



**LA SCUOLA ITALIANA A LONDRA**

**CODE OF PRACTICE FOR**

**ENGLISH (EAL) AND ITALIAN (IAL)**

**AS AN ADDITIONAL LANGUAGE**

**(EYFS & KS1-2)**

**Last Reviewed December 2015**  
Date of next review December 2016

## Appendices

- [Language Acquisition](#)
- [International New Arrivals – Enrolment & Induction Code of Practice](#)
- [EAL and/or IAL Information Request Form A](#)
- [EAL and/or IAL – New Arrival Profile](#)
- [EAL and/or IAL Monitoring Form](#)
- [EAL and/or IAL Provision Map](#)

Children with ‘English as an Additional Language’ (EAL) are those who have a first / home language other than English and who are in the process of learning and using English as an additional language through the curriculum and the broader life of the school.

Children with ‘Italian as an Additional Language’ (IAL) are the equivalent of EAL for those who have a first / home language other than Italian.

At SIAL, as a bilingual, bicurricular and bicultural school, we are committed to meeting the needs of all children with English and/or Italian as an Additional Language.

Whilst being clear that **EAL and IAL are not ‘special educational needs’ (SEN) or ‘learning difficulties’**, the school acknowledges that children with EAL and/or IAL often have an additional need in terms of accessing the language used by the staff and the children’s peers, and related learning issues, which can lead to underachievement and isolation.

Within the group of children with EAL and/or IAL, there is a more vulnerable group of children we refer to as **International New Arrivals (INA)**. This refers specifically to children who have entered the UK within the past two years.

We also need to note the background of those children with EAL and IAL, including whether or not they are:

- ‘First generation’. *They were born in another country and have since resettled in the UK with their family.*
- ‘Second or Third generation’. *They were born in the UK into a migrant or ‘dual-heritage’ family.*

## **Context**

At SIAL the majority of the children who currently attend are children with EAL. They are typically ‘first generation’ Italian and we have several children who are International New arrivals (INA) each school year.

As a consequence their educational backgrounds are often varied in terms of length, focus and style of teaching and learning.

Children with EAL and/or IAL will take approximately 5–7 years of education in their additional language to become academically-fluent.

*This will occur naturally through a nurturing immersion rather than segregated intervention.* The rate of acquisition can be maximised but not necessarily accelerated.

## **Principles**

For citizens and residents of the UK and/or Italy, the acquisition of the English and Italian languages respectively is crucial to the fulfilment of academic potential, the raising of economic prospects and being included in the daily life of the school community and wider public society.

At SIAL we view the fulfilment of this amongst children with EAL and IAL to be fundamental to our ongoing mission.

The following are to act in conjunction with the school's overall pedagogical principles (see *relevant codes of practice*):

- Ensure all children with EAL and/or IAL have full access to the curriculum (and other School opportunities).
- Be proactive in removing any barriers that stand in the way of all children with EAL and/or IAL fulfilling their potential.
- Providing all children with EAL and/or IAL – particularly those who are International New Arrivals (INA) – with a safe and welcoming environment where they are accepted, valued and encouraged to participate.
- Children with EAL and/or IAL:
  - Have a temporary additional need which is primarily language acquisition – it is separate from typical additional needs but with crossover points.
  - Do not automatically possess 'special educational needs' (SEN) and should not be labelled or treated in this way.
  - Are not automatically of 'lower ability' and should not be labelled or treated in this way.
  - Will have potential strengths as well as additional needs.
- There is a social-emotional and cultural dimension to catering for the needs of children with EAL and/or IAL.

## Roles and Responsibilities

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of the achievement and inclusion of all children with EAL and/or IAL.

Every teacher should:

- Seek to *nurture language development* as well as teaching their respective learning areas
- Coach the children on *how to learn* as well as teaching their respective learning areas (so as to counter different educational experiences, i.e. length, focus and style of previous learning)
- Build *stable and productive social groups* as well as teaching their respective learning areas (so as to counter the challenge and stress of social integration)

Within the EYFS Profile, the ELGs for **communication and language** and for **literacy** must be assessed in relation to the child's *competency in English*.

