



COLESHILL *C of E*
PRIMARY SCHOOL
AND **NURSERY**

COLESHILL C of E PRIMARY SCHOOL

ENGLISH WRITING POLICY

Policy developed by: Jessica Rutherford

Committee: Local Academy Board

Date of adoption: January 2024

Chair of committee signature: Mr David Lloyd

Frequency of reviews: Annually

| | |
|------------------------|----------------------------|
| Date of review: | Chair of Governors: |
| | |

1. The School Vision

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school preparing every child for their future.

1.1 The School Vision Seen Through this Policy:

Coleshill Church of England Primary School is part of the Birmingham Diocesans Multi-Academy Trust (BDMAT). All staff and governors aim to make the school a place where Christian love and commitment are expressed in everyday life. We aim within the curriculum to ensure that planned lessons and teaching **brings engagement, fun and enthusiasm**. Our curriculum is designed to give a broad and balanced learning experience for all our children and equip them fully for the next stage in their education.

Coleshill C of E Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

At Coleshill C of E Primary School, our vision is **to develop confident, creative, and capable young writers** who use writing to express themselves, communicate effectively, and engage with the world around them. We aim to nurture a love of writing by providing rich, purposeful opportunities that inspire imagination and curiosity.

We believe every child is a writer. Through high-quality teaching, supportive feedback, and a language-rich environment, we empower pupils to:

- **Write with clarity, accuracy, and fluency** across a range of genres and audiences
- **Develop a strong author's voice**, showing independence, creativity, and personal expression
- **Build resilience and pride** in their writing through drafting, editing, and improving their work
- **Understand the power of writing** as a tool for communication, storytelling, and lifelong learning

Our vision is to ensure that by the end of primary school, every child leaves as a **confident, enthusiastic writer**, equipped with the skills and passion needed for the next stage of their education and beyond.

Introduction:

English Intent

At Coleshill C E Primary School, we have developed a bespoke, high-quality English curriculum that enables all pupils to develop as confident readers, enthusiastic writers, and fluent speakers. We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. Pupils at Coleshill C E Primary School are immersed in rich and varied texts that engage, excite, and motivate them to read and write.

We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. We actively teach language and vocabulary acquisition during focused sessions so that our pupils leave the school with excellent oracy skills. The English curriculum is designed to develop core knowledge and skills that are progressive, as well as transferable across all curriculum subjects. We believe that children need to develop key phonics, reading, writing, and speaking skills so that they are prepared for the next stage in their educational journey.

Implementation: How we teach:

Our Writing approach enables children to read and write independently for a variety of **audiences** and **purposes** within different subjects. The approach moves from **dependence** towards **independence**, with the teacher using **shared** and **guided teaching** to develop the ability in children to write creatively and powerfully.

Once children have completed a unit of work, two – three weeks later children complete another piece of writing in the same genre. This is to see which core knowledge and skills the children have retained away from the point of teaching. This process is called **near -far transfer**. This piece of writing enables teachers to identify elements of the curriculum that need further focus.

We have adopted an 80% / 20% approach to timetabling. 80% of the allocated English writing time will be direct by the writing leader, the remaining 20% of allocated time is to be used for: assessments, enrichment, and re-teaching where assessments show gaps in knowledge and skills or where children want to continue learning at deeper level.

Here at Coleshill C E Primary School, we underpin our English work by establishing an appropriate stimulus. This could be from a range of quality fiction, poetry, and non-fiction, which is selected to meet the needs and interests specific to each cohort, that all children experience and draw upon. Sequences of learning are developed, creating a whole-school plan that is refined to suit the changing needs of our children. Learning sequences are well-resourced and supporting documents allow teachers to focus on adapting their teaching for children's learning. This means that our rich and ambitious curriculum delivery is supplemented with texts/ stimulus that: reflect the community that we serve and beyond, challenge stereotypes, affirm identity and provide excellent models of literacy.

2. Planning

3.1 Long Term Plan:

The Long-Term Plan was developed by the writing lead, alongside an external writing advisor. This is provided to teachers to map out coverage of text genres over the academic year. Suggested stimulus, which have been selected with a consideration of its Lexile (numerical difficulty of a text) to ensure challenge. Here is an example of a Long-Term Plan. Suggested unit lengths are given as are suggest stimuli.

