



EAL Policy

Date policy reviewed: March 2026

Policy next to be reviewed: March 2028

Signed by	Date
Headteacher:	
Trust:	

Aims

At St Thomas' C of E Academy we are committed to ensuring that all pupils feel welcome, valued, part of our school community and are given learning opportunities that are accessible, relevant and purposeful within the context of the National Curriculum.

We aim to ensure that all children with EAL are able to:

- Celebrate and share their first language, culture and identity.
- Use English confidently and competently.
- Use English as a means of learning across the curriculum.
- Achieve their full potential.

Key Principles for Additional Language Acquisition

- Children with EAL are not a homogenous group and do not necessarily have a common set of educational needs.
- When a child with EAL first joins an English school, it can be normal for them to have a 'silent period' of up to six months (whilst they acclimatise/ learn by watching and listening)
- It can take 1-2 years to become fluent in everyday spoken English, but 5-7 years to begin to develop proficiency in formal, written English.
- Children who are new to English will benefit from being integrated into mainstream teaching and learning most of the time as it enables them to: develop oral fluency quickly, immediately feel part of the school, develop language in context and experience their full curriculum entitlement.
- Children with EAL should be placed within their chronological year group and seated with peers where cognitive demand is high and sensitivity is shown to the new arrival's needs.
- One of the most important aspects of effective teaching of EAL learners is the need to support and develop their competence in their first language alongside the learning of English. Any knowledge developed in the first language can easily be transferred to the second or third languages, this also applies to knowledge about language.

Key considerations for new arrivals of children with EAL

All staff need to be aware and sensitive to the potential difficulties that new arrivals of children with EAL and their families may be facing. These could include:

- Not being familiar with the English language or English culture
- Not being familiar with the educational systems in England (eg In some countries, schools expect parents to buy all exercise and text books at the start of the school year)
- No previous schooling due to different starting age in their home country
- Little, no or fractured previous education due to lack of opportunities or instability in their home country
- Different style or emphasis of prior education
- Difficulties managing the transition to a new country
- Isolation and lack of friends and family

Welcoming new arrivals

The school ensures that newly-arrived children and their families are warmly welcomed and feel safe and secure in their environment.

Parents/ carers are encouraged to bring their child to view the school and meet their prospective peers before the date of admission. At this time the Principal, SENCo and class teacher aim to meet with the child, parents/carers to gain insight into the pupil's background and experiences. This is the first step to ensuring the school successfully meets the diverse needs of its pupils.

Strategies used to support new arrivals to our school include:

- A 'taster session', when child gets to meet teacher/ class and assess Level of Language Acquisition,
- Children are encouraged to complete a 'Getting to know me questionnaire' to share with staff and peers.
- A staggered start, with pupils beginning with half days (if appropriate);
- Designated Buddies
- Peers and adults providing first language support (if possible).
- Creating links between parents/ carers of pupils with EAL by informing them of other families within the school that speak the same language (coordinated by the EAL LSA) and holding coffee mornings each term to allow them opportunities to meet.
- Ensuring that our written and spoken communication with families is effective through the use of plain English and, when necessary, using interpreters or translating written information (-including information about non-uniform days, special events etc)

We aim to ensure that our written and spoken communication with families is effective through the use of plain English. However, we recognise that this can be difficult for some families with limited English language acquisition; in such cases we use translators and interpreters.

As part of our aim to achieve a cohesive community, we endeavor to work closely with members of the wider community to support our EAL pupils.

EAL Teaching and Learning

In writing schemes of work, teachers consider the following questions:

- How can I (or additional adults or other children) model the key language needed?
- What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?
- What opportunities are there to explore ideas orally and collaboratively?
- What range of texts do pupils need to read and how can their reading be scaffolded to support learners with diverse needs?
- What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?
- Are lessons planned to ensure that any additional adult has a clear role in developing language and literacy?

