



MAMOURA

BRITISH ACADEMY

EAL Policy

Policy Issued	June 2021
Policy Updated	February 2025
Next Review	February 2027
Lead Professional	Director of Inclusion/ EAL Lead
SGG Ratification	March 2025

Rationale

At Mamoura British Academy, the vast majority of students are non-native English speakers, coming from a wide range of linguistic backgrounds. For these students, English is an additional language, and developing proficiency is essential to ensuring they can fully access, comprehend, and engage with the curriculum.

Related Policies

ADEK School Inclusion Policy v1.2 (September 2024)
ADEK School Curriculum Policy v1.1 (September 2024)
ADEK School Assessment Policy v1.1 (September 2024)
ADEK School Educational Risk Policy v1.1 (September 2024)
MBA Learning and Teaching Policy

Aims

To help ensure that we meet the needs of all children who are learning English as an Additional Language and need extra support to access the curriculum by demonstrating good practice of EAL teaching as highlighted by organisations such as The QCA, The British Council, The Bell Foundation and ADEK.

The National Curriculum framework sets out three principles that are essential to developing a more inclusive curriculum:

- Setting Suitable Learning Challenges
- Responding to Students' Diverse Learning Needs
- Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Students

At Mamoura British Academy, our goal is to create a safe, inclusive, and dynamic learning environment where every student and their cultural identity are valued. By fostering both social and academic language development, we empower learners to fully access and engage with the curriculum.

EAL Objectives

- To ensure EAL pupils can fully access the National Curriculum through appropriate scaffolding and support.
- To provide staff with information about EAL students, including the identification process and referral procedures for EAL support.
- To promote academic language proficiency alongside social language development.
- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school.
- To adapt teaching strategies to meet the needs of EAL students at different stages.
- 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.
- To identify and make maximum use of the opportunities for modelling fluent English.
- To encourage and enable parental support in improving children's attainment.

Context

Mamoura British Academy is an international school that follows the English National Curriculum from Nursery to Year 13, whilst adhering to the UAE Ministry of Education curriculum for Arabic, Islamic and Social Studies. With the large majority of students learning Arabic as their first language and a cohort of other international students from a variety of countries, the school has complex EAL needs.

The UK government defines EAL learners as:

'A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.' (DfE School Census Guide 2016-2017, 2016 p.63)

Key principles for second language acquisition

The basic principles of language acquisition must be on building self-confidence, introducing English language with ease, building vocabulary and developing the learning process by creating interest in the language itself. All teachers of EAL learners must integrate the teaching of content and language simultaneously, enabling the learners to successfully access the curriculum and successfully express and record what they know.

Inclusivity

Inclusivity provides students, including EAL learners, equitable opportunities to receive effective educational services, with the needed supplementary aids and support, where appropriate in age appropriate classrooms, in order for students to access the curriculum and thrive. The school recognises that most EAL children needing additional support **do not** have special educational needs (SEN). However, should a specific learning difficulty be identified, EAL children will have equal access to the school's SEN provision. If EAL pupils are identified as Gifted or Talented (G&T), they will have the same opportunities as any other G&T pupil within the school.

Whole school approach for supporting EAL students

Overview

- Recognise and celebrate each child's mother tongue, promoting self-esteem and a strong sense of identity.
- Identify students' individual strengths and acknowledge the time and effort required to achieve fluency in an additional language.
- Pupils receiving EAL support will have access to targeted interventions and resources while being fully integrated into school life, including participation in extracurricular activities and collaborative learning opportunities.
- All staff members share responsibility for fostering socially, culturally, and intellectually inclusive classrooms, where diversity is valued, and individual identities are respected.

Teaching and Learning

EAL pupils will spend the majority of their time at school integrated into the same classes as native English-speaking pupils. As such, it is the responsibility of everyone in the school community to support our EAL learners in developing greater fluency in English.

During lessons teachers will:

- Include differentiated tasks in their planning to meet the varying needs of EAL pupils.
- Maintain high expectations by encouraging pupils to contribute fully, providing more than single-word answers. EAL pupils are as capable as their peers and should be set appropriate, challenging learning objectives, with their progress closely monitored.
- Recognise that EAL pupils need more time to process and formulate responses.
- Allow children to use their mother tongue and deepen their understanding of concepts.
- Allow newly arrived pupils time to adapt to English, acknowledging the 'silent period' during which they may comprehend more English than they can express, understanding that this passes if their self-confidence is maintained.

