



**KIDGATE
ACADEMY**

English as an Additional Language Policy

Date reviewed:	September 2025	
Approved by:	LGB	October 2025
Next review due by:	As desired	

For Office Use Only:

Policy Version: 1.0

To make changes to this policy, please
email admin@lincolnshiregateway.co.uk.



Lincolnshire Gateway
Academies Trust

Purpose

This policy sets out the Academy's approach to identifying and supporting pupils who are recognised as having English as an additional language (EAL)

Definition

An EAL pupil is one whose first language is not English. This includes pupils who are fully bilingual, as well as those at various stages of learning English.

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English-speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

EAL pupils will need varying levels of provision.

Introduction

This policy outlines the school's goals, objectives, and strategies for supporting EAL pupils, recognising their skills, and helping them reach their full potential overtime in listening, speaking, reading and viewing and writing.

Aims

- To provide all pupils with the opportunity to overcome any learning barriers they may face.
- To embrace and value the cultural, linguistic, and educational backgrounds that EAL pupils bring to the school.
- To implement effective strategies that support EAL pupils in engaging with the full curriculum.
- To help EAL pupils build confidence and fluency in speaking, listening, reading, and writing in English, enabling them to reach their full potential.
- To encourage pupils to practice and expand their use of English.
- To support and encourage parental involvement in enhancing their children's language development.

Monitoring Progress

- Teachers and Teaching Assistants make an initial assessment upon knowing the pupils from 8 weeks.
- Progress is then updated and recorded termly.
- The monitoring of pupils' progress is shared between all teachers, Teaching Assistants and the school SENDCo.

Whole school language development

All teachers must take into account both the language requirements and the content of the curriculum, and plan ways to support pupils in developing their oracy and literacy skills across all subjects.

In schemes of work and medium-term plans, teachers should consider the following questions:

- What opportunities exist for pupils to explore ideas through oral and collaborative activities?
- How can teachers (or additional adults or peers) model the essential subject-specific language?
- What key vocabulary do pupils need to grasp new concepts, and how can this be

introduced in an accessible manner?

- What variety of texts should pupils be exposed to, and how can their reading be supported to cater to learners with diverse needs?
- What types of written tasks are required, and how can these tasks be structured to support pupils at different proficiency levels?
- Are lessons designed to ensure that any additional adults have a clear role in promoting literacy development?

The role of class teachers is to:

- Establish consistent approaches to teaching and learning in literacy while fostering awareness of the language skills and knowledge pupils bring to lessons.
- Utilize speaking and listening strategies to enhance subject-specific learning.
- Plan for the effective teaching and learning of subject-specific vocabulary.
- Implement active reading strategies to improve pupils' ability to read purposefully and engage with diverse texts.
- Model writing for key text types relevant to their subject area.
- Provide adequate support for all learners who require it.
- Organise and plan for interventions to practice skills in order for EAL learners to work at an age-appropriate ability.

Listening, Language and Literacy

- Some pupils are already proficient in two or more languages, with strong language and literacy skills.
- Some pupils are beginner EAL learners who have not yet learned to read or write in any language.
- Some pupils have experienced gaps in their education and have not fully developed the language and literacy skills required for primary school.
- Some pupils have special educational needs (SEN) related to language or literacy development.

All of these diverse groups benefit from teaching that enhances their language and literacy skills, helping them become fluent in the academic language of the primary curriculum, which is crucial for academic success. As pupils move through school, the language and literacy demands of the curriculum become more complex, requiring them to develop a broader range of language skills. Specifically, they must transition from spoken to written forms and learn to adapt their language to suit different styles (genres), purposes, and audiences—skills that must be explicitly taught.

Beginner EAL Learners

While it typically takes 1-2 years to become fluent in everyday spoken English, it can take 5-7 years to reach proficiency in formal, written English. We aim for all EAL pupils to:

- Feel an immediate sense of belonging within the school community
- Develop language skills in context
- Access their full curriculum entitlement

In the early stages, additional support in class and small group literacy instruction will be beneficial. However, pupils should not generally be removed from Maths or practical subjects, as they can often make significant progress in these areas regardless of their English proficiency.

Teaching Strategies to Support EAL Beginners

- Create a classroom environment that offers plenty of opportunities for oral practice
- Encourage pupils to draw upon their knowledge of other languages they may know
- Promote and utilize bilingual support from peers and staff
- Allow time for students to practice and internalize new language
- Use various visual aids, such as diagrams, maps, charts, and pictures
- Implement activities like card sorting, sequencing, and matching to reinforce learning

Learning Through Speaking

1. Using speaking to clarify and express ideas
2. Employing active listening to understand a topic
3. Engaging in hypothesizing, evaluation, and problem-solving through discussion

Teaching Strategies:

- Provide pre- and post-listening activities, such as listening frames
- Use intervention activities and other collaborative tasks
- Allow students to demonstrate their understanding orally in assessments
- Encourage students to rehearse their answers with a partner before responding
- Utilize additional adults to support discussion groups

Learning from Reading and viewing

1. Reading for meaning—making inferences and drawing conclusions
2. Understanding the structure of subject-specific texts
3. Developing research and study skills

Teaching Strategies:

- Clearly communicate the purpose of reading
- Read aloud to students to model comprehension
- Teach students how to navigate textbooks, using features like the index and contents
- Show students how to frame questions before starting research
- Help students decide when to scan, skim, or close-read a text
- Encourage students to transfer information from text into diagrams
- Guide students in using the library for both research and enjoyment including bilingual books and those written in English text

Learning Through Writing

1. Using writing to think, explore, and develop ideas
2. Structuring and organising writing to link ideas into cohesive paragraphs
3. Developing clear and appropriate expression at the sentence level

Teaching Strategies:

- Ensure pupils understand the purpose and audience for their writing
- Highlight the differences between spoken and written language
- Support pupils in choosing the appropriate level of formality
- Provide model texts before asking students to write
- Teach students how to organise writing with planning frameworks and graphic organisers
- Support extended writing by providing frames and key connectives to link ideas
- Encourage pupils to evaluate, revise, and redraft their writing