The remaining ELGs *may be assessed in the context of any language* – including the child's home language and English.

**N.B.** *EYFS teachers: underpinning the EYFS Profile assessment is the understanding that language is central to our sense of identity and belonging to a community and that linguistic diversity is a strength that is recognised and valued. Parents and carers also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting.*

Currently the school's **Learning Support co-ordinator** oversees the development and day-to-day coordination of the school's Learning Support practices. This includes EAL and IAL provision. With regards to the latter their responsibilities include:

- Identifying incoming children with EAL and/or IAL, with support of the class teachers.
- Bringing the presence and needs of current children with EAL and/or IAL to the attention of colleagues.
- Responding to requests for information about children with EAL and/or IAL.
- Ensuring that children with EAL and/or IAL are integrated into mainstream classes and have full access to the curriculum.
- Maintaining a register of children with EAL and/or IAL.

## Approach to Teaching

Every teacher will encounter children who do not use English and/or Italian as their first language. *To be successful we will have to nurture language development – as well as teaching the parts of the curriculum we are responsible for.*

Every teacher will encounter children who will often have had very different educational experiences in terms of length, focus and style of their previous learning. *To be successful we will have to coach the children in how to learn – as well as teaching the parts of the curriculum we are responsible for.*

Every teacher will encounter children who, having moved countries, are undergoing the challenge and stress of social integration. *To be successful we will have to build stable and productive social groups – as well as teaching the parts of the curriculum we are responsible for.*

- *Naming.* Check the pronunciation of the child's name. Make sure you pronounce it correctly.
- *Grouping.* Where appropriate try to place children with supportive children of similar ability, who can act as good language models.
- *Buddying.* Pair with a responsible, caring, articulate student who will act as a guide, friend and role model. Reward students for acting as buddies (*positions of responsibility, badges etc.*).
- *Communicating.* The use of the target language should be complimented with visual cues as well as translations into common languages for key areas of school / aspects of learning.
- *Coaching.* Schemes of work and lesson planning need to build in activities that demonstrate and practise language. Not just subject-specific words but general academic words.

### 5 Trigger Questions for Additional Language-friendly Classrooms

1. Where are your EAL and/or IAL children and who are they sitting with? How is that likely to help or hinder them?
2. Take a typical task and role-play how you would explain it (written or spoken) – how many subject-specific and general academic words were used?
3. Think back to a recent lesson involving EAL and/or IAL children – how often did they contribute to class discussion? How often did you speak to them on a one-to-one basis?
4. Think back to a time an EAL and/or IAL child pronounced or wrote a word incorrectly – did you ignore it, recast it (tell them the correct version) or encourage self-repair (ask them to say a phrase or word again, then praise)?
5. Take a scheme of work and make a list of all the subject-specific words which need to be learnt – how many are there and how many activities have you planned specifically to teach them? How long would it take to create some vocabulary sheets translated into common languages?

### **Placement**

We recognise that children with EAL and/or IAL, who may be new to English and/or Italian and to the UK and/or Italy, need support and stability as they start school.

We therefore aim to make an early and informed decision about timetable content and setting before a child starts at school and will maintain this unless we discover the child is seriously misplaced.

Without exception, we recognise that children with EAL and/or IAL:

- Have a right to a full timetable, with equal access to the whole curriculum.
- Are best placed in groups with fluent speakers of their additional language who will provide them with good models for using the language.
- Should be placed in groups in line with their intellectual/cognitive abilities first and their language and literacy skills second.
- Are not automatically placed with children who require Learning Support for reasons of TA support or smaller groups.
- Are not placed in teaching groups based on one stand-alone test / assessment.

Children who are International New Arrivals (INA) will require, as a priority, calm supportive classes to meet their social-emotional needs during the first 6 to 12 months of education. *This should take precedence over educational issues.*

## Admissions, Identification and Tracking

The school recognises that background information on children with EAL and/or IAL can often contain gaps and be inconsistent – it can also be a sensitive issue for some families.

