

Procedures for Children where English is an Additional Language (EAL)

These policies are put into place in accordance with the Race Relations Amendment Act 2000.

Language Development Process of Children with EAL

Typically, children will progress through four stages of language development.

1. Stage One

- The child may not speak at all (silent phase).
- The child may watch and listen to other children and staff in the setting.
- The child may prefer outside play or familial play (such as in the home corner) or solitary activities (such as sand or water play).
- The child may repeat everything that is said to them.
- This stage may last for several months.

2. Stage Two

- The child may start to use single English words and phrases to communicate.
- The child may begin to understand familiar phrases or instructions such as *tidy up time*.

3. Stage Three

- The child may now feel confident about communicating in English
- The child may be able to express his/her feeling in English and begin to take risks experimenting with language, not just in using familiar words and phrases.
- The child may begin to communicate more with his/her peers during play.

4. Stage Four

- The child may feel confident in using ICT equipment.

Methods Strategies

The use of key persons is an excellent way to support EAL children in their development of English. It is important that the key person builds strong relationships with the parents to support their child.

- Parents will be asked to supply a list of the child's key words in their first language to help the key person understand the child. These words will be shared with all staff members in contact with the child.
- The child will be encouraged to continue to use his/her first language as it is part of the individual's identity.

● Practitioners will:

- make use of gestures and non verbal communication techniques. This will be of particular focus for children in stages one and two of there language development.
- be consistent in their use of familiar phrases (ie *tidy up time*).
- make use of rhymes and stories for their repetitive nature.
- use photographs and pictures to encourage communication.
- allow the child enough time to find and express him/herself.
- maintain eye contact with child at all times when in communication with the child.
- act as a model for words and phrases, placing little emphasis on the child's pronunciation.

This policy was adopted at a meeting of *Cygnets Milton Pre-School* held on September 14 '08

Signed on behalf of the Management/Committee/Proprietor *J. Daux*

Role of signatory (e.g. chairperson etc.) Chair

reviewed *RJDW* 16/9/13

ROSA JDW (Chair)