



## Westfield Nursery School English as an Additional Language (EAL) Policy

### Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

### Principles

- Language develops best when used in purposeful contexts
- Staff have a crucial role in modelling the use of language
- All children have an entitlement to access the curriculum
- All languages, accents and cultures are valued
- Children who have English as an additional language reach their full potential

### Background

For beginner EAL learners it takes 1-2 years to become fluent in everyday spoken English.

### Aims

- To promote equality of opportunity for all learners for whom English is an additional language
- To support children to use English confidently

### Context of Our School

A growing number of children attend our setting have English as an Additional Language. During the Spring Term 2023 42% (Autumn term 2021 34%, Autumn 2020 30%, Spring 2020 20%) of children attending had English as an Additional Language and twenty different languages are spoken. Current languages include Albanian, Arabic, Chinese, Faroese, Gujarati, Hungarian, Kurdish, Lithuanian, Malayalam, Pashto, Polish, Portuguese, Romanian, Russian, Shona, Slovak, Tagalog Tamil, Thai and Urdu.

### Roles and Responsibilities

The Headteacher has overall responsibility for pupils with English as an additional language. It is their job to ensure staff receive appropriate support and training. On entry the office staff and class leaders establish which languages are being used. The link governor is the chair of the school improvement committee. The governing body review the progress of children who have English as an additional language to monitor the school is doing everything it can to support pupils. Class leaders assess and monitor individual children's language acquisition. Staff use the 'What you can do to help' guidance on our Learning English as an Additional Language in the Early Years form to help plan next steps.

### Guidelines

- Starting somewhere new can be a worrying experience for anyone but may be an especially anxious time for children for whom English is an Additional Language. At Westfield bilingualism is viewed as an asset
- Initially children with EAL may be shy and uncertain. They may take longer to settle in and to be ready to allow their parent/carer to leave. Sometimes asking a child who speaks the same language to be their friend or buddy can help. Adults learning a few words in the child's home language both values that language (and the child) and helps with communication
- Maintaining use of their home language aids conceptual development
- Learning a new language takes time and often an EAL child may listen and observe before joining in. This is called the latent period.
- Whilst their home language is respected and valued children with EAL are encouraged to learn English. At Westfield there is a strong emphasis on spoken communication, and this benefits the child with EAL as words are learned and practised naturally and in context. Adults speak

clearly and are experienced at 'modelling' the language as well as using visual clues and gestures to support language acquisition.

- Children's intellectual ability and grasp of concepts are not judged by their use of English.
- We provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.
- Cultural and religious considerations are important as part of the child's identity. At Westfield we aim to ensure that every child feels valued. Children are encouraged to share and talk about their experiences from home. We endeavour to ensure that the resources we have on offer, such as clothes, books, cooking equipment etc. reflect the multicultural society we live in. A variety of religious and cultural festivals are celebrated throughout the year. Children are encouraged to recognise similarities and differences, within an ethos of respect. Liaison with parents/carers is vital. Parents/ carers often help us to further our understanding of different cultural and religious traditions and beliefs. A genuine concern for each child as an individual, results in a flexible approach and two-way communication.
- Where required, we provide all staff with high-quality professional development to develop their knowledge and skills for teaching EAL learners.
- We plan and teach specific theme and continuous provision related vocabulary using objects and pictures to reinforce understanding.
- Provide learning environments rich in oral experiences.
- Translation apps are used where required.

### **Working with Parents/ Carers**

- We want to support transition into Nursery, and we ask what language parents/ carers speak at home, what language children speak at home and how much English children can speak (e.g. 1-2 words/ 3-4 words/ simple sentences)
- We aim to facilitate parents' access to school life by using strategies such as buddying up parents/ carers or communicating with a family member to translate
- We share information with parents about how their child is learning at consultations

### **Monitoring Language Acquisition**

- We use our Learning English as an Additional Language (EAL) in the Early Years to track how children's language is progressing. This has seven stages and whether children are beginning to start, almost achieving or competent within each one. This supports adults with ways to help children (See below)

### **Conclusion**

We believe this policy will celebrate the rich diversity of language whilst support children's acquisition of English to enable them to access all learning opportunities.

Guidance reviewed January 2023

To be reviewed January 2023



# Westfield Nursery School

## Learning English as an Additional Language (EAL) in the Early Years

Name.....Date of Birth.....Date of entry.....

	<b>Listening, understanding and speaking</b>	<b>beginning</b>	<b>almost</b>	<b>competent</b>	<b>Observational notes</b>
Pre stage 1	Will look at adult/child or resources whilst with parent/carer. After a while may allow parent to leave for 5 minutes if sitting with significant adult engaged in something, they enjoy such as the ipad; may have a short period without crying.				
Stage 1	Makes contact with another child in class. Joins in with other children but may not speak. Uses non-verbal gestures to indicate meaning. Watches carefully what other children are doing and often imitates them. May talk in first language.				
Stage 2	Listens attentively for short periods of time. Uses nonverbal gestures to respond to greetings/ questions about self. Joins in repeating language in story or rhyme. Echoes words and phrases of other children and adults. Uses one-word utterances (usually nouns).				
Stage 3	Begin to construct their own phrases and sentences using learnt words e.g. 'me bike garden'. Uses non-verbal gestures alongside speech to help clarify their meaning. Understand simple conversational English. Understand more words than they can express. Listen and respond to classroom instructions where there are non-verbal clues and illustrations. Copy talk that has been modelled and begins to use short phrases. Use pronunciation can generally be understood. Name a range of common objects in home/ school environment.				
Stage 4	Show increased confidence in using English and begin to				