Colleshill C E Primary School - Whole School Writing Long Term Plan
 The Long-Term Plan will cover 80% of the available teaching time (approx. 30 weeks). The remaining 20% (approx. 9 weeks) will be used for assessments, trips, and re-teaching where assessments show gaps in knowledge and skills or where children want to continue learning at deeper level.

| Year 1 | Autumn (approx 55 days planned) | | Spring (approx 39 days planned) | | Summer (approx 53 days planned) | |
|-------------|------------------------------------|---------------------|------------------------------------|--------------------|---|----------------------------------|
| Narrative | Unit title | Traditional tales | Repetitive story structure | Dilemma | | Stories with alternative endings |
| | Suggested unit lengths | 15 sessions | 15 sessions | 15 sessions | | 15 sessions |
| Non-fiction | Unit title | Captions and labels | Information poster | Recount – postcard | Recount – letter (building on from previous unit) | Non-chronological report |
| | Suggested unit lengths | 5 days (CP work) | 5-8 sessions | 5 sessions | 8-10 sessions | 12-15 sessions |
| Poetry | Unit title | Acrostic poem | | Free verse poem | | Performance poems |
| | Suggested unit lengths | 5 sessions | | 8-10 days | | 5 days |

3.2 Medium Term Planning

Medium Term Planning is provided by the English lead for teachers to plan from. These have been generated using the National Curriculum to ensure full coverage. Medium Term Plans detail the core knowledge and skills that need to be taught during a sequence of learning. Prior core knowledge and skills are included to show progression through genres. Unit outcomes are listed, and teachers are responsible for planning how they will deliver the core knowledge and skills. Suggested stimuli are listed, and teachers are able to select the most appropriate for their class based on their needs and interests.

Individual unit overview- MTP for unit of work:

NB- This MTP tell you what your unit of work must cover, NOT how to teach this.

| Subject: | English Writing | Year group: | 2 | | |
|---------------------------------|---|---|--|---|---|
| Unit title: | Narrative 1: Story with a familiar setting | | | | |
| NC Links: | <p>Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes Consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> | | | | |
| Unit time budget: | 10 hours – 12.5 hours | | | | |
| Suggested number of sessions: | 12-15 sessions | | | | |
| Core knowledge (taken from NC): | <p>Core Skills:</p> <ul style="list-style-type: none"> -be able to write with control in first and third person. -be able to write with control in past and present tense. -be able to select precise nouns to describe key information with an awareness of audience. -be able to select precise adjectives to describe | <p>Key core vocabulary:</p> <ul style="list-style-type: none"> -first person -third person -story mountain -past tense -present tense -exclamation mark -question mark -capital letter -full stop -story mountain (beginning, middle, end) -chronological order (time | <p>Unit outcomes:</p> <ul style="list-style-type: none"> -Children to write a traditional tale using the core knowledge and skills approximately 2/3 – 1 page of A4. -Children to use clear, legible, correctly formed printed handwriting. | <p>Key linked stimulus:</p> <ul style="list-style-type: none"> The Gingerbread Man The Storm Whale | <p>Link to whole school values: Highlight the values your stimulus / teaching sequence covers where genuine links are made.</p> <ul style="list-style-type: none"> Honesty Kindness Self-control Respect Perseverance |

3.3 Short Term Planning

Staff use the Medium-Term Planning, which is given to them by the English lead, as starting point for Short-term Planning. Working in collaboration with year groups partners, teachers will plan the sequence of learning, focusing on each phase. All teachers should take an active role in the planning process so that:

- All share a clear understanding of the core knowledge and skills being taught during the sequence.
- Resources that support the sequence of learning are identified.

-Know of the time allocation for each phase

-Supporting planning documents are used to ensure children are exposed to a range of processes to help underpin and secure the core knowledge.

The aim of the short-term planning is that by the end of the sequence of learning, children will be fluent in the focus core knowledge and skills, and then apply these to their own writing away from the point of teaching (near / far transfer). Staff are responsible for ensuring that reading, speaking and listening, grammar and punctuation and knowledge of text specific features are taught.

3.4 Short Term Planning – Resources

A wide range of resources will be used to support pupils, and enable them, to become independent writers. In each sequence of learning children will complete the same activities:

Boxing up: This is a way of ensuring that children become fluent in summarising texts.

Classification grid: Creating class reference points of the different organisational / grammar features that must be found within the text type / genre.

Exploding a piece of text: Focus on the specific organisational features, grammar features, the structure of the text, key tier 3 technical vocabulary and the authorial technique used

Word mats: Key focus vocabulary will be available to all learners (this may be displayed at a whole class level or individual word mats for quick reference and prompt.