Staff use support strategies to ensure curriculum access: (Please refer to 'EAL guide for Staff' on staff server to see explanations)

- Using peer 'Buddies' (see Buddies)
- Making the verbal curriculum more visual (see [Visuals](#))
- Making the abstract curriculum more concrete (see [Graphic Organisers](#))
- Developing interactive and collaborative teaching (see [Collaborative Activities](#))
- Identifying the language demands of the curriculum (oral and written) and provide models (see [Modelling](#))
- Using drama and role play to demonstrate how language is used in real life with a focus on communication (see [Drama and Role Play](#))
- Providing opportunities for exploratory talk (see [Collaborative Activities](#))
- Ensuring home languages are valued and used in school and at home (see [Using Learners' First Language Ability](#))
- Providing opportunities to talk before writing (see [Language Drills](#))
- Supporting through key phrases and structures rather than key words (see [Scaffolding](#))

Assessment and Record Keeping

English Language Proficiency. The class teacher will:

- Assess the child's level of English Language Acquisition (on arrival) and band accordingly, A-E.
- Set appropriate targets and share with staff and parents/ carers.
- Liaise regularly with the class teacher and re-assess/ set new targets for the children each term.
- Be responsible for keeping records updated and sharing them with staff

National Curriculum

- During the first few weeks, class teacher will use the school's assessment grid (or, if younger, the EYFS) to record the child's level of curriculum attainment. This will be done through testing/ observation and outcomes.
- If the pupil is in KS1 or KS2 but is working well below Age Related Expectations (ARE), the teacher may choose to record their attainment using the Pre-Key Stages (PKS)
- The teacher will set appropriate curriculum targets and share with child and parents/ carers
- The teacher will take responsibility for updating records and curriculum targets each term. These will be discussed with SLT (Senior Leadership Team) during regular PPM's (Pupil Progress Meetings).

Resources list

- Dual language dictionaries (Please see SENCO if additional languages needed)
- Bilingual stories and books (Please see SENCO if additional languages needed)
- Pictures and simple phrases which indicate if the child is thirsty, feeling sad, sick, needs a pencil, needs to go to the toilet etc (saved on server)
- Twinkl noun/ verb/ adjective flashcards, word mats and matching activities (saved on server)
- Colorful Semantics
- Basic literacy and numeracy games (Please see SENCO)
- Barrier games (Please see SENCO)
- Peer support, including Buddy System

Useful IT programs:

- Google Translate
- Website: EAL Nexus (EAL theory used to help draft this document and search engine for resources linked to topic and age range)
- You Tube (Lots of useful videos – including learning basic phonics)
- Communicate in print (A program that turns words into simple visuals)
- BBC Bitesize – grammar exercises for EAL learners
- British Council's Learn English Kids
- Twinkl

Useful IT programs for understanding teaching of basic literacy

- https://www.youtube.com/watch?time_continue=6&v=lwJx1NSineE&feature=emb_logo
- <https://www.oxfordowl.co.uk/for-home/oxford-owl-videos/phonics-videos/>

Useful IT games for basic literacy

- <https://www.education.com/games/alphabet/>
- <http://www.letters-and-sound.com/phase-2-games.html>
- <http://www.letters-and-sound.com/phase-3-games.html>
- <http://www.letters-and-sound.com/phase-4-games.html>

Useful APPS

- Hairy letters
- Funimal phonics
- Forest phonics
- Phonics Tic Toc, Toe
- Pre-school 1st words (colours, shapes, food, transport, wild animals, pet animals, weather, at home, clothes)

Parents/Carers and the Wider Community

- Parents should be made to feel welcome and valued in the school and the community – they could be invited in to share knowledge about their culture or religious festivals, help out on school visits etc
- Parents/ carers should be encouraged to continue reading with/ talking to their children/ discussing the school day and learning in their home language
- Parents/ carers should be kept informed of child's targets so they can support from home
- Parents/ carers may want to support their children by translating school resources in advance of lessons
- When appropriate and possible, translators should be accessible for meetings
- When appropriate and possible, written information should be translated (eg letters/ information regarding school events)

Staff Development

The school enables all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

The Academy Development Plan incorporates action plans and reviews relating to raising the achievement of all disadvantaged groups, including EAL.