However, the building up of ‘learner profiles’ on the linguistic background and previous educational experience of children with EAL and/or IAL is crucial in planning future support. The same can also be said for information on reasons for moving countries and any possible past traumatic experiences.

- Incoming children with EAL and/or IAL will be identified through the information provided on entry by their parents/carers and previous schools.
  - Such children may also be identified by feedback from class teachers.
- Details will be recorded in the Learning Support Register.
- Incoming INA students will follow the International New Arrivals (INA) – Induction and Enrolment Code of Practice (see [appendix \*International New Arrivals – Enrolment & Induction Code of Practice\*](#)).
- All children with EAL and/or IAL will be graded with reference to the NASSEA assessment system and the SIAL Curriculum – a three step process is followed:
  1. Compilation of an *EAL and IAL Register*.
  2. Highlighting of children who are a ‘Cause for Concern’ based on background information, attainment data and pastoral feedback.
  3. Placement of ‘Cause for Concern’ children on the *EAL and IAL Progression Map* (to set out focus areas, intervention and support responses). Whilst not wanting to overwhelm the children with targets, this can then be shared with each child if deemed appropriate and beneficial.
- Children with EAL and/or IAL will be monitored as part of the whole-school monitoring system, with the Learning Support Co-ordinator and relevant class teachers providing additional monitoring where necessary.
- Where a child’s achievement appears to be affected by difficulties related to EAL and/or IAL, target-led intervention will be put in place by the Learning Support Co-ordinator with support from the child’s class teachers.
- Information related to children with EAL and/or IAL needs is passed on to class teachers by the Learning Support co-ordinator.

## Children with Special Educational Needs and Disability (SEND) and who are Gifted and Talented (G&T)

The school recognises that most children with EAL and/or IAL needing support with their additional language development do not have SEN. However, should SEN needs be identified during assessment, children with EAL and/or IAL will have equal access to appropriate provision in line with the *SEND Code of Practice*.

Similarly, the school recognises that there may be children with EAL and/or IAL who are Gifted and Talented (G&T) even though they may not be fully fluent in their additional language and such children must equally be identified and their potential supported and enriched.

## Professional Development

Staff can best be supported in their ongoing practice, and children with EAL and/or IAL can consequently best be supported, through the provision of:

- Regular opportunities for staff to reflect upon and share their discoveries and concerns (i.e. departmental meetings, development dialogues and progress monitoring).
- The consistent identification and sharing of best practice.
- Opportunities to access appropriate internal and external professional development programmes in accordance with their ongoing development needs.

## APPENDICES

### Language Acquisition

#### Stage 1: Pre-production

('The Silent Period') This can last up to six months. The child may have up to 500 words in their receptive vocabulary, but are typically not yet fully able/confident in speaking. They will repeat what is said to them: parroting not producing. **Approximately the equivalent of the expected attainment level between the ends of N3 and N4 (i.e. N3|8 to N4|8).**

#### Stage 2: Early production

This may last up to six months. The child will develop a receptive and active vocabulary of about 1000 words. **Approximately the equivalent of the expected attainment level between the ends of N4 and Reception (i.e. N4|8 – R|8).**

#### Stage 3: Speech emergence

Developed vocabulary of about 3000 words. The child can communicate with simple phrases and sentences. **Approximately the equivalent of the expected attainment level between the ends of Years 1 and 2 (i.e. 1|8 – 2|8).**

#### Stage 4: Intermediate fluency

Vocabulary of 6000 active words. **Approximately the equivalent of the expected attainment level between the ends of Years 4 and 5 (i.e. 4|8 – 5|8).**

#### Stage 5: Advanced fluency

Starting from scratch it takes on average 7-10 years to achieve academic proficiency in a second language. The child will have a range of listening skills necessary to participate fully within the curriculum. **Approximately the equivalent of the expected attainment level between the ends of Years 6 and 7 (i.e. 6|8 – 7|8).**

#### *6 Steps to learning a New Language...*

When learning a new language, EAL and IAL children need to:

1. **See** the word / phrase
2. **Hear** the word / phrase
3. **Link** the word / phrase to meaning
4. **Practise** and **self-repair** the word / phrase
5. **Revise** the word / phrase
6. **Use** the word / phrase **in another context**

## International New Arrivals – Enrolment & Induction Code of Practice

Named co-ordinating staff:

Stage 1 – Initial Contact
<b>Actions:</b> 1.1) Arrange enrolment meeting. 1.2) Organise interpreter if required. 1.3) Invite representatives from Learning Support. 1.4) Identify potential buddies / befrienders. 1.5) Identify any children who also speak the language.
<b>Checks:</b> <ul style="list-style-type: none"><li>• Pronunciation of child and family name.</li><li>• Clarify home language spoken and languages parents/carers can speak (some countries will have a variety of languages spoken).</li></ul>
Stage 2 – Enrolment Meeting
<b>Actions:</b> 2.1) Complete 'EAL and/or IAL Information Request Form A' (see <a href="#">appendix</a> ) 2.2) Explain relevant school codes of practice and routines. 2.3) Plan initial timetable and setting. Ensure timetable is fully in line with a policy of 'nurturing immersion'. 2.4) Plan initial support arrangements – buddying, clubs, pastoral monitoring etc..
<b>Checks:</b> <ul style="list-style-type: none"><li>• Try to gain any further information on learning areas previously studied, any additional / special needs, hobbies and interests, level of religious practice (if any), 'story' behind transition etc..</li><li>• Confirm, and record phonetically the pronunciation of names of child(-ren) and parent(s) and carer(s).</li><li>• Confirm contact details for home – and school.</li><li>• Clarify transport arrangements.</li></ul>
Stage 3 – Induction
<b>Actions:</b> 3.1) Provide with timetable and necessary equipment. 3.2) Tour of school: introduce to involved staff (particularly class teacher, office staff). 3.3) Identify 'support areas' for social times: i.e. school office. 3.4) Introduce to buddies / befrienders – ask them to take part in the tour if possible. 3.5) Provide with any translated support materials.
<b>Checks:</b> <ul style="list-style-type: none"><li>• Clarify they know when to bring in their P.E. kit.</li><li>• Clarify they know which learning areas might require extra equipment i.e. art, cooking etc..</li><li>• Confirm they know where toilets and dining facilities are – try to introduce them to the kitchen staff.</li></ul>
Stage 4 – Initial Language Assessment
<b>Actions:</b> 4.1) Learning Support co-ordinator, based on observations during enrolment and induction, provisionally places child on 'EAL and/or IAL Provision Map' (see relevant <a href="#">appendix</a> ). 4.2) Learning Support co-ordinator writes draft 'EAL and/or IAL New Arrivals Profile' (see relevant <a href="#">appendix</a> ) for child and distributes to teachers.

### Stage 5 – Six Week Supported Integration

#### Actions:

Wk. 1 – TA deployment if available. Integration discussed at department meeting.

Wk. 2 – TA deployment if available. Integration discussed at department meeting. Initial reward for buddies / befrienders.

Wk. 3 – TA deployment if available. Integration discussed at department meeting. Initial reward for buddies / befrienders. Update 'EAL and/or IAL New Arrivals Profile' if necessary.

Wk. 4 – Arrange Review Meeting for Wk. 6 – invites to parent/s and other relevant agencies. Learning Support co-ordinator sends out 'EAL and IAL Monitoring Form' (see relevant [appendix](#)).

Wk. 5 – Learning Support co-ordinator confirms Review Meeting via phone calls.

Wk. 6 – Reward activity for buddies / befrienders.

### Stage 6 – Review Meeting

Representatives from Learning Support, SLT and class teacher(s) to attend.

6.1) Finalise timetable and setting. Continue to ensure timetable is fully in line with a policy of 'nurturing immersion'.

6.2) Plan further support arrangements – key worker, interventions etc..

#### Checks:

- Punctuality and attendance.
- Behaviour Record.
- Encourage children's voice contributions – either during the meeting or after on a one-to-one basis.