- Utilise group settings to expose EAL pupils to strong English language models.
- Incorporate collaborative group activities to enhance language development and peer interaction.
- Provide a range of reading materials that demonstrate the different ways in which English is used.
- Provide access to phonic software and audio books, where appropriate, to support language acquisition.
- Create frequent opportunities for meaningful interactions with both adults and peers to develop communication skills.

EAL Professional Development for Staff

Mamoura British Academy is committed to providing ongoing professional development (PD) to ensure staff are well-equipped to support EAL students effectively. This includes whole-school training on inclusive strategies, subject-specific PD to enhance language integration within the curriculum, and an enhanced induction program for new staff to familiarise them with EAL best practices. Additionally, individualised support is available for teachers who require further development or need targeted strategies to meet the specific needs of their EAL students. Through continuous learning and collaboration, the school ensures a high standard of EAL provision across all areas of teaching and learning.

EAL SUPPORT STRUCTURE

All educators share the responsibility of teaching and supporting EAL students. Teachers and assistants deliver an adapted curriculum designed to meet the unique language needs of EAL learners.

Teachers are key in recognising students who are encountering learning challenges. Working closely with the EAL team, they ensure that students needing additional or differentiated support are identified early.

Mamoura British Academy has a three-tiered EAL support structure as outlined below:

Tier One – Universal Support

Embedded Strategies in Quality First Teaching

EAL students who do not require additional support outside the classroom will receive differentiated lessons from the subject specialist or class teacher. These lessons will include strategies such as providing vocabulary lists when introducing new topics, using visual aids to highlight key words and phrases, and ensuring that the students' language backgrounds and cultures are considered and reflected in the learning environment, in line with our commitment to providing EAL quality first teaching.

Tier Two – Targeted Support

Tier Two support focuses on students who are new to English or are in the early stages of English acquisition but require additional assistance beyond the general classroom instruction to progress in language development. This level of support is typically more targeted and intensive, involving specific interventions designed to help students build foundational language skills. This may involve:

- Targeted small group or 1-1 literacy support
- Use of the specialised language program - Flash Academy
- Focused language support across the curriculum

Tier Two EAL support is designed to bridge the gap for students in their early stages of language acquisition, providing them with the skills and strategies they need to engage more fully with the mainstream curriculum and eventually transition to Tier One support.

Children in this tier have either been referred by their subject specialist teacher or identified as needing additional support by the EAL department. The EAL team will support the teaching in working with small groups within the class or in pull out interventions. This includes support with grammar, vocabulary, comprehension, reading, and spelling. Their overall progress is monitored by the class teacher with additional input from the EAL department.

Tier 3 - Intensive Support

All students in Year 1 and above who are new to English will follow the MBA Newly Arrived Language Program, which incorporates Flash Academy modules to support their language acquisition. The EAL team will collaborate with the class teacher to deliver this program effectively.

Identified New to English students will receive targeted support in small groups or 1:1 sessions focused on developing grammar, writing, speaking, listening, and phonics.

To ensure individual progress, students will receive an Individual Language Support Plan (see Appendix A). Intervention will occur in small groups or on an individual basis. The frequency of lessons will vary depending on the student's specific needs and requirements.

EAL IDENTIFICATION AND ASSESSMENT

Admission Arrangements

Pupils with EAL needs are admitted to Mamoura British Academy according to the same criteria as other pupils. Upon admission, if a student has been identified as having less than 2 years in an English-speaking school or having previous EAL support, they will be assessed by the EAL department to ascertain needs and what tier of support is required.

Teacher Referral

If a classroom teacher or specialist teacher identifies a student of concern, they will refer them to the EAL department for assessment using the EAL Initial Concern Form (see Appendix B).

Initial Referral Assessment

Mamoura British Academy uses The Bell Foundation's EAL assessment framework alongside the ALDAR Academy EAL descriptors which aim to ensure all learners achieve to their full potential, with reference to English Language development. The assessment and evaluation framework is primarily formative in purpose. It indicates what a pupil can do, informs curriculum provision, and enables diagnosis of needs and individualisation of learning, so as to promote potential development.

