

Jasper City School

English as an Additional Language Policy

We are aware that pupils may need to learn English or improve their understanding of the English language before commencing on their programme of learning. With this in mind we would efficiently establish the level of English of all students whose first language is not English via initial assessment and diagnostics.

In consultation with the parents we will plan an individual programme for the child with English as an Additional Language (EAL) with short term targets, to support the child's integration into British culture including understanding and speaking the English Language with fluency. Provision for the welfare of students who have EAL would be integrated fully into the school's pastoral care support system.



The Speaking English with Ace and Christi programme provides the same means for young schooled-aged children who do not speak English as their first language to become sufficiently acquainted with spoken English to prepare them for learning to read the English language. This sixty lessons programme provides lessons for aural and oral language development which include:

- English language for everyday listening and speaking which will allow children to function in the classroom activities and routine
- English vocabulary necessary for children to succeed in the ABCs with Ace and Christi learning-to-read programme in English and in Spelling (& Word Structures) (level one)
- English communication structures which allow children to express verbally their questions, statements, needs, and ideas in English.

We will use this course for children with EAL who are admitted to the school, from Reception to year 4.

Videophonics is a remedial reading programme within the ACE curriculum used to teach phonetic reading to older primary-aged children (approximately 9+ yrs.) who have significant reading difficulties or who have failed to acquire reading skill through other schemes. ACE has combined the phonics method with today's technology to teach reading. This phonics based programme includes letters and letter sound exercises, blending exercises, repeat sound exercises and practice exercises. The course consists of twelve DVDs together with respective CDs and full-colour skill-pack workbooks. The course is an excellent introduction to the English language and can therefore be used for pupils who have EAL. Through this course pupils are able to learn the foundations and vocabulary of the language efficiently. Individual supervision, support and monitoring will be included as part of the programme assessing suitability and challenge levels.

The next EAL course that ACE provides is aimed at children who have a degree of motivation to learn English and be willing to review a lesson until they understand it. We will ensure that only those children who display maturity (from about 12 years old) are prescribed this course. Lessons are short and fast paced, designed so that non-English speaking children can complete them all in 6-12months. By that time, children should have reached an intermediate level of proficiency. The course lends itself to small group or individual use. It is self-paced and self-instructional, non-threatening and individualised, placing no unrealistic demands on the child. The course includes ten DVDs and one workbook which teaches:

- Intense reading and phonemic (sound system) mastery, including phonics and linguistic-type activities.
- Total Physical Response (TPR) for concrete understandable English.

Also, care would be taken to glean from subject areas and from other areas of school life key items of vocabulary and ensure the students are familiar with these. The programme of learning would prioritise integration into a class, including social opportunities, as most children learn a host language with greater ease when they are immersed in that language daily. The aim through the development of reading, writing, listening and oral performance and close monitoring is, for children with EAL to transit to their prescribed curriculum level. The student will then have the necessary skills to empower them to continue learning English in all other curricular subjects and ensure that the EAL learner has maximal access through English to the wider curriculum. Staff will receive INSET to help their awareness of using accessible language, resources and opportunities to support the pupil's ability. This advice should be read in conjunction with the Equality, EAL and SEND policies.

Further support may involve EMAS (or a similar service) or a suitable bilingual member of staff if available or support staff if necessary. We will endeavour to employ professional staff to represent the multi-cultural and multi-lingual community that Jasper City School will be. By taking this approach children are more likely to see and hear staff (and students) who share their culture and language and provide immediate comfort and reassurance to pupils who have EAL. We will also ensure provision of bi-lingual material in our library and classroom areas.

Staff will use support strategies to ensure curriculum access. These will include:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources if required, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists, books.
- Writing frames, directed activities related to texts (DARTs)
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities, using preferred language where appropriate.
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, etc.