	Paradise Primary School 1 Bretton Street Dewsbury WF12 9BB	Issued and Approved by: Paradise School Governing Body Date: August 2021	Date of review: August 2022
			Page 1
ENGLISH AS AN ADDITIONAL LANGUAGE			

Paradise Primary School provides an education which is enriched by the diversity of ethnicity and culture of its pupils. The teaching and learning, achievements, attitudes and well being of all our children are very important.

We encourage all our children to achieve the highest possible standards by taking account of each Child's life experiences and needs.

Most of our children have learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language like monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

We promote the principles of fairness and justice for all through the education we provide, and aim to ensure that EAL pupils can;

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages.


In our school, we value each child as a unique individual. We will strive to meet the needs of all our Children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

Teaching and learning style

In our school teachers act to help children who are learning English as an additional language by various means:

Developing their spoken & 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 that English is used
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Encouraging children to transfer the knowledge, skills and understanding of one language to another

	Paradise Primary School 1 Bretton Street Dewsbury WF12 9BB	Issued and Approved by: Paradise School Governing Body	Date of review: August 2022
		Date: August 2021	Page 2
ENGLISH AS AN ADDITIONAL LANGUAGE			

- Building 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
- Encouraging children to communicate in English from the first day in school whilst appreciating that child will not be able to do this in all contexts
- We encourage all teachers and helpers to speak in English to pupils and each other as role-models, whilst appreciating that this is not always possible

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 materials, dictionaries, rich visual support, translators and readers

Curriculum access

All children in our school follow the curricular requirements of the foundation stage and the National Curriculum which gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self fulfilment and development as responsible citizens. Children with English as an additional language do not produce separate work.

In the foundation stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.

The foundation stage helps children learning English as an additional language by:

- Working closely with parents and building on children’s experiences of language at home and the wider community, so that their developing uses of English and of other languages support one another
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing bilingual support where necessary, to extend vocabulary.

Assessment


We carry out ongoing recording of attainment and progress in line with agreed school procedures. The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

In the Mathematics tasks and tests at Key stage 1 we translate words or phrases that appear in the assessment materials or that the children use in their responses.

The class teacher offers support children during the Key stage 1 assessment period. We have weekly spelling test throughout Key stage 1 & 2

Additional Support

We have reading friends volunteers coming in weekly working with targeted children encouraging reading and improving literacy skills.

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<p>ENGLISH AS AN ADDITIONAL LANGUAGE</p>			<p>Page 3</p>

Accelerated reader programme has been introduced to enhance reading, track progression and record accurate assessment of reading levels and reading age of pupils.

A strategy for weekly literacy focus is firmly embedded so that pupils establish strong foundation literacy skills.