A member of the EAL team will complete an initial EAL assessment for pupils who are new to English and share the information with other teaching staff so that they are aware of the English proficiency level of the pupil which will then determine any additional interventions required. Pupils are then assessed half termly using the Primary EAL proficiency assessment (The Bell Foundation) and termly using the proficiency level assessments on Flash Academy where needed. The EAL team and class teachers work closely with pupils to monitor progress and identify next steps.

The Bell Foundation assessment descriptors form two sets of rating scales – one for Primary and one for Secondary. Each covers the four strands of language knowledge and use Listening, Speaking, Reading and Viewing, and Writing.

English language proficiency in each strand is represented by five A-E bands:

- A - New to English/Beginning (ALDAR CODE = NE)
- B - Early acquisition/Emerging (ALDAR CODE = EA)
- C - Developing competence/Expanding (ALDAR CODE = DC)
- D - Competent/Diversifying (ALDAR CODE = C)
- E – Fluent (ALDAR CODE = F)

See Primary example:

PRIMARY LISTENING					
	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

PRIMARY SPEAKING					
	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Emerging competence in basic oral expression	Oral competence includes emerging ability to respond verbally in interactions with others	Emerging competence in spontaneous expression and communication	Competence in producing more varied and complex speech in a wider range of contexts	Developing competence in fluent, creative use of English

PRIMARY READING & VIEWING					
	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas

Each band has 10 assessment descriptors that are sequenced to reflect internal progression e.g. descriptors 1- 3 are 'early development' and descriptors 8 -10 are 'getting closer to the next band'. Although the descriptors are not expected to be achieved in strict order by all pupils, this way of ordering the descriptors within each band enables teachers to set targets from the descriptors and to track progression.

See primary example:

PRIMARY READING & VIEWING					
	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
EARLY DEVELOPMENT	1 Can make use of their cultural and own first language experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but may distinguish between words and numbers or symbols or text types – a story from a book or an advertisement from a website)	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'Once upon a time')	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '-be' in 'centre')	Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)	Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content (e.g. 'Move this over there' versus 'We should put the table by the door')
	2 Can follow written text conventions (e.g. left to right, movement in English, continuity of text from top to bottom of page)	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases (e.g. can try to sound out a written word)	Can recognise common prefixes (e.g. 're-' in 'return') and suffixes (e.g. '-ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text	Can identify the purpose and intended audience of curriculum-related texts without prompting (e.g. advertising material versus scientific description)	Can understand and interpret visuals and graphics in conjunction with written text appropriately in curriculum tasks
	3 Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	Can attempt to use familiar and some unfamiliar words in phrases/sentences, and try to make sense of them	Can make sense of taught curriculum texts but may need support to comprehend unfamiliar content, culturally specific nuances (e.g. 'the angel twinkled on the top of the tree'), and figurative and metaphorical expressions (e.g. 'Don't wind him up', 'life is a roller coaster')	Can recognise meaning of words/phrases expressing degrees of obligation, probability, and possibility in context (e.g. 'may do', 'must do', 'should do')	Can understand the meaning in a passage (such as identifying the character(s) in a story, even when not obvious) and the sequence of happenings expressed in sentences based on knowledge of complex grammar (e.g. the passive voice: 'No pocket money until you tidy your room. You have been warned,' said Mum)
	4 Can distinguish and understand different forms of meaning representation (e.g. letters, words, visual images, symbols and graphics)	Can use own growing language knowledge to process text at the phrase/sentence level, showing awareness of idiomatic expressions (e.g. 'In the beginning', 'A long time ago')	Can attempt to identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand	Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. conditional constructions such as 'If I had a choice, I would...')	Can recognise complex cohesive markers to link ideas across sentences and passages (e.g. 'although', 'in spite of', pronouns referring back across several sentences e.g. 'The stone age was... it...')
NOT EXPECTED TO BE ACHIEVED IN ORDER	5 Can recognise names, including own name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office)	Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate	Can identify main ideas in curriculum material and use own prior experience and learning to assist understanding where appropriate	Can follow written material to do tasks (such as classifying and sequencing events in narratives, descriptions and procedural or subject content texts independently)	Can find specific information or detail from written texts in response to 'how', 'who' or 'why' questions
	6 Can match pictures and other visuals with taught/rehearsed words	Can attempt to read/check own writing for meaning with teacher/peer support	Can understand most subject content texts, including factual accounts, narratives, opinion pieces, although may need support with unfamiliar vocabulary, complex sentences and writing styles	Can identify figurative speech (e.g. 'a star was born') and metaphorical expressions (e.g. 'they boiled up their anger') in curriculum texts, and seek help if necessary	Can identify explicit and implicit messages in informational and fictional texts (e.g. ironic and/or indirect judgmental statements)
	7 Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments	Can identify and extract information (words and passages) in texts in response to concrete 'what', 'where' and 'who' questions	Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings	Can recognise different text types/genres, understanding that the purpose of communication can shape text organisation (e.g. a narrative of personal experience versus a report of a science experiment)	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness
	8 Can recognise and use grapheme-phoneme correspondence to decipher the meaning of some words in a taught/rehearsed text	Can read out loud short texts with familiar/predictable structures written in everyday language, attempting to use pauses and intonation to mark meaning	Can retrieve relevant details from curriculum and literary texts to identify and retell the gist of content	Can use a developing range of reading strategies, especially when prompted (e.g. adjusting their reading rate for the task at hand), using dictionaries or other references	Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)
	9 Can follow and make use of familiar words to extract basic meaning from a familiar text	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting	Can begin to differentiate between informational and fictional statements/texts independently	Can reread a text to check understanding if told that the information in the text has not been completely understood	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose
GETTING CLOSER TO THE NEXT BAND	10 Can choose books or other reading materials to join in learning activities, especially when guided	Can use growing awareness of familiar grapheme-phoneme correspondence, spelling patterns, and contextual clues to work out the meaning of unfamiliar words, phrases and short texts	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions	Can independently apply reading skills and strategies already acquired to engage with new texts at word, sentence, and whole-text levels, using visuals and prior knowledge to enhance understanding