Supporting resources: Dictionaries, thesauruses, word banks, wall displays and prompts will allow the developing writer to concentrate on content.

3. Teaching

Teaching of each writing sequence is split in to seven phases. Each phase of the learning journey focuses on developing different core knowledge and skills:

| | | |
|-----------------|----------------------------|--|
| Phase 1: | High quality text: | Children will be exposed to a high-quality version of the focused genre. During this phase children will identify: → Purpose – entertain, inform, explain. → Audience → Share their opinions |
| | Exploding a piece of text: | During this phase, children will be able to identify what makes a piece of writing special? The focus will be placed on: -Organisational features -Grammar features -Structure of the text -Tier 3 technical vocabulary -Authorial technique used |
| | Talk based activity: | Children will take part in a talk-based activity. This could be saying sentences in the style of the character / |

| | | |
|-----------------|---------------------------------------|---|
| | | freeze frame / drama / role play / role on the wall / the use of different lenses to analyse characters. |
| | Opportunities for further reading: | Though will be given to opportunities where children can be exposed to other versions of the same genres (RFP link / GR / Class readers) |
| | Classification grid (AKA Boxing up) | During this phase children will create a class reference point identifying the different organisational / grammar features that must be found within the focused text type / genre. |
| Phase 2: | Sentence focus (SPaG): | During this phase, children practise the sentence level (SPaG) elements from the genre focus for the sequence of learning. This will link to the core knowledge and skills – usually a grammar focus. |
| Phase 3: | Planning: | During this phase children are exposed to creating a shared plan that will be used in the guided, model write. Children will be given the time to orally rehearse their plan. |
| Phase 4: | Model write and Editing | During this phase children are exposed to a guided, model write. Cross references will be made to the checklist that was made during phase 1. This phase will be split into a minimum of 3 sections so that children are given the chance to focus on the application of core knowledge and skills. Editing will also be evident during this phase of learning for additions, revisions and proof-reading. |
| Phase 5: | Final published piece: | During this phase children will apply their knowledge and skills to create their own published piece in the style of the focus genre. Children are given the chance to reflect on their learning during this sequence by referencing their books, the learning walls and modelling before being introduced to the task. The adult's role in this session is to frame the lesson, identify the success criteria, oversee the writing, giving 1:1 feedback / small group intervention where necessary and offering extra challenge to those higher attainers. |
| Phase 6: | Evaluate: | During this phase evaluations focus on identifying the positives and strengths of a sample of writing in the focused genre. This could be peers work, their own or other models. Children will offer their opinions on what is good evidence, what could be improved, what features are missing and the effects of this on the reader etc. |
| Phase 7: | Far transfer – assessment opportunity | During this phase children will be applying their learnt core knowledge and skills away from the point of teaching. This will usually be 2-3 weeks after completing phase 1 – phase 6. Children will be given a stimulus for their writing and the teacher will share clear expectations allowing time to identify the key |

| | | |
|--|--|--|
| | | features required for the genre and frame the lesson) This is used for assessment and evaluation away from the point of teaching. |
|--|--|--|

Teachers teach pupils about reading by providing access to a wide range of high-quality narrative, poetry and non-narrative texts. Teaching activities promote children’s abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for pupils to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

Each time the children write, they will be aware of why they are writing (purpose) and who they are writing for (audience).

4.1 Principles and guidance for teaching

- Final published pieces have a purpose for the children to motivate them and see worth in their writing.
- Variety of speaking and listening, reading, writing throughout the sequence of learning.
- Displays demonstrate expectations of each year group.
- Working walls / modelling reflect high expectations.
- Fun/exciting/conversational sessions are planned.
- Regular oral practice develops language and sentence construction.
- Word vocabulary displays promote depth and breadth of increasingly hard language used in their writing.
- Children with SEND are supported through the use of, but are not limited to, the use of resources using Communication In Print (a program which creates symbols for each word, enabling children to access more difficult texts), use of laptops for typing, talking tins, personalised handwriting targets/support, personalised prompts for spelling / phonics / key work mats and physical supports (such as; writing wedges/ pencil grips / wobble cushions).

3.2 Typical Lesson Structure

A typical lesson will follow this structure:

- The focus learning intention is shared.
- ITF – this enables students to ‘Interrupt the Forgetting’ on a previously taught skill/knowledge. This will be recorded on a starter sheet which is stuck in under the date in every child’s book.
- ‘I do / We do / You do’ approach to teaching.
- Application of focus knowledge / skills.
- Plenary to summarise the learning during the session.

