



EAL Policy (2021-2022)

Mission Statement

At Harbour International linguistic diversity is encouraged and celebrated. Language development is planned for across the curriculum. Teaching staff are provided with opportunities for professional development in, and supported with, language related issues. They are expected to include the use of home languages in the development of the children's language skills (translanguaging). A strong home language facilitates all other learning of languages. A multilingual environment provides opportunities for educational enrichment.

Aims

- 1) To assess the needs of EAL children at the beginning of the school year and at regular intervals throughout. Extra assessment can take place at any time if concerns arise about a child's development or progress is made more quickly than expected.
- 2) To record the progress/assessment results of all children throughout the school year.
- 3) To utilise assessment results and teacher observations to plan individual or group programmes of work which are suited to the children's needs.
- 4) To regularly evaluate the effectiveness of teaching methods and resources to develop listening, talking, reading and writing skills and update when necessary.
- 5) To support the work of the class teachers by planning together, sharing information, providing training opportunities and providing resources to use in class.
- 6) To employ appropriate teaching methods for children of different ages and stages of EAL development.
- 7) To use home languages to support and strengthen the acquisition of English and understanding of key concepts throughout the curriculum (translanguaging).
- 8) To inform and support parents of EAL children throughout the school year, at parent interviews and information sessions and as concerns/interests arise.
- 9) To liaise with learning support staff to ensure specific learning needs are identified and considered in programmes of learning.
- 10) To liaise with the EAL staff of other DIPS schools to share and discuss information in order to develop programmes of work and assessment for all stages of English development.
- 11) To liaise with staff at the RISS to ensure continuity of support for EAL children.



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Aims

Stage 1 Beginning

- 1) To provide children with support and relevant material to begin their acquisition of listening and speaking skills.
- 2) To provide support for classroom teachers by teaching children the basic structures of English.
- 3) To give children opportunities to listen to and follow instructions and stories.
- 4) To give children opportunities to use and learn language in meaningful contexts.
- 5) To identify strengths and weaknesses of individual pupils, through assessment and consultation with class teachers, learning support staff and parents, and use this information for future and further planning.

Learning Targets

Stage 1 Beginning

- 1) **Listening:** to be able to listen to instructions, questions, stories and songs with some understanding
- 2) **Speaking:** to be able to communicate basic needs
- 3) **Reading (group 2 & 3):** to be able to read the letters of the alphabet and to sound out cvc words; to begin to read single sight words; to understand a simple text

Reading (group 4–8): to be able to read and understand basic texts including recognition of an increasing number of sight words
- 4) **Writing (group 2):** to be able to copy a sentence accurately
Writing (group 3-8): to be able to spell some basic words independently and to attempt a piece of writing using a framework to model writing; to begin to use basic punctuation



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Aims

Stage 2 Developing

- 1) To provide children with support and relevant material to continue their acquisition of listening and talking skills and improve their fluency.
- 2) To provide support for classroom teachers by extending children's knowledge of English structures.
- 3) To teach children how to write a short piece of writing with support including basic punctuation and simple descriptive language.
- 4) To give children the opportunities to listen to and follow increasingly complex instructions and stories.
- 5) To identify strengths and weaknesses of individual pupils, through assessment and consultations with class teachers, and use this information for future and further planning.

Learning Targets

Stage 2 Developing

- 1) **Listening:** to be able to follow instructions, questions, stories and songs
- 2) **Speaking:** to be able to converse and communicate with others in informal situations; to be able to retell a story
- 3) **Reading:** to be able to read a longer text with understanding; to be able to attempt unknown words and guess meaning from the context
- 4) **Writing:** to be able to write a text accurately using a framework or model; to be able to spell common words accurately and to show some understanding of spelling patterns; to show some awareness of tenses; to be able to extend sentences using conjunctions and adjectives



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Aims

Stage 3 Mastering

1. To provide structured support and materials which develop children's acquisition of English in listening, talking, reading and writing.
2. To provide support for classroom teachers by developing children's higher order skills.
3. To liaise with pupils, teachers and parents about children's progress and development.
4. To give children the confidence and support needed to achieve their full potential in another language.
5. To identify strengths and weaknesses of individual children, through assessment and consultation with class teachers, learning support staff and parents and use this information for future and further planning.

Learning Targets

Stage 3 Mastering

1. **Listening:** to be able to listen with understanding.
2. **Speaking:** to be able to perform a broad range of higher order speaking skills.
3. **Reading:** to be able to read a wide variety of written materials fluently and with understanding.
4. **Writing:** to be able to undertake and complete a range of writing tasks independently