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The assessment descriptors and the proficiency bands have been designed to be used for both formative and summative purposes applying a 'best fit' approach.

As a starting point, all students who speak English as a second/additional language are assigned a code by their classroom teacher or English specialist teacher using the ALDAR Academies EAL Descriptors (see Appendix C). The EAL Department uses this information to help identify where intervention is required and request for a referral not already in place.

Formative Assessment

For formative assessment, the assessment descriptors and the proficiency bands can be used as a road map for progress. As teachers, TAs and other staff work with EAL pupils in everyday

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teaching and learning, they can use the assessment descriptors to check pupil performance and to plan ahead to promote learning.

Summative Assessment

For summative assessment, pupils' EAL proficiency at the end of a term, year or Key Stage can be assessed on the basis of tasks and activities that tap into the knowledge and skills represented by the descriptors set out in the rating scales.

Assessment/Exam provision for EAL Students (Year 3 and above)

All EAL students are eligible to use a bilingual dictionary during examinations apart from in the subjects of English and Modern Foreign Languages. An EAL student who has had less than 2 years in an English-speaking school and speaks another language other than English at home may be, in exceptional circumstances, eligible to be awarded 10% extra time in addition to the use of a bilingual dictionary.

The EAL Co-ordinator, in consultation with the Head of Inclusion, determines the needs of the individual students. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have 10% extra time. If use of a dictionary has been granted, this must not:

- contain/display pictures; **or**
- provide an explanation or clarification of words and phrases

Roles and responsibilities

Head of EAL:

- Developing, monitoring and evaluating the EAL policy.
- Overseeing initial assessment of referred pupils' standards of English.
- Overseeing day to day operation of the school's EAL policy.
- Facilitating whole school EAL training around EAL policy and practice.
- Creating and maintaining a centralised EAL e-resource bank from which classroom teachers and specialist teachers can access and adapt materials to suit their students' needs.
- Maintaining a central EAL register and overseeing the records and/or Pupil Assessment Portfolios of EAL students.
- Liaising with and advising fellow teachers of EAL students.
- Liaising with Head of Inclusion / Head of Years and English teachers about individual progress.
- Managing EAL support teachers and EAL classroom assistants.
- Liaising with and supporting parents of EAL children.
- Ensuring the effectiveness of each individual programme undertaken by the EAL team is regularly monitored and assessed.
- Modelling best practice and sharing current EAL pedagogy with relevant staff.
- Assisting with the assessment process of prospective pupils.