Based upon the protocol created by Grant, M. [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)

## EAL and/or IAL Information Request Form A

(For children identified as having English and/or Italian as an Additional or Second Language)

**The successful integration and development of your child is very important to us. To help us decide whether your child may need further support in school, please answer the following questions.**

If you do not wish to answer a question, please put a cross.

Child's Name:	
Form completed by:	

1. Which language(s) do they speak at home? (including which languages their parents/carers speak)	
2. What date did they arrive in the UK? (Please write date of birth if born in the UK)	
3. What other language(s) have they received teaching in?	
4. What date did they first start at an English-speaking school?	
5. Have they ever attended a non-English speaking school?	
6. How long did they attend for?	
7. Will you allow SIAL to provide extra support to your child should it prove necessary to best support their development?	

**All information provided will be stored securely in line with the relevant school code of practice.**

**Thank you for your time and assistance.**

**EAL and/or IAL – New Arrival Profile**

<b>Period:</b>	Induction	6-Weeks	3 Months	6 Months	12 Months
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<b>Name:</b>		<b>Year group:</b>	
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## Background Info:

<b>Siblings at SIAL:</b>		
<b>Heritage / Country of Origin:</b>		
<b>First Language/s:</b>		
<b>Residency in the UK:</b>		
<b>Reason for moving:</b>		
<b>Previous education:</b>		
<b>Years reported to have been spent learning English:</b>		<i>Please Note → children will typically take 5 – 7 years of English-speaking education to acquire academically-fluent English, dependent on frequency and quality of education.</i>
<b>Years reported to have been spent learning Italian:</b>		<i>Please Note → children will typically take 5 – 7 years of Italian-speaking education to acquire academically-fluent Italian, dependent on frequency and quality of education.</i>

## Language Acquisition Assessment:

<b>Listening &amp; Understanding (SIAL grade)</b>	<b>Speaking (SIAL grade)</b>	<b>Reading (SIAL grade)</b>	<b>Writing (SIAL grade)</b>

**Additional Observations:**

<b>Support Strategies:</b>

<b>School Interventions:</b>	
<b>External Agencies:</b>	

<b>Last reviewed:</b>		<b>by:</b>	
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## EAL and/or IAL Monitoring Form

- This form is designed to provide the School with an accurate and efficient process for identifying and tracking children who are identified as EAL and/or IAL and are a cause for concern in terms of attainment.
- The information collated via the EAL and/or IAL Monitoring Forms is used to inform the EAL and/or IAL Provision Map.
- Please tick and/or comment on (i.e. what was observed) the applicable statements below.

Child: \_\_\_\_\_ Year Group: \_\_\_\_\_ EAL or IAL: \_\_\_\_\_

Learning Area observed: \_\_\_\_\_ Staff Completing: \_\_\_\_\_

Date: \_\_\_ / \_\_\_ / \_\_\_

Cycle: Term 1a / Term 1b / Term 2a / Term 2b / Term 3a / Term 3b (please circle)

<b>Stage 1: Pre-Production</b>	
a) Can listen attentively for approx. 5 -10mins..	
b) Can use gesture to show some understanding (nods head, pointing etc.).	
c) Can respond accurately to pictures / visual cues.	
d) Can understand a limited number of common words (greetings, classroom routine instructions etc.).	
e) Can repeat back common words when modelled to them – and is starting to memorise them.	
f) Can connect sounds to single letters.	
g) Can copy common words accurately from the board or worksheet / textbook.	
h) Can connect sounds to common consonant combinations (i.e. blends fl, tr, sp).	
i) Can repeat back short 2 -3 word phrases modelled to them.	
<b>Stage 2: Early Production</b>	
a) Can listen attentively for 10 – 20mins..	
b) Can follow simple, one-part task instructions – “show me”, “add”, “subtract” etc..	
c) Can respond in one-word or two-word phrases.	
d) Can say short common sentence phrases that have been memorized – though not always correctly.	
e) Can copy from the board (identifying the date, title etc.) and is starting to use Maths symbols.	
f) Can understand everyday nouns – knows the names of regular subjects and teachers.	
<b>Stage 3: Speech Emergence</b>	
a) Can listen attentively at same level and rate as peers, though prone to distraction and misunderstanding.	
b) Can understand 2 – 3 part spoken instructions but may sometimes forget	