	<p>use simple sentences and extended phrases.  Apply structures of their home language to English.  Use English to initiate conversations, give simple instructions and convey a simple message.  Can speak about matters of immediate interest in familiar settings using 4-5-word sentences. Can answer simple questions about self and objects.  Uses some pronouns correctly e.g. she/he.  Increasing confident in taking part in activities with other children through English.  Uses some common prepositions correctly e.g. in, under, on, next to, behind, in front.</p>				
Stage 5	<p>Uses basic sentences with a widening range of vocabulary and some correct e.g. articles (a, the), plurals, possessive adjectives (her, his).  Able to follow and understand what others say in a group discussion. Can speak confidently to individual friends and small groups about things that are of interest.  Can ask questions to clarify understanding.  Can describe an event/ personal experience using simple sentences.</p>				
Stage 6	<p>Can tell a familiar story in simple language and in correct sequence to a small group.  Is beginning to use appropriate tenses in speaking.  Uses connectives such as when or because to express relationships between ideas and sequences of events.  Can make verbal inferences.  Uses languages to solve problems aloud.  Can explain why something happened or might have happened.  Can justify predictions and decisions.</p>				

### What you can do to help:

Pre-stage 1	<p>Imagine what it must be like being left in a strange environment with a stranger who doesn't even speak your language.</p> <p>Use pictures or first language to comfort.</p> <p>Be flexible- the child may want a cuddle or may want nothing to do with you- try being absorbed in something that will attract them- look at interests in home school pack. They may slowly come to see what you have.</p> <p>If they speak to you in their home language maintain eye contact and show you are listening.</p> <p>Try to guess what they are saying or ask them to show you.</p>
Stage 1	<p>Look at the child, say the child's name first, remove distractions and praise good listening.</p> <p>During play observe, wait and listen, let the child take the lead.</p> <p>Take turns in conversation, listen more than you talk.</p> <p>Adapt level of language.</p> <p>Give thinking time.</p> <p>Use visual clues.</p> <p>Check understanding.</p> <p>Use a running commentary on behalf of yourself or the child.</p> <p>Use games which involve taking turns, introduce new activities, new concepts, encourage social language, provide motivation to listen and speak.</p> <p>Use games such as musical corners, duck duck goose, pairs and sound lotto.</p> <p>Use language in context, use visual clues whenever possible, pick up on non-verbal clues, do not pressure child to speak until confident but involve them in circle games, turn taking games etc.</p> <p>Children may need extra support with sharing until they develop the appropriate language.</p> <p>Reinforce phrases from routines such as 'Wash your hands'.</p>
Stage 2	<p>Use stories and songs with repetitive refrains and storylines, with pictures/ photos, alongside concrete visual support e.g. puppets or soft toys from other cultures including that of pupil in class, in dual language format, for retelling use gesture, body language and tone of voice. Extend language e.g. if the child says 'Bear,' the adult says, 'Cuddly bear.'</p> <p>Model language e.g. if the child says, 'Look doggies,' the adult says 'Yes I can see the dog.'</p> <p>Respond positively to all attempts at speaking English.</p> <p>Keep talking and involving the child in activities with other children and adults.</p> <p>Give extra time for child to respond.</p> <p>Provide opportunities for repetition for a few core songs/ rhymes and stories.</p> <p>Choose stories that have good visuals and a repeated refrain.</p> <p>Share on-going activities with parents/ carers to support concept development in mother tongue.</p>
Stage 3	<p>Comment, comment, comment, comment, question.</p> <p>Describe what the child is doing.</p> <p>Talk about the here and now.</p> <p>Recast. Child may say 'Teddy felled,' adult would say 'Yes teddy fell down.'</p> <p>Accept all that the child says and remodel without criticism.</p> <p>Respond positively to all attempts at speaking English.</p>
Stage 4	<p>Ensure the child has good/ correct language structures modelled during adult: child interactions.</p> <p>Model conventions of politeness in English.</p> <p>Emphasise descriptive language in conversations, play, stories.</p> <p>Ensure the child has access to a range of simple story books with some repetitive text.</p> <p>Plan for song/ rhyme time using props where possible.</p> <p>Maximise opportunities for social language.</p> <p>Use circle time to reinforce language structures- leave EAL child until they have heard some replies modelled.</p>

	<p>Provide opportunities for children who speak the same language to play and talk together.</p> <p>Think of which language structures can be reinforced through certain practical activities.</p> <p>Ensure children are exposed to a variety of language e.g. positional language, descriptive language, instructional language, narrative language, sequencing language and comparative language.</p>
Stage 5	<p>Provide lots of opportunities for talk where children can practice their English skills.</p> <p>Model how, who, when and where.</p>
Stage 6	<p>Ensure children experience more detailed/ correct vocabulary. Continue to plan and use more complex tense structures.</p> <p>Use open ended questions.</p> <p>Model conversational language with other children.</p> <p>Think about where you position children at group times.</p>

(Based on NALDIC working paper 4 1998)