Role of the Classroom Teacher/Specialist Teacher:

- Referring students of concern to the EAL team for diagnostic assessment.
- Implementing appropriate interventions (Tier 1, Tier 2 or Tier 3) which support EAL students to develop their reading, writing and speaking skills.

- Employing a wide range of differentiated strategies in order to provide support for the students' processing of the language, such as: task simplification; translation or modification of materials or oral input.
- Providing peer learning and support opportunities which involve task-based communication, collaboration and problem solving.
- Promoting extensive reading opportunities within and beyond the classroom.
- Using the Bell Foundation Assessment Framework to track and monitor the progress of EAL students, with the support of the EAL department.

Role of the Parent:

- Notifying the EAL team via Admissions of any previous support received when completing admissions process to the school.
- Allowing the pupil to be assessed by the EAL teachers to gauge the level and type of support that is required.
- Reviewing new vocabulary on a regular basis at home.
- Allowing for English speaking and listening opportunities in a family context.
- Being in regular contact with the EAL department who are able to offer advice and additional resources to help support their child at home.
- Reading to their child at home in their first language or, if proficient, in English.

We understand that parental engagement and collaboration are vital in supporting EAL (English as an Additional Language) students' academic and social development. The school actively fosters strong partnerships with parents by providing translated communications, workshops, and ensuring that, where applicable, EAL progress is a key component of the regular parent meetings held for all students. Encouraging parents to share their linguistic and cultural backgrounds enriches the school community and enhances students' learning experiences. By working together, educators and families can create a supportive environment that promotes language acquisition, confidence, and overall success for EAL learners.

Review

This policy will be reviewed once every two years or sooner if deemed necessary. Once the policy is reviewed it will be ratified by the SGG and then updated in the "AMA Staff Policies" Teams area and for parents updated on the Parent Portal.

Appendix A. – Language Support Plan Sample

English as an Additional Language (EAL) Individual Education Plan

Pupil Information			
Pupil name:		Class level:	
D.O.B:	08 December 2018	Class teacher name:	
Gender:	Male	Language support teacher name:	Kate Fletcher
Country of origin:	China	Date of enrolment in school:	30 th October 24
Languages spoken at home:	Mandarin	Commencement date of this plan:	8/11/24
Date of arrival in UAE:	October 24	Review date:	8/01/24
Other relevant information:			

Educational History (if applicable)	
Previous school/ preschool attended:	
Location:	
Duration of attendance:	
Language of instruction:	Chinese-Mandarin
Other relevant information:	



Assessment Results						
	Date	Result	Date	Result	Date	Result
Bell Foundation Assessment Framework / Flash Academy	04/11/2024 (placement)	Listening: A Speaking: A Reading: A Writing: A Overall: A		Listening: Speaking: Reading: Writing:		Listening: Speaking: Reading: Writing:
Other Assessments:	Phonics: No recognition of reception sounds Reception catch up needed – start from SATPIN					

Appendix B. EAL Initial Concern Form

EAL Referral Stage 1									
EAL					Which EAL band is the student in?	Has a phonics/ reading baseline been completed by the class teacher?	Initial Observation Complete	Flash Academy Assessment Complete	Recommendations provided
To ensure targeted support for our EAL learners, all referrals must be submitted to the EAL Lead. When making a referral, please include the following evidence to support your request:									
Week Beginning		Student Name	Class	Classroom Observations					
06.01.2025	1								
	2								
13.01.2025	1								
	2								
20.01.2025	1								
	2								
27.01.2025	1								
	2								
	3								
3.02.2025	1								
	2								
	3								
	4								
17.02.2025	1								
	2								
	3								
24.02.2025	1								
	2								
	3								
	4								

Appendix C. – ALDAR Academy EAL Level Descriptors

ALDAR ACADEMY - EAL LEVEL DESCRIPTORS

DESCRIPTION OF STAGE	CURRENT ABILITIES	NAME OF STUDENTS
<p>NEW TO ENGLISH (CODE NE) Pre-production</p> <p>** Band A-New to English/Beginning</p> <p>This is often described as ‘the silent period’. English language learners may have up to 500 words in their receptive vocabulary but they are typically not yet fully able / confident in speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting.</p>	<ul style="list-style-type: none"> ➤ These new learners of English can listen attentively for approximately 10mins and they may even be able to copy words from the board. ➤ They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. ➤ They should quickly start to connect sounds to single letters and simple letter combinations (initial blends, CVCs). 	
TARGETED PROVISION	LANGUAGE DEVELOPMENT TARGETS	