them.	
c) Can ask simple questions, although not pronounced / structured accurately.	
d) Can understand straightforward stories or teaching points read aloud in class with the support of pictures.	
e) Can use a range of common nouns, adjectives and verbs.	
f) Can answer some basic comprehension questions about what a talk or text was about.	
g) Can complete written work using writing frames and with prompting from an adult.	
h) Can understand the most common subject-specific vocabulary.	
<b>Stage 4: Intermediate Fluency</b>	
a) Can hold sustained conversations with peers and adults about familiar topics.	
b) Can express an opinion or view and explain why they think it – using words such as 'because'.	
c) Can raise their hand and ask questions to clarify what they are learning in class.	
d) Can readily complete tasks that do not have a large literacy component.	
e) Can engage in discussion around key facts.	
f) Can write in a fluent / free-flowing way – albeit with spelling and grammar errors.	
g) Can switch between using formal and informal English or Italian (volume, vocabulary etc.).	
h) Can understand and use some local dialect words and sayings.	
<b>Stage 5: Advanced Fluency</b>	
a) Can initiate and hold sustained conversations with no immediately obvious grammatical errors.	
b) Can understand abstract task language such as 'investigate', 'create', 'analyse' and 'explore'.	
c) Can take an active role within group discussions about a text or topic, familiar or new.	
d) Can write in complex sentences using a range of connectives.	
e) Can use a full range of basic punctuation in writing.	
f) Can structure their writing into sequential or topic paragraphs.	
g) Can recognise and use linguistic techniques such as simile, alliteration etc..	

## EAL and/or IAL Provision Map

Last Updated:

### Children currently at various stages of language acquisition

Stage	Name	Class
Stage 1: Pre-production	•	•
Stage 2: Early production	•	•
Stage 3: Speech emergence	•	•
Stage 4: Intermediate fluency	•	•
Stage 5: Advanced Fluency	•	•

#### Stage 1: Pre-production

This is often described as ‘the silent period’ and can last up to six months. Language learners may have up to 500 words in their receptive vocabulary but they are typically not yet fully able / confident in speaking. Some children will, however, repeat everything you say. They are not really producing language but are parroting. **Approximately the equivalent of the expected attainment level between the ends of N3 and N4 (i.e. N3|8 to N4|8).**

Skills	Targeted Approaches
<ul style="list-style-type: none"> <li>(depending upon the ability of the child) These new learners of an additional language can listen attentively for 10 minutes and they may even be able to copy words from the board.</li> <li>They will be able to respond to pictures and other visuals.</li> <li>They can understand and duplicate gestures and movements to show comprehension.</li> <li>(depending upon the ability of the child) They should quickly start to connect sounds to single letters and simple letter combinations.</li> </ul>	<ol style="list-style-type: none"> <li>Place within small, supportive groups – where the staff-children ratio is high.</li> <li>Focus attention on building a receptive vocabulary – particularly focused on nouns and verbs. <i>They will require common vocabulary / phrase lists with picture cues.</i></li> <li>Place with a “buddy” who speaks their language.</li> <li>They will benefit from being encouraged to join social groups where there are children who can act as ‘good language models’ and can offer friendship.</li> <li>Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to an additional language for such a long time. Whilst immersion in the language is crucial, they may benefit from attending an EAL and/or IAL club with speakers of their first language to provide respite and familiarity.</li> <li>Discreetly and sensitively correct mispronounced / misunderstood language by <i>recasting</i> – that is, repeating their utterance using the correct form.</li> <li>Exams and controlled assessments, carried out in their usual format, will be inaccessible.</li> </ol>

