

English as an Additional Language (EAL)

“When a pupil's first language is not English”

“... the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community ...”

How we support an EAL child at Alec Reed Academy

Initially we complete a baseline assessment on learning village. The Baseline Assessment is designed to identify whether the learner has the language needed to work comfortably in their new class. The assessment can be administered orally or in writing, depending on the ability and age of the learner. This assessment allows the teacher to decide, first, if small group sessions would be suitable for the child and, second, how to accurately select sessions appropriately for the new arrival.



Learning Village
Assessments to complete

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Name
Step 1: Complete the Phonics and new-to-literacy assessment
Step 2: Speaking and Listening - Interview
Step 3: Vocabulary and Language Structure assessment
Step 4: Writing assessment
Step 5: Reading assessment
Step 6: EAL Continuum assessment
Step 7: Basic Maths Calculations assessment
Step 8: Ongoing assessment for learning
Learning Village alignment to CEFR and NASSEA assessment frameworks

In our school, teachers take action to help children who are learning English as an additional language in the following ways:

- Developing their spoken, understanding and written English by ensuring that vocabulary work covers the technical as well as the everyday meaning of key words.
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Endeavour to build on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another; ensuring access to the curriculum and to assessment by: using accessible texts and materials that suit children's ages and levels of learning.
- providing support through ICT, audio visual materials and dictionaries