As an academy, we work closely with St Michael's in Wolverhampton who have developed an EAL pathway (see appendix one). Our staff has undertaken training in this pathway and if required additional advice and support would be sought.

Appendix 1 – Three Spires Trust EAL pathway

Primary EAL Pathway



INTENT: The intent of EAL support for Primary schools in the Trust is to ensure that pupils for whom English is an additional language are fully included, supported and academically can achieve, belong and flourish in line with the Christian, values-led vision of the Three Spires Trust.

Pre-Induction Visit/Admission

- Family contacts school or via admissions
- School office obtain admissions information including home language etc. Office to ensure pupil is registered with GP and dentist. Signpost as necessary - RMC
- Arrange date for parent/carer to meet for tour of school (possibly with interpreter, pupil and member of support staff)

Prior to first day

- Induction tour with parents and pupil. Name and dob checked and paperwork completed as appropriate – including Mid-year transfer information form. Background and immigration status established. Where possible family supported by same language speaker (see internal translator list)
- Discuss with parents, uniform, PE kit, school meals/FSM, any additional needs
- Agreed method for travelling to school
- Establish prior learning journey
- Introduce pupil and family to class teacher and, if convenient, classmates
- Agree start date and put in a letter to send home
- Share Prospectus and/or key information as appropriate (*Knowing our School* document)

Induction

- Class teacher to organise buddies (MA or HA as good language model)
- Prepare copy of visual timetable to share
- Prepare Young Interpreters to support [Young Interpreters | Bantock Primary School](#)
- Scrutinise all available data to ensure school is best placed and prepared to support

Day One onwards

- In first two weeks, complete NASSEA EAL assessment
- Complete initial Language assessment and Initial maths assessment – use as a working document to inform planning
- Complete *Getting to know you* document
- Explore *Wishes and Feelings* or *Three Houses*
- Look at possible triggers if arrival in UK has been traumatic
- If appropriate, establish an adapted *Individual Learning Plan* for the first 6 weeks.
- Identify Key Adults
- Add to prior learning journey and document
- In class observations – *How is the pupil settling in? Are there any additional needs identified? Is any additional support required?*
- Invite parents in to see how their child is settling in. Share access to homework and any online portals including the school website for more information.

Reading and Phonics

As appropriate and benchmarked against NASSEA EAL assessment framework complete:

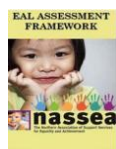
- Reading Fluency assessment
- Phonics check
- Year group Reading assessment/SATs

Maths

As appropriate and benchmarked against NASSEA EAL assessment framework complete:

- Family 20
- Club Sheets
- KS1 Arithmetic Test
- KS2 Arithmetic Test
- NCETM Prioritisation work

Useful documents/resources

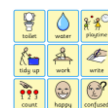


- Google translate APP
- Google Lens
- Microsoft translate
- [Homepage | City Of Wolverhampton Council](#)
- [Healing Classrooms | The IRC](#)
- City of Wolverhampton Council – CLL Team
Claire.Sumner@wolverhampton.gov.uk
- videos – [Oak academy](#), [BBC Bitesize](#) with subtitles

In class Support

High quality Wave 1 teaching +

- Communication – widgets



- Parent Support – encourage speaking home language in the home
- Use translation tools
- Pre-teach
- Interventions for key survival vocabulary
- Adaptive teaching strategies
 - Visual prompts
 - Scaffolding
 - Sentence stems
 - Substitution tables
 - Modelling (oral and written)
 - WAGOLLS
 - Word mats
 - Colourful semantics
- Learning through talk – Talk, Talk, Talk
- Range of cultural texts

