL GETTING CLOSER TO THE NEXT BAND	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 hypothesize (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. 'goed', 'went', '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 apple')	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 silent, 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 love 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' = volcan (Romanian), wulkan (Polish); 'tri' = 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 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
	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 I 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