



Northampton International Academy

EAL Intervention Curriculum Overview



