



English as an Additional Language Policy



The majority (60 - 70%) of our pupils are classified as EAL; this means that in their household another language is spoken at times. This does not mean that the child necessarily speaks another language, but it does mean that the child may not always be hearing standard English at home. Having said that, experience shows that a high proportion of pupils who are English only speakers have a limited vocabulary and a non-standard form of both written and spoken English.

The four main home languages spoken at Manor are English, Bengali, Somali and Portuguese. There are also significant numbers of speakers of Yoruba, Urdu and Romanian. Currently we have 39 out of 52 languages being spoken by 5 or fewer children. Many of the children also have a knowledge of Arabic from their mosque classes.

Aims

Children for whom English is not their main or home language should be able to reach the same level of attainment that they would have reached in their main or other home language.

Provision

It is necessary that our planning must be embedded with the principle that all our pupils may need their spoken and written English enhanced. If we are to ensure that all our pupils are enabled to reach their full potential we cannot see planning for the 'EAL' pupils as an 'add-on'. Pupils who are still at an early stage of English may need additional help, but this should not be the end of our planning and thinking about EAL and learning.

We also need to appreciate that these principles apply across the curriculum, not just in Literacy

So:-

- Check all texts and all speech in all subjects, not to simplify but to explain.
- Use as many different ways as feasible in the time to introduce a lesson; oral, written, pictorial, graphical, etc.
- Correct the children's use of grammar (spoken and written), when appropriate, if spoken, the corrected phrase should be reflected back by the child.
- Do not place too much emphasis on the correct spelling of poly-syllabic words, the children's writing will be reduced to a series of 'saids', 'nices' and 'bads'! Prove to the children that phonetically spelled words can be read!
- The EAL coordinator will check texts and other written material on a regular basis and will monitor the progress made by EAL children through the termly assessment process.
- Ensure children have exposure to good models of both spoken and written English in the classroom.
- EAL children need time in the classroom initially to hear and learn English and begin to assimilate language.