#### Stage 2: Early production

This stage may last up to six months and children will develop a receptive and active vocabulary of about 1000 words. **Approximately the equivalent of the expected attainment level between the ends of N4 and Reception (i.e. N4|8 – R|8).**

Skills	Targeted Approaches
<ul style="list-style-type: none"> <li>(depending upon the ability of the child) During this stage, children can listen attentively for 10 – 20 minutes.</li> </ul>	<ol style="list-style-type: none"> <li>Ask yes/no and either/or questions.</li> <li>Accept one or two word responses.</li> <li>Place with children who can translate and/or children who can act as ‘good language models’.</li> <li>Use visual cues to support listening – storyboards, video and role-play can</li> </ol>

<ul style="list-style-type: none"> <li>• They can follow simple, one-part task instructions – “describe”, “tell me”, “add”, “subtract” etc..</li> <li>• They can usually speak in one- or two-word phrases.</li> <li>• They can use short language chunks that have been memorised although these chunks may not always be used correctly – as understanding will be ‘surface level’ only.</li> <li>• (depending upon the ability of the child) They will tend to be stronger at numeracy because of prior / growing familiarity with symbols.</li> </ul>	<p>be particularly effective.</p> <ol style="list-style-type: none"> <li>5. Encourage them to record new vocabulary in a scrap-book – with picture cues where possible. Focus on adjectives and connectives.</li> <li>6. Simplify the content of materials used. Focus on key vocabulary and concepts.</li> <li>7. Practice reading using simple books with predictable, repetitive sentence structures.</li> <li>8. Support learning with graphic organisers such as mind-maps, flow-charts etc..</li> <li>9. Begin to foster writing in the additional language through labelling and short sentences. Use simple storyboards and writing frames to scaffold writing.</li> <li>10. Discreetly and sensitively correct mispronounced / misunderstood language by <i>recasting</i> – that is, repeating their utterance using the correct form.</li> <li>11. IAL and/or EAL Access Arrangements, in the form of an approved bilingual dictionary, will automatically be required for written exams and other controlled assessments.</li> <li>12. The school day can be tiring and frustrating with listening to an additional language for such a long time. Whilst immersion in the language is crucial, they may benefit from attending an EAL and/or IAL club with speakers of their first language to receive support / mentoring.</li> </ol>
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### Stage 3: Speech emergence

Here the children have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. This stage will tend to last up to three years. **Approximately the equivalent of the expected attainment level between the ends of Years 1 and 2 (i.e. 1|8 – 2|8).**

Skills	Targeted Approaches
<ul style="list-style-type: none"> <li>• They will be able to listen at a rate and level similar to age-equivalent peers, but will be prone to becoming off-task without monitoring and prompting.</li> <li>• They will understand sequences of spoken instructions but may misunderstand parts and sometimes forget them.</li> <li>• They will ask simple questions that may or may not be grammatically correct, such as “May I go to bathroom?”.</li> <li>• If placed in supportive peer groups, they will also initiate short conversations with classmates.</li> <li>• They will understand easy stories read in class with the support of pictures.</li> <li>• They will also be able to do some comprehension and written work with differentiation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Constantly encourage them to sound out words phonetically.</li> <li>2. Provide opportunities for the regular reading of short, modified texts across subjects (5-10 lines).</li> <li>3. (Depending upon the ability of the child) Encourage the use of an ‘at a glance’ vocabulary book listing words by subject for frequent use and a larger dictionary for extended writing activities.</li> <li>4. (Depending upon the ability of the child) Encourage them to answer questions about charts and graphs. “<i>What does this show?</i>” → “<i>It shows...</i>”</li> <li>5. (Depending upon the ability of the child) Plan starters that require the child to match academic vocabulary words to simple definitions.</li> <li>6. (Depending upon the ability of the child) Study flashcards containing content area vocabulary.</li> <li>7. Joining a reading withdrawal group would be beneficial – such as paired reading.</li> <li>8. Use two-part instructions and explanations using the connectives ‘then’, ‘with’ and ‘because’.</li> <li>9. (Depending upon the ability of the child) Encourage them to write brief stories based on personal experiences.</li> <li>10. Discreetly and sensitively correct mispronounced / misunderstood language by <i>repairing</i> – that is, encouraging them to correct their own speech through questions such as “<i>Are you sure you said that right?</i>”, “<i>Can you say that again but change ___?</i>”.</li> <li>11. EAL and/or IAL Access Arrangements, in the form of an approved bilingual dictionary, will automatically be required for written exams and other controlled assessments.</li> </ol>

#### Stage 4: Intermediate fluency

Additional language learners at the intermediate fluency stage have a vocabulary of 6000 active words.