- Use gesture
- Talk through actions/events as they happen
- Teach names of adults and peers
- Use peers to model routines/language
- Model social language conventions
- Play games with repetitive language
- Use paired/small group activities with supportive peers
- Highlight key vocabulary
- Action rhymes/songs/poems/stories
- Simple stories with repetitive language
- Practical/doing activities
- Visual props to provide language contexts
- Discreetly and sensitively correct mispronounced / misunderstood language by recasting – that is, repeating their utterance using the correct form
- Focus attention on building a receptive vocabulary – particularly focused on nouns and verbs.
- Common vocabulary / phrase lists with picture queues
- Exams and controlled assessments, carried out in their usual format, will be inaccessible. Consider other assessment methods where available.

- Follow simple routine class instructions supported by visual prompts or by copying others
- Follow simple routine class instructions more independently
- Respond to own name and greetings
- Use non-verbal gestures to make him/herself understood
- Listen actively for short bursts of time
- Echo words and expressions used in class
- Express basic needs using single words or short phrases
- Learn some key words and phrases associated with the classroom
-

DESCRIPTION OF STAGE	CURRENT ABILITIES	NAME OF STUDENTS
<p>EARLY ACQUISITION (CODE EA) Early Production</p> <p>** Band B-Early acquisition/Emerging</p> <p>Students listen attentively to a range of speakers, including teacher presentation to the whole class. Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows growing grammatical complexity. Pupils convey meaning, sustaining their contributions and the listeners’ interest. In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversations.</p>	<ul style="list-style-type: none"> ➤ During this stage, students can listen attentively for 10 – 20mins. ➤ They can follow simple, one-part task instructions – “describe”, “tell me”, “add”, “subtract” etc. ➤ They can usually speak in one-or two-word phrases. ➤ They can use short language chunks that have been memorized although these chunks may not always be used correctly – as understanding will be ‘surface level’ only. ➤ They will tend to be stronger at numeracy because of prior / growing familiarity with symbols. 	
TARGETED PROVISION	LANGUAGE DEVELOPMENT TARGETS	

- Ask closed questions: yes/no and either/or questions.
- Accept one or two word responses.
- Place with students who can act as 'good models of language'.
- Use visual cues to support listening – storyboards, video and role-play can be particularly effective.
- Encourage them to record new vocabulary in a scrap-book – with picture cues where possible.
- Simplify the content of materials used. Focus on key vocabulary and concepts.
- Practice reading using simple books with predictable, repetitive sentence structures.
- Support learning with graphic organizers such as mind-maps, flow-charts etc.
- Begin to foster writing in English through labelling and short sentences. Use simple storyboards and writing frames to scaffold writing.
- Discreetly and sensitively correct mispronounced / misunderstood language by recasting – that is, repeating their utterance using the correct form.
- Give clear instructions with consistent use of key words and phrases ➤ Give thinking time for pupil to mentally rehearse words ➤ Focus on pupil's meaning rather than the words used.

- Listen attentively and watch when people speak to him/her directly
- Make responses during small group work either verbally or non-verbally
- Follow the gist of a simple context embedded conversation (and give short answers)
- Listen attentively during carpet time/class lesson, responding to some questions or making some contributions
- Respond appropriately to class instructions given one at a time
- Answer simple closed questions
- Sequence a series of pictures and comment appropriately
- Express simple matters using single words and phrases
- Reproduce modelled talk using simple grammatical structures
-

DESCRIPTION OF STAGE	CURRENT ABILITIES	NAME OF STUDENTS
<p>DEVELOPING COMPETENCE (CODE DC) Speech Emergence</p> <p>** Band C-Developing competence/Expanding</p> <p>Pupils begin to show confidence in talking and listening, particularly where topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions. Pupils begin to engage in dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.</p>	<ul style="list-style-type: none"> ➤ They will be able to listen at a rate & level similar to age-equivalent peers, but will be prone to becoming off-task with monitoring and prompting. ➤ They will understand sequences of spoken instructions but may misunderstand parts and sometimes forget them. They will ask simple questions, that may or may not be grammatically correct, such as “ May I go to bathroom? ” If placed in supportive peer groups, they will also initiate short ➤ conversations with classmates. ➤ They will understand easy stories read in class with the support of pictures and familiar sentence structures/storylines. ➤ They will also be able to do some comprehension and written work with differentiation. 	
TARGETED PROVISION	LANGUAGE DEVELOPMENT TARGETS	