3.3 Feedback:

- Each session children require varying types of feedback. Sometimes, even where a learning intention has been met, often there is opportunity for a teacher to guide their pupils to improve their work. Whenever a learning intention isn’t met, pupils must understand what they need

to do next time to be successful. This may be discussed in the lesson, addressed as a group or be individual to one child.

- If specific to one child, developmental guidance will be given to support the child in how their work could be even better. If this is identified in the lesson, the teacher will give verbal feedback and evidence of this will be in the improvement of the children's work from this point.
- If further feedback is required after the lesson...
- **EBI: Explain why the apostrophe is needed in this word.**
- Teachers should regularly check that their pupils understand and can articulate what EBI means and the purpose of it being at the end of their work. Guidance written by teachers should model the handwriting that is the age-related expectation for that year group. ***Teacher's handwriting should represent the highest expectations for children to aspire to and copy.***
- In many cases, similar misconceptions or areas to address will arise with more than one child therefore group or whole class feedback will be given.

When used, the starter in writing is usually linked to a SPaG skill to 'interrupt the forgetting', guaranteeing that specific National Curriculum skills are frequently referred to multiple times through the year. This will include previous year's skills as well as the current year to pick up on any common mistakes or identify misconceptions.

Teaching of Spelling

Spelling is planned using No Nonsense Spelling scheme, which is a spiralling systematic approach to learning spelling rules and continual reflection upon each child's own spelling journey. This is recorded in spelling journals for children to refer to. The scheme includes many strategies in learning rules, spotting patterns and provides the children with time to investigate these themselves. Word etymology and morphology are used to give reasoning behind spelling rules and allow children to understand the history behind specific words. This is taught in a whole class setting, however children with SEN are often taught using their own targets from Personal Plans.

Teaching of Poetry

Poetry is taught termly at Coleshill CE Primary. We provide opportunities for children to learn about a range of poetic genres in which the children are encouraged to reflect on their experience, to recreate it, shape it, and make sense of it. In a poem it is possible to give form and significance to a particular event or feeling and to communicate this to the reader or to the listener. Poetry Line (CLPE) state that 'The best way to help children to become comfortable with poetry is to make sure they hear poetry as often as possible from as wide a range of books and anthologies as possible and from as many different voices as possible.' Therefore, teachers use poetry within their reading diet for the children during class reading time, and within writing there are termly foci.

4. Assessment

5.1 – Unit title pages

Unit title pages are created and included in every child's literacy book at the start of each sequence of learning. These unit title pages are populated using the core knowledge and skills that are focused on during the sequence of learning.

Daily Learning Intentions are evidenced in each child's book, and these are used (in-line without marking policy) to identify how a child has performed against the focus. These are an ongoing useful formative assessment tool used by staff.

5.2 'Far transfer' assessment

'Far transfer writes' are completed 2-3 weeks after a sequence of learning is completed. This is used as a way of identifying the core knowledge and skills that the children have retained away from the point of delivery (near transfer). Teachers use the outcomes of the 'far transfer writes' as an assessment tool to determine a child's progress and these are recorded on Arbor (our internal tracking system) which contain objectives from the National Curriculum. The overall outcomes of the 'far transfer' assessment directly impact the planning for upcoming sequences of learning. Individual outcomes allow teachers to plan for direct 'keep up not catch up' interventions.

5.3 Feedback not Marking.

In writing, children use live modelling, success criteria and scaffolds to guide them in their learning journey. Teachers use 'in the moment' feedback...

Marking in writing follows the whole school marking policy.

- All work includes some form of annotation from the teacher (e.g. – corrections, spellings, punctuation, ticks).
- GREEN ink is always used.
- Presentation stars are used in the left-hand margin – these relate to the presentation expectations for the year group (1 stars Working Towards Standard, 2 stars Age Related Expectation, 3 stars Greater Depth)



Friday 12th July 2025


T **LI – To identify word meaning and make simple inferences.** GD

- The following Marking Symbols are used in a child's book.

| Marking Symbols | |
|---|-------------------|
| Look for your teacher's green pen guidance in the margin. Use your purple pen to correct the error. | |
| Spelling incorrect (write correctly 3 times at bottom of the page or in margin). | <u>Underlined</u> |
| There is a missing Capital Letter on this line. | CL |
| There is missing punctuation on this line. | P or ○ |
| Grammar or Tense needs editing. | G / T |
| Rewrite sentence with improved handwriting. | Hwr |
| Better or additional language choice needed. | W |