**Approximately the equivalent of the expected attainment level between the ends of Years 4 and 5 (i.e. 4|8 – 5|8).**

Skills	Targeted Approaches
<ul style="list-style-type: none"><li>• They will hold a sustained dialogue with peers – and adults who don't use overly academic language.</li><li>• They are beginning to use more complex sentences when speaking and are willing to express opinions and share their thoughts.</li><li>• They will ask questions to clarify what they are learning in class.</li><li>• They will be able to work in ability-appropriate sets for Maths, Science and other less literacy-based classes – with incident support and differentiation.</li><li>• They will be fluent / free-flowing in their writing, but may make many errors as they have yet to master the complexity of spelling and grammar.</li><li>• (Depending upon the ability of the child) Their ability to understand abstract concepts taught in the additional language is increasing but they respond better to teaching of concrete content such as facts, numeracy etc..</li><li>• They can usually distinguish between informal and formal language.</li><li>• They can recognise some idioms and can adapt to mild regional accent / dialectal variations.</li></ul>	<ol style="list-style-type: none"><li>1. New subject-specific vocabulary will require active teaching.</li><li>2. (Depending upon the ability of the child) Academic task words such as 'compare', 'analyse', 'investigate' will need checking and demonstrating on regular occasions.</li><li>3. Prior to being asked to complete an extended writing task, they will benefit from seeing a good and bad example – and talking through the features.</li><li>4. (Depending upon the ability of the child) They may well continue to benefit from accessing withdrawal groups for spelling – focusing on spelling patterns.</li><li>5. (Depending upon the ability of the child) Access to bilingual dictionaries and electronic spellcheckers may be beneficial.</li><li>6. Continued contact with an EAL and/or IAL club to allow continued monitoring – and to encourage them to support / mentor less proficient peers – would be beneficial.</li><li>7. Access to a homework support group would be beneficial – with children taking part on their own initiative.</li><li>8. Encouraging them to correct their own speech through questions such as "Are you sure you said that right?", "Can you say that again but change ___?".</li><li>9. Universal Access Arrangements (such as extra time) may be required for written exams and other controlled assessments – further assessment and screening for SpLD will be required.</li></ol>

#### Stage 5: Advanced Fluency

Starting as a new speaker it takes children an average of 7-10 years to achieve academic language proficiency in a second language. At this stage children have the range of listening skills necessary to participate fully within the curriculum. **Approximately the equivalent of the expected attainment level between the ends of Years 6 and 7 (i.e. 6|8 – 7|8).**

Skills	Targeted Approaches
<ul style="list-style-type: none"><li>• Children at this stage will be 'near-native' in their ability to participate in an academic setting using the additional language.</li><li>• Most EAL and/or IAL children at this stage have been exited from EAL and/or IAL and other support programmes.</li><li>• They simply require universal differentiation strategies.</li></ul>	<ol style="list-style-type: none"><li>1. They will continue to need support from classroom teachers in learning areas that rely on extended writing as the main form of assessment.</li><li>2. They may struggle to write at a similar rate and at a similar quality to their peers when given a time limit.</li><li>3. Universal Access Arrangements (such as extra time) may be required for written exams and other controlled assessments – further assessment and screening for SpLD will be required.</li></ol>

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<sup>i</sup> Dept. for Education and Dept. for Health (2015) 'Special educational needs and disability code of practice: 0 to 25 years – Statutory guidance for organisations which work with and support children and young people with special educational needs or disabilities' <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> [last accessed: 27.07.15.]