- Consistently encourage them to sound out words phonetically. ➤ Encourage the use of word banks/ dictionaries.
- Provide beginnings of responses/sentence stems
- Encourage them to answer questions about charts and graphs. “What does this show?” → “It shows...”
- Use two-part instructions and explanations using the connectives ‘then’, ‘with’ and ‘because’. Play language enrichment/barrier games
- Encourage them to write brief stories based on personal experiences (e.g. take the class mascot home and write a diary for it).
- Discreetly and sensitively correct mispronounced / misunderstood language by repairing – 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 ____?”.
- Display key curriculum vocabulary. Use flashcards. Plan starters that require the student to match academic vocabulary words to simple Descriptions.
- Opportunities for drama, group/paired planning and problem solving

- Follow classroom discussion and respond/contribute appropriately
- Listen to and be able to pick out essential information (with some accuracy) during class presentations
- Understand and use new academic vocabulary
- Begin to understand figurative expressions in English Be able to explain his/her own ideas using regular sentence structures
- Retell story content with accuracy and fluency
- Begin to use more complex sentences
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DESCRIPTION OF STAGE	CURRENT ABILITIES	NAME OF STUDENTS
<p>COMPETENT (CODE C) Intermediate Fluency</p> <p>** Band D-Competent/Diversifying</p> <p>Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used. Pupils can participate as active speakers and listeners in group tasks. They understand most social and academic school interactions delivered at normal speed. Pupils use language appropriately across the curriculum for different academic purpose (e.g. explaining) – some minor errors may still be evident. They are able to use more complex sentences. Their talk is beginning to be adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly.</p>	<ul style="list-style-type: none"> ➤ They can hold a sustained dialogue with peers - and adults who don't overly use academic language. ➤ They are beginning to use more complex sentences when speaking and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. ➤ They will be able to work in ability-appropriate sets for Maths, Science and other less literacy-based classes with support and differentiation. ➤ They will be fluent / free-flowing in their writing - but will make many errors as they have yet to master the complexity of English spelling and grammar. ➤ Their ability to understand abstract concepts taught in English is increasing but they respond better to teaching of concrete content such as facts, numeracy etc. ➤ They can usually distinguish between informal and formal language. ➤ 	
TARGETED PROVISION	LANGUAGE DEVELOPMENT TARGETS	

<p>☐ New subject-specific vocabulary will require active teaching. Prior to being asked to complete an extended writing task, they will benefit from seeing a good and bad example and talking through features. They will continue to benefit from a focus on spelling patterns. Provide a range of thesauruses and dictionaries</p> <p>☐ Access to bilingual dictionaries and electronic spellcheckers would be beneficial.</p> <p>☐ Role play/drama/hot seating</p> <p>☐ Give thinking time for responses</p> <p>☐ Partner talk and reporting back using good language role models</p> <p>☐ Barrier games to practise positional and descriptive language</p> <p>☐ Teacher modelling</p> <p>☐ Guided questioning</p> <p>☐ Language topic displays and word banks</p>	<ul style="list-style-type: none"> ➤ Understand idiomatic speech ➤ Recall the key points of a class presentation, stating facts with appropriate vocabulary and mostly accurate syntax ➤ Fully understand class presentation delivered at normal speed Be an active listener, including asking for clarification when necessary ➤ Use complex sentence structures in most formal and informal situations using conjunctions, adverbs, adjectives and verbs ➤ Be a confident participating class member ➤ Develop an extensive range of expressions ➤ Understand language and text at inferential level ➤ 	
DESCRIPTION OF STAGE	CURRENT ABILITIES	NAME OF STUDENTS
<p>FLUENT (CODE F) Advanced Fluency</p> <p>** Band E-Fluent</p> <p>Pupils are able to express oneself easily and articulately in spoken word, reading, writing and comprehension.</p>	<p>☐ Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.</p> <p>☐ Can understand with ease, summarise information from different written sources</p> <p>☐ Can express themselves fluently and precisely.</p> <p>☐ Operates without EAL support across the curriculum</p>	

**** Bell Foundation Framework**

