

OUR COMMITMENT TO SUPPORTING EAL LEARNERS



High quality classroom practice to support all EAL learners at Christ Church School

The aim of our commitments to supporting EAL learners is to ensure that we meet the full range of needs of those children who are learning English as an additional language. At Christ Church School, we welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school. We aim to help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential, as detailed below.

Classroom organisation and display

- An organised classroom with clearly labelled and designated areas for books and equipment.
- Books in different languages, including home languages of EAL learners, available in the classroom and including first language dictionaries
- Tables are arranged to facilitate paired and group discussion
- When appropriate, all children can sit facing the teacher.
- Relevant equipment/resources are available either on the tables or easily accessible for pupils
- Use of illustrated and age-appropriate word banks which are accessible to all children (i.e. reachable *and* comprehensible) and interactive
- A range of words are displayed in context (within a sentence, within a caption illustrating a diagram, photo etc.) and focus words (e.g. connectives) are highlighted
- Some displays are interactive, e.g. with post-its for children's comments and questions
- IWBs are uncluttered and colours are used to enhance clarity.
- Encouragement of EAL learners to use home language in the classroom, together with examples of home languages on display

Role and organisation of talk (pupil and teacher)

- Flexible pairings and groupings for talk, e.g. new arrivals grouped with more fluent English speakers; new arrivals paired with same language speaker for discussion in first language
- Use of talk partners/groups is a frequent and natural part of classroom practice
- Teacher talk does not dominate but is focused and led by the responses of the children which are then built on
- Clear articulation when talking to pupils, including speaking more slowly
- An awareness of being able to change words flexibly and fluently in order to simplify language
- Oral constructions are modelled and the children given opportunities to rehearse these constructions with oral starters as appropriate
- The class teacher and any additional adults communicate well with each other to ensure target pupils have the opportunity to contribute to the lesson

Teaching strategies that support English language acquisition and development

- Ensure that there are effective opportunities for talking and that oral rehearsal forms the pre-requisite for writing
- Visual, auditory or kinaesthetic prompt to activate prior learning at the beginning of a lesson or new topic
- All learning set within a context that children can engage with
- Modelling of activities, including an example of what the end result should look like
- Visual support in the form of pictures, photos, objects, diagrams, charts etc. for whole class and independent work
- Pre-teaching of specialist/unfamiliar vocabulary
- Frequent use of actions and drama techniques to expand vocabulary and aid
- Songs, rhymes, chants and choral repetition
- Scaffolding for writing such as sentence starters, writing frames
- Repetition of key vocabulary throughout the lesson
- Clear, achievable and measurable targets to ensure progression
- Celebration of achievements of all learners

How parents/carers can continue to support EAL learners at home

It is also the aim of Christ Church School to value the home languages of EAL learners and we strongly encourage parental support in improving their child's attainment. Whole school strategies are in place to welcome parents into school, communicate with and involve parents in their child's learning and to promote a multi-cultural understanding in the school and we greatly value the support of parents in developing their child's English language skills by:

- Finding opportunities to continue to develop English language skills at home, at the weekend and during the school holidays to maintain a level of spoken English outside of school. This may be through social groups, clubs, holiday activities or play opportunities with peers.
- Parents getting involved in school and sharing their family's language with school where possible.
- Continuing to develop the 'home' language of the (e.g. by reading and discussing stories together, involvement with language/cultural groups, watching TV and films in the home language and discussing these together and by reading books in the home language.
- Making links between languages (e.g. comparing similar words, talking about differences in the languages, looking at the roots of words) and learning English together.
- Using language in the wider environment as a learning opportunity.