'*Therefore encourage one another, and build each other up.*'

Supporting Children with English as an Additional Language (EAL)

Date:	January 2026
Review:	January 2028

Admission of EAL pupils
When a pupil arrives at the school, the information that should be collected from parents if possible is:

- Home background before coming to the UK
- Any breaks in their education
- How long have the children been in the UK
- Language spoken at home
- Academic ability in their home language

The children should be given time to settle in to the new school and this may be longer for some than others. A period of silence is not unusual. When appropriate, the children should:

- Complete an all about me booklet (Flash Academy) – about hobbies and interests
- Be given a buddy (could be someone speaking the same language)
- Have a basic vocabulary word mat
- Dual language books and dictionaries

Once the children are settled in, like other children, they complete a number of assessments to identify as early as possible any gaps and support that might be needed. These include:

- Maths arithmetic NFER from the year below
- Complete Phonics RWI assessment
- Reading assessment on Accelerated reader
- Reading assessments – speed and fluency
- Non-verbal GL assessment if appropriate

Assessing language proficiency

Children who come in as EAL will be assessed against the Bell Foundation Assessment framework. This framework is categorised in to 5 areas with the following summary.

New to English	Early Acquisition	Developing competence	Competent	Fluent
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Each of these categories are underpinned by a more detailed set of criteria.

Children who are assessed as New to English, Early Acquisition or Developing competence have a more detailed assessment based on the Bell Foundation criteria.

Children who are competent and fluent do not have a more detailed assessment completed but are supported by the strategies outlined below.

Strategies used in the Classroom

High Quality Teaching for all

Outlined below are the quality first teaching strategies that we use in the school which is the offer for all children in the classroom but are designed to support all learners.

- Retrieval/ recall starters – these allow the children to recall key prior knowledge and address any misconceptions/ gaps from previous assessment.
- Feedback at the beginning of the lessons highlights misconceptions from the previous lesson and addresses these.
- The learning for the lesson is explicitly discussed through the lesson title and the success criteria
- Learning is broken down in to small, manageable chunks
- Regular opportunities for AfL so teachers can adjust teaching in the moment
- Opportunities for oracy are built in to lessons and sentence stems are used to support
- Instructions and tasks are modelled so expectations are clear.
- Flexible groups are created so that support can be targeted
- Scaffolding will be available so all children can access the learning

Additional strategies in the classroom to support EAL learners

	New to English	Early Acquisition	Developing competence	Competent	Fluent
	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
Strategies	• Allow children to just be • Basic English (Survival) • Dual coding • Sat facing teacher – lots of gestures and actions • Simple instructions with pictures and modelling • Yes or no/ closed questions • Scaffolds such as substitution tables, sentence frames, word mats, gap fills, matching tasks • Word mats • Access to translator to support thinking • Translated texts/ bilingual • Flash academy/ Racing to English • Phrase cards (Survival) • Teach key vocabulary • Print slides • Phonics -write the sounds • Buddy up with positive peers	• Continue with strategies from previous band • Continue to use visuals • Provide opportunities to practise handwriting • Continue to use word mats, glossaries, bilingual labels, vocabulary games • Sentence starters, substitution tables structured frames • Scaffold speech with sentence stems • Teach prepositions • Reinforce question words • Phonics development through reading 1:1 • Translation tools available • Dual language texts • Assign simple roles – e.g handing out books so they feel more belonging	• Use collaborative talk: role-play, discussions, hot-seating. • Begin using more open questions requiring reasoning/explanations. • Explicit teaching of vocabulary • Use graphic organisers (Venn diagrams, spider charts, sequencing). • Integrate language for thinking: because, so, however, therefore. • Use structured speaking tasks (discussions, drama, presentations) • Provide model texts and use joint construction of writing. • Explicitly teach grammar where needed (verb tenses, articles, sentence structures). • Provide targeted feedback encouraging self-correction. • Build independent strategies: note-taking, summarising, scanning texts.	• Scaffold extended speaking: debating, discussions, instigator, builder, challenger • Teach complex grammar: past perfect, passive voice, cohesive devices, noun phrases • Explore idioms, figurative language, and cultural references explicitly. • Provide WAGOLLs (exemplars) and analyse text features in detail. • Encourage independent reading of more challenging texts. • Encourage self-monitoring and peer-assessment using checklists. • Provide wider roles in the school.	• Expect full participation in presentations and discussions; encourage elaboration. • Explicitly teach nuanced vocabulary: shades of meaning, synonyms, modality (may/might/could) • Continue to teach complex academic structures for KS2 writing. • Expose learners to challenging texts, wider reading, and unfamiliar cultural references. • Model and practise language for high-order tasks: • Encourage leadership roles • Support exam preparation: reading rubrics, understanding mark schemes. • Encourage self-assessment and target-setting for accuracy and style.

EAL Intervention – additional to that offered in class

Flash Academy
Children who are assessed as new to English will be given a Flash Academy account which provides the children with an online individualised programme to support early English language.

Racing to English
Children who are assessed as Early acquisition and developing competence have a weekly 'Racing to English' session to develop their language patterns and vocabulary.

Fresh Start
Children who are not secure with phonics knowledge will have access to a daily Fresh Start session to support with decoding and reading fluency.

Regular Readers
Children within the lower 3 categories of assessment become regular readers and read with an adult twice a week.

Children who are assessed as competent and fluent do not have any extra intervention for their learning however they are considered within the classroom environment.

Other whole school approaches

In addition to the strategies already mentioned, we also make conscience decisions within other aspects of the school. Some of these are listed below:

- We ensure that children's culture and beliefs are explored, shared and celebrated both within the class and in Collective Worship.
- Children sing songs within Collective Worship and music lessons
- Children have access to books in their own language to promote dual language
- Adults recast language so that the correct way of speaking is expected

Measuring Impact

Pupils with EAL are discussed at pupil progress meetings to ensure that they are continuously making progress.

Children complete regular Accelerated Reader assessments which provide feedback on how well the children are reading and understanding.

The Leadership Team monitor the progress of EAL children termly in terms of:

- Attendance
- Attainment and progress