



North Wootton Academy
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Name of policy:	English as an Additional Language (EAL)
Lead member of staff with responsibility for this policy:	Emma Harley-Bond James Grimsby
Date of governors meeting when policy agreed:	NA
Type of governors meeting:	NA
Date of implementation:	3 rd September 2025
Details of dissemination:	This policy is available on our school website and is available on request from the school office.
Frequency for review:	Annually

Purpose

The purpose of this policy is to outline North Wootton Academy's approach to identification and meeting the needs of children who are classified as having English as an Additional Language (EAL).

Definition of EAL

Here at North Wootton Academy, we have adopted the DfE's definition of EAL as:

"A pupils first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community." DfE, 2016

Introduction

This policy sets out the schools aims, objectives, strategies regarding meeting the needs and celebrating the skills of EAL pupils and helping them to achieve the highest possible standard.

Aims and Objectives

At North Wootton Academy:

- We are committed to ensuring that every child succeeds and achieves their full potential.
- We aim to give all pupils the opportunity to overcome any barrier to learning by providing them with a positive, supportive, secure and safe learning environment.
- We implement appropriate strategies to ensure all EAL pupils are supported in accessing the full curriculum.

Context of North Wootton Academy

At our school, there are over 20 different languages being spoken in the family home (not including dialects).

On entry to North Wootton Academy, information is gathered about:

- Pupils' linguistic background and competence in other language(s).
- Pupils' previous educational experience
- Pupils' family and biographical background
- Pupils' are assessed within two weeks of entry with our assessment proformas

A member of the SMT is nominated to have responsibility for EAL.

Assessment

All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival at North Wootton Academy apart from the exception of EYFS.

Key Stage 1

- Phonics Knowledge (GPCs and Sight Words)
- High Frequency Words (Reading and Spelling)
- Salford Reading Test
- Basic Everyday Object Vocabulary
- Basic Number Skill Assessment
 - o Recognition of Numbers
 - o 1:1 Correspondence
 - o Number Bonds

Key Stage 2

- Phonics Knowledge (GPCs and Sight Words)
- High Frequency Words (Reading and Spelling)
- Salford Reading Test
- Basic Everyday Object Vocabulary
- Basic Number Skill Assessment
 - o Time Tables Test
 - o Calculation Fluency

In addition to the above assessment, at the end of each academic year, children are assessed using the 5 Stage Model of Language Acquisition.

Our 5 Stage Model of Language Acquisition

A – New to English

A child may:

- Use their first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English Literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support.

B – Early Acquisition

A child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in Literacy, particularly for understanding text and writing.

- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully.

C – Developing Competence

A child may:

- Be developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a variety of texts.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage may need support to access subtle differences of meaning, to refine English usage, and to develop abstract vocabulary.

D – Competent

A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as their first language. They may still make some grammatical errors and need support to develop their linguistic skills.

E – Fluent

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language.

Supporting EAL Pupils

At the beginning of each new half term, pupils with English as an additional language will take part in some topic vocabulary pre-teaching. This will be carried out by a member of support staff within their phase. It will allow them to learn new vocabulary and explore its meaning before hearing it for the first time in non-core subjects.

In addition to pre-teaching of topic vocabulary, pupils will read daily in school. This will be their reading book from school, whether it is a colour banded book or a free reader.

All EAL children will be highlighted on each Phase intervention map and will receive additional support in core areas of learning inc Mathematics and writing.

EYFS and Key Stage 1 pupils have a license for Easy Peasy English which is an iPad app in the style of flashcards. This is where they aim to learn a minimum of 5 new words a day.

Key Stage 2 pupils receive 1:1 writing support from a HLTA which focuses on grammar and writing stamina.

Teaching Strategies

The curriculum is very much knowledge based with a high emphasis on new vocabulary support pupils with English as an additional language. The speaking and listening element is always the starting point for introducing a new topic and writing then follows. Key

vocabulary is evident on working walls in every classroom with visual aids to support, where possible.

As a school, we encourage a lot of conversation and communication in lessons especially using 'talk partners' and collaborative group work.

Questions and Additional Support

If you require any additional support in connection with this policy, please contact the schools EAL co-ordinator via email office@nwt.eastern-mat.co.uk

Policy written by Mrs Emma Harley-Bond

Reviewed ready for Implementation: 3rd September 2025

Reviewed Annually: August 2026