



English as an Additional Language Policy (Induction English)

Aims and Objectives

The Induction English lessons are for those pupils who enter the school in Key Stage One without a sufficient level of English, whether it be in oral, written, listening or reading skills, to be able to follow the mainstream classes. The parents of these pupils are informed during the selection process of the need for these lessons.

Occasionally, pupils already attending the school and show insufficient progress might be asked to join the Induction English lessons.

The duration of the lessons depends on each pupil. When they are able to participate fully in the mainstream classes they no longer need to attend these lessons.

As in the mainstream English lessons, pupils attending Induction English lessons are enabled to:

- speak in a variety of situations
- use correct pronunciation & intonation
- listen with concentration
- read a variety of texts, fiction & non-fiction
- write for different purposes

However, emphasis lies on oral English, especially at the beginning, and children practice basic expressions and vocabulary, to enable them to participate as quickly and as fully as possible in the normal school day.

Organisation & Resources

The Induction English lessons are taught by a specialist teachers who withdraws pupils from the mainstream classes, usually for one or two lessons a week. These pupils are grouped according to age and ability in small groups of maximum six pupils.

Where possible lessons are conducted in classrooms where pupils and the teacher have access to a wide range of resources: text books, graded EFL and non EFL readers, fiction and non-fiction books, dictionaries, cd's, cd-roms, reference books, computer, games, craft materials, videos, flashcards, posters and other artefacts.

Curriculum & Planning

The specific learning objectives, which the Induction English teacher is responsible for writing, are based largely on National Curriculum learning outcomes for English. This is particularly true for infant pupils since evidence suggests that young learners of English as an additional (or foreign language) go



through a similar process of learning English grammar as children brought up in an English-only environment.

However, the Induction English curriculum content also puts emphasis on grammar and functions, The content is graded according to its complexity, starting with more simple structures with the verb 'to be', progressing to a slightly more complex 'verb to be + going to' structure.

Functions are also graded according to how urgent the pupil needs it for 'real-world communication'. For example, functions such as asking for and giving personal information; describing physical appearance and school timetables are covered early in the term.

Medium-term plans are written for the objectives for each small group for each half-term. The teacher notes on these plans any areas which need reinforcement, either at an individual or group level, or on the contrary need less attention, and uses this information for subsequent planning.

Teaching & Learning Style

The teacher uses a variety of techniques to cater for a range of learning styles. We try to engage children as actively as possible in the lessons and to make them as enjoyable as possible.

The teacher allows for differentiation by getting peers to help each other; setting common tasks which can have different outcomes and by using different resources.

Children are encouraged to be more independent learners by being shown and practising a range of learning strategies. These strategies are to help them beyond the Induction English classroom.

Learning objectives are stated clearly on the board at the beginning of each lesson so that children are more aware of what they are learning and can be more involved in the process.

Spanish may be used on occasions in the classroom especially at the beginning of the course if necessary.

Induction English & Inclusion

The Induction English lessons enable these children to have access to a broad and balanced education since many of the National Curriculum objectives are taught and some basic concepts and themes in other subjects, such as Maths, Science, History, Geography or computing are often covered too.

Computing skills can be developed in Induction English lessons as pupils are asked to present work eg, poems or stories, or to find information on the web for project work.

Assessment

The teacher continually assesses the pupils informally during lessons to check their progress, making notes on her plans. This helps her make informed decisions about subsequent planning.

Written or verbal feedback is given to the pupils.

Pupils are also asked to assess their own and each other's work and think about how to improve it.

The IE teacher reports to parents three times a year.



Reporting to Parents

Induction English pupils are given written reports three times a year, at the end of each term. This report is included on the child's subject report.

Monitoring & Review

The English Leader supports with the planning and teaching of Induction English.
The Induction English teacher keeps herself informed about current developments in EFL.

Written : Kirsty Sharp	Reviewed: June 2016
Agreed:	Next Review: July 2017