Appendix 2 – EAL Assessment Framework

PRIMARY LISTENING						PRIMARY SPEAKING					
	BAND A	BAND B	BAND C	BAND D	BAND E		BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance	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
1	Can understand simple words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. Draw a circle under the line)	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support	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, listing first language features in their pronunciation	Can make predictions (e.g. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. I landed the first object will float because it is made from wood)
2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. Which one is a rock?)	Can respond to simple phrased factual questions (e.g. Which thing use water?)	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information	2	Can express concrete meanings and references during simple, routine, familiar tasks (e.g. I like to drink, this ball)	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	Begins to retell and can sometimes self-correct errors in own speech (e.g. 'bigger', 'small', '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 copy/trace some words and simple phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. 'On your feet', 'Check your work'))	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. 'however', 'in fact') to help make meaning	3	Can respond to questions which are visually supported (e.g. visual timetable, word mat, instruction visual 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. 'The say she like Math')	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 follow and join in routine classroom activities willingly (e.g. 'Say attention', 'Turn a corner')	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references (not culturally laden)	4	Can identify and name some school and everyday objects (e.g. 'Table', 'pen')?	Can repeat basic facts or statements previously learnt (e.g. 'Meeting 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. 'I and I are similar/different because...')
5	Can show comprehension through action and gesture rather than words	Can follow narrative accounts with visual support	Can understand intonation to gain meaning from spoken English (e.g. 'hear approval or disapproval, or distinguish between a question and a command)	Has access to a wide vocabulary including abstract nouns (e.g. 'hunger', 'happiness') and a growing bank of subject-specific words related to curriculum tasks	Can understand most of the content when teachers speak clearly at a normal pace	5	Can make simple statements when prompted and supported by prior rehearsal (e.g. 'Boy has blue')	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 understand a basic, limited range of vocabulary in everyday talk in the classroom (e.g. 'quiet', 'be up your hand')	Can follow instructions where the context is obvious and recognise familiar words in spoken texts	Can respond appropriately in most unplanned exchanges	Can distinguish between and follow different types of spoken language (e.g. teacher-fronted content talk, play, poems, stories)	Can follow most audio and video materials	6	Can use some common adjectives (e.g. 'big', 'tall', 'good')	Is beginning to use forms (mostly first (I) and third (he/she/it)) 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 unscribed 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 Peter')	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes
7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	Can respond to simple phrased factual questions about lesson content (e.g. 'Is the leaflet about animals or objects?')	Is developing understanding of sentence types (e.g. questions, statements) through word order rather than intonation alone (e.g. 'Mrs wants to know how we are going to make this story better')	Can follow spoken language used in school events and activities (e.g. assembled confidently but some vocabulary and grammatical forms may be challenging (e.g. 'Some aspects of our curriculum will be changing'))	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms	7	Can ask simple questions about own work (e.g. 'What is this report?')	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', 'at' 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 begin to use limited awareness of grammar to make sense of talk by themselves and peers (e.g. 'went' for past tense)	Can attend actively to the conversations of other English speakers on familiar classroom topics (e.g. a preference of colours, shapes of objects)	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	May ask for clarification and need extra time when participating in complex interactive listening activities (e.g. group performances or class discussions)	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register (e.g. formal and informal)	8	Can make basic needs known to others (e.g. 'I not understand', usually a 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 spontaneous)	Can use knowledge of first language to work out the meaning of unfamiliar English words or phrases (e.g. using knowledge of words or phrases that are shared by first language (e.g. 'volcano' = vulcan (Romanian), vulkan (Polish), 'to' = to (Hungarian))	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 sort pictures or objects according to oral instructions	Can use contextual clues to gain meaning from curriculum-related spoken language (e.g. make use of a water cycle diagram to help make sense of topic-related talk)	Is beginning to pay attention to and respond to different registers in formal and informal settings (e.g. 'Sit down', 'Please take a seat')	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school context	Can deal with the language demands of all routines and common situations in school	9	Can communicate some lesson content in longer, more correct utterances, supported by scaffolding from the teacher and prior practice (e.g. speaking in a visual framework, copying a model/teacher pattern, 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 slower 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 sequenced 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 engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings such as 'How are you today?')	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. 'Come to the mat')	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and is at familiar pace	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication (e.g. frowning)	Can understand different registers and varieties of spoken English, and respond appropriately (e.g. match a formal response to a formal request)	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 'The had gone home he would have seen the burglar' might come out as 'Da house I want, be seen 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

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