Spelling Policy

- To support the development of accurate spelling across the curriculum, teachers will address spelling errors using the following tiered approach:
- Focus 1:** Common exception words and statutory spellings for the child's year group
- Focus 2:** Spelling rules and patterns that have been explicitly taught
- Focus 3:** Subject-specific vocabulary and any other incorrect spellings
- Teachers may address spelling errors using differentiated strategies, based on the needs of individual learners:
- Copy and Correct**
Children copy the correct spelling once. If a child finds the spelling particularly challenging, they may copy it up to three times to reinforce accuracy.
- Fill in the Missing Sound**
- If a child has used an incorrect digraph or alternative sound, the teacher may present the word with the incorrect part omitted. The child will then select and fill in the correct sound. For example, if a child has spelt **boat** as **bowt**, the teacher will write in the margin b _ _ t for the child to respond with the correct sound choice.
- Best Bet**
- Teachers may offer three possible spellings of the word, incorporating alternative sounds. The child will identify and tick the correct version. For example, if a child spells **believe** as **beleeve**, a teacher may write in the margin **beleve, believe, beleive**, for children to tick the correct spelling.
- Where a child continues to struggle with specific spellings, these may be added to their **personal spelling bookmark**, which will be reviewed each half term to monitor progress and inform further support.
-
- Spelling Reflection Time**
Dedicated spelling time will be provided at the end of each literacy lesson. During this time, children are encouraged to review and check:
- Words on their **personal spelling bookmark**
- Their **spelling rule of the week**, which will be explicitly taught during isolated spelling lessons

- This approach ensures that spelling remains a consistent focus across all subjects while allowing for personalised support and consolidation.
- Missing words are identified with the following sign ^
- Missing punctuation is identified by using the following symbols. 
- EBI (Even Better If) is used where the child needs to improve on something in their work specifically.
 - A question may be asked, or task given for the child to complete.
- Not all work will require a comment; this is specific to the child's needs, progress in the lesson and piece of work completed.
- A maximum of 2 praise points can be awarded for children's work.
- An E-Praise Accolade can be awarded for a piece of work if it is 'a best piece of work for that particular child'. This may be given by the teacher, or the child may be asked to show their work to the Head Teacher.
- If learning represents one of our school values, the child may be awarded Praise Points.
- Children not following the school values in their learning may be awarded a demerit (see behaviour policy).

Self and Peer assessment

- Children are encouraged to take responsibility for their learning and progress through a range of peer and self-assessment opportunities. Peer and self-assessment procedures may be seen in the children's books linking to the success criteria from the lesson.
- Where possible, and appropriate, answers are put around the classroom for the children to access and check their own work. I. If the child has made errors but understands why, they complete more questions on the same challenge to consolidate their knowledge. If the child has made errors and does not understand why, they will seek the support of an adult. This checking is completed in PURPLE pen.
- Peer assessment is completed in pairs where the children put their books on top of each other's so that they focus on just the one book together. The teacher identifies what they need to identify and check for corrections, and both children address these. These will include spelling, punctuation, sentence structure etc referred to in the Success Criteria.

5.4 Arbor Pupil tracker system

Arbor is used to enable staff to track the outcomes on individuals over a unit of work. This gives staff a snapshot of the progress made at the end of the teaching sequence. The system is also useful to group children for interventions and look at trends within the classroom e.g. SEND children, GDS children. Assessments taken from 'Far transfer outcomes' are directly transferred to the curriculum tracker to give a 'live' picture of attainment across the class.

5. Monitoring

6.1 Book Analysis

Book analysis will be completed by the English lead/Headship team. There is always a specific focus for book analysis and feedback is given with clear actions outlined. The date for these actions to be

implemented will be clear and a follow-up review will take place. Where CPD is required, it will be delivered. Outcomes from book analysis will be logged and monitored.

6.2 Writing Moderations

Attendance at both internal, cluster, academy and county moderations are implemented to ensure the consistency and accuracy of levelling within our school throughout the year. These focus on both reading and writing.

6.3 Learning Walks

Learning walks are completed by the English lead and members of the Headship team termly. Similarly to the book analysis, lesson observations have a specific focus. Again, feedback is given immediately and CPD is provided where necessary. Like book monitoring, areas of development are followed up to secure improvement in subsequent walks and outcomes are recorded on Perspective.

6.4 Data reviews:

Data reviews are completed termly by the English lead, the class teacher and shared with a member of the Headship Team during Pupil Progress Meetings. The data, linked to Arbor and NFER testing is analysed to identify gaps in children's learning, and these are addressed through focused interventions / re-teaching.

