



## English as an Additional Language (EAL) Policy

### Policy statement

Little Elms aims to provide the means for all children to have access to a broad and balanced curriculum and we will make every effort to ensure all children have sufficient opportunities to learn and reach a good standard of English language during the EYFS.

We will make every effort to enable children who use English as an Additional Language or are bilingual to have the same opportunities as all other children and we apply the principles in this policy to support children to achieve a good standard of English Language.

### EAL & Bilingual – Definitions

A child who has uses EAL is a child's whose home language is not English.

A child who is bilingual is fluent in more than 1 language

### Key Principles

- We ensure that the setting reflects the culture of all the children, and that every child's culture and language is valued
- We monitor and assess progress regularly to check that children have the opportunity to achieve their full potential for learning
- We engage with parents, and seek partnerships

### Procedures

- During the initial stages of registration and settling in, we seek out information about each child's level of spoken English and their home languages.
- Where a child starts at nursery who uses EAL or is bilingual, the key person will assess and determine which of the strategies detailed in this policy are most appropriate in meeting the individual needs of the child.
- The Nursery Manager keeps a record of children who have EAL at the nursery and will regularly support the key person to assess and continuously review strategies to provide children with opportunities to learn and reach a good standard of English Language.

### Strategies / Top Tips

Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. Home language skills are transferable to new languages and strengthen children's understanding of language use.

Developing and maintaining a home language as the foundation for knowledge about language will support the development of English and should be encouraged. Insistence on an English-only approach to language learning in the home is likely to result in a fragmented development where the child is denied the opportunity to develop proficiency in either language.

#### *How to help:*

- Understanding is always in advance of spoken language and it is important that children do not feel under pressure to speak until they feel confident. It is, however, essential that adults continue to talk to children with the expectation that they will respond.

#### **Little Elms Day Care**

*English as an Additional Language (EAL) Policy  
Policies and Procedures are reviewed annually*

- Give children ‘time out’ from English and space to think their own thoughts.
- Talk to children as you play alongside them, for example saying ‘Can you give me the scissors please?’, ‘Yes those are what I need’, or ‘Oh, that’s the stapler, I don’t need that yet, here are the scissors’. This is an effective way of finding out if a child has understood you and supplies children with the information they may not have known.
- Careful enunciation of words and phrases is important, speech should not be exaggerated or amplified but delivered clearly and not too fast, with appropriate gesture and expression.
- Repetition is important, by repeating and adding to the child’s spoken language you will be scaffolding their language learning, consolidating and adding to their knowledge of language structure.
- Language is always best used in a meaningful context; talk about the sand, the water or the bricks while you are playing with them; talking about what children might have done at home, for instance, out of context can be confusing.
- First-hand experiences provide the most effective context for learning language. A cooking activity or a trip outside the setting, whether a full-scale excursion or a visit to a local shop, will provide excellent opportunities to introduce or confirm language.
- Illustrated time lines of daily routines and sequences of everyday activities can be used very effectively to support language learning alongside concept development. Opportunities to take copies home to share with families can support language learning and extend home to setting links. Photographs can be particularly effective.
- Musical activities are particularly valuable for supporting language learning. Simple songs, rhymes and refrains chanted in a rhythmic way are often the vehicle for children’s first attempts to articulate an additional language.
- Stories and books constitute a vital part of worldwide cultural and linguistic heritage. The well-planned use of stories, read and told, traditional and new, contributes greatly to children’s understanding and developing use of language.
- Seek a list of key words from the child’s parents using the ‘EAL Key Words’ document which can be used to support practitioners understanding of the child’s needs when they communicate. The practitioner can then use these words and repeat them in English to the child who they can make connections.
- Use technology to support children who use EAL. Talking pens and recording devices can be used to record phrases, stories and songs in the child’s home language and then practitioners can repeat this in English during small group sessions.
- TALK TALK TALK – children who use EAL will benefit massively from listening to English being spoken, particularly when practitioners use gestures, visuals aids and other resources to demonstrate what is being spoken.

### **Assessing Communication and Language for Children who use EAL**

When assessing communication, language and literacy skills, practitioners will assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners will explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

#### ***Associated Documents:***

- ***EAL Key Words***