

St. Joseph's R.C. Primary School



Nursery policy for EAL (English as an additional language)

September 2025

Review: September 2028

Policy Review

This policy will be reviewed in full by the Standards, Safeguarding and Curriculum Committee.

The policy was last reviewed and agreed by the Standards, Safeguarding and Curriculum Committee on 28th November 2025.

It is due for review in November 2028.

Hayley Francis

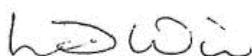
Date: 11th September 2025

Head Teacher



Lindsay Wise
Chair of Governors

Date: 11th September 2025



What is EAL?

The term EAL (English as an Additional Language) is used when referring to children where the language spoken at home is not English.

Our 5 Stage Model for Language Acquisition:

- 1. New to English (Beginners)** A child may:
 - Use 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
 - A child at this stage needs significant support.
- 2. Early Acquisition (Beginners to intermediate)** A child may:
 - 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 still needs a high amount of support
- 3. Developing Competence (Intermediate)** A child may:
 - Participate in learning activities with increasing independence
 - Express themselves orally in English but structural inaccuracies are still apparent
 - Require 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

4. Competent (Advanced) A child may:

- Develop oral English well, allowing successful engagement in activities across the curriculum
- Read and understand a wide variety of text
- Written English may lack complexity
- Demonstrate evidence of errors in grammatical structure
- A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

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 his/her first language.

Teaching and Learning

In Early Years, teachers plan and support EAL learners in the following ways:

- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults, such as storytelling and role-play.
- Building on children's experience of language at home by communicating with parents effectively.
- The staff wear lanyards with photo's of the daily routine and simple keywords, this prepares the children for the next activity and that staff are all modelling the same keywords.
- Providing support to expand children's simple vocabulary in English.
- Providing a range of learning through play opportunities for EAL children to develop their communication skills.
- EAL interventions take place across Early Years to support EAL beginners in particular to catch up with their peers and gain access to the Curriculum more quickly.
- The staff receive regular EAL training and ensure the setting continues to be a 'communication friendly' setting.

Assessment

In the Early Years, teachers complete a baseline assessment for all children and use these results to plan appropriate interventions for their EAL children. They then review their development termly and decide what impact these interventions are having on the children and come up with their next steps.

The key workers also complete regular 'Talking matters' assessments to see how the child is developing their communicative skills and evaluate next steps.

Completed by: Emily Lerego

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