6.5 Monitoring of this Policy

The policy will be reviewed biannually by the governors to evaluate its effectiveness and relevance in light of any wider changes in practice.

6. Supporting learners with English as an Additional Language (EAL)

7.1 The context for EAL pedagogy

EAL learners have a dual task at school: to learn English (language) and to learn through English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context. Specific teaching strategies and resources are therefore necessary to make the language of the curriculum accessible to learners who use EAL.

We are using the recommendations as outlined by The Bell Foundation to underpin our approach to supporting those with English as an Additional Language. [Effective Teaching of EAL Learners - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk)

7.2 Five principles to guide EAL pedagogy.

Principle 1: Multilingualism as an asset

‘Encouraging learners to use and develop their full linguistic repertoire is highly beneficial.’

Learners' multilingualism – their ability to listen, speak, read and view, and/or write in one or more languages and/or scripts beyond English – is a valuable resource. Maintaining and further developing learners' home languages and other languages they know results in greater cognitive flexibility and stronger academic performance. Teachers and support staff should, where possible, include the use of

different languages so these are visual within the learning environment. Learners using EAL should be encouraged to codeswitch and translate between any languages they know to support their subject content learning and the acquisition of academic English.

Principle 2: High expectations with appropriate support

‘Having high expectations of learners using EAL while offering them the language support that they need is beneficial to their learning.’

Learners using EAL, like all learners, benefit from high expectations which inspire, motivate, and challenge them. Teachers and support staff should set goals that stretch and challenge learners of all backgrounds, abilities, and levels of proficiency in English, provide them with appropriately demanding activities, and expect their active engagement and concentration.

Unlike first language English learners, those using EAL have a double task ahead of them – simultaneously learning the English language and learning content through English. This means that teaching and support staff should set high expectations, while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.

Principle 3: Integrated focus on content and language

‘Focusing on language while teaching subject content is crucial to the progress and attainment of learners using EAL.’

Cognitive and academic abilities of learners for whom English is an additional language are separate from their English language abilities. Although multilingual learners may be fully capable of the cognitive and academic demands of curricula in their home language(s), they may be unable to access fully a similar curriculum in English due to the English language barrier; alas, the curriculum does not wait.

The curriculum should be designed in such a way that all learners’ needs can be met in the classroom, and any additional support required should be provided in the classroom. English language development should be integrated and embedded into the curriculum within language-rich mainstream classes. Any withdrawal of learners using EAL from a mainstream class should be for a specific purpose, time-limited and linked to the work of the mainstream class.

Principle 4: Effective and holistic pupil assessment

‘EAL assessment builds a broad picture of the learner, which enables teachers to plan appropriate and targeted support.’

Effective assessment provides teachers with the information needed to adapt teaching for EAL learners. Initial diagnostic assessment should gather linguistic and educational information, such as information about learners’ language and literacy practices, prior education, and current cognitive skills. Initial assessment of learners’ proficiency in English should include assessment of listening, speaking, reading and viewing, and writing.

7.3 EAL Assessment Tool: The Bell Foundation

In order to support children with EAL, we adopt the use of the EAL Assessment Framework for Schools: PRIMARY created by The Bell Foundation to baseline children. The Bell Foundation's assessment tools are straightforward and easy-to-use. They can be used to gather data to support the teaching and learning of learners who use EAL and to enable teachers to generate targets to guide progress. Through this on-going cycle of formative assessment, leading to individual target-setting and tailored support, learners can develop their English language skills, fully access the curriculum, and fulfil their academic potential.

The Bell Foundation's award-winning EAL Assessment Framework for Schools provides a set of standards to assist staff in establishing English language proficiency and has been designed to support teaching and learning by enabling practitioners to generate targets to guide individual learner progress. The assessment bands pupils according to their English proficiency.

Band A: New to English - Learners require considerable support to access curriculum content.

Band B: Early Acquisition - Learners still need a significant amount of EAL support to access the curriculum.

Band C: Developing Competency - Learners would typically be confident in communicating in English and would be starting to develop more control of functional language.

Band D: Competent - Learners may still need some/occasional support to access complex curriculum material and tasks.

Band E: Fluent - As with Competent learners, Fluent learners may still need some/occasional support to access complex curriculum material and tasks.

Learners assessed to be between Band 1 and 3 (New to English, Early Acquisition or Developing Competency) are then supported through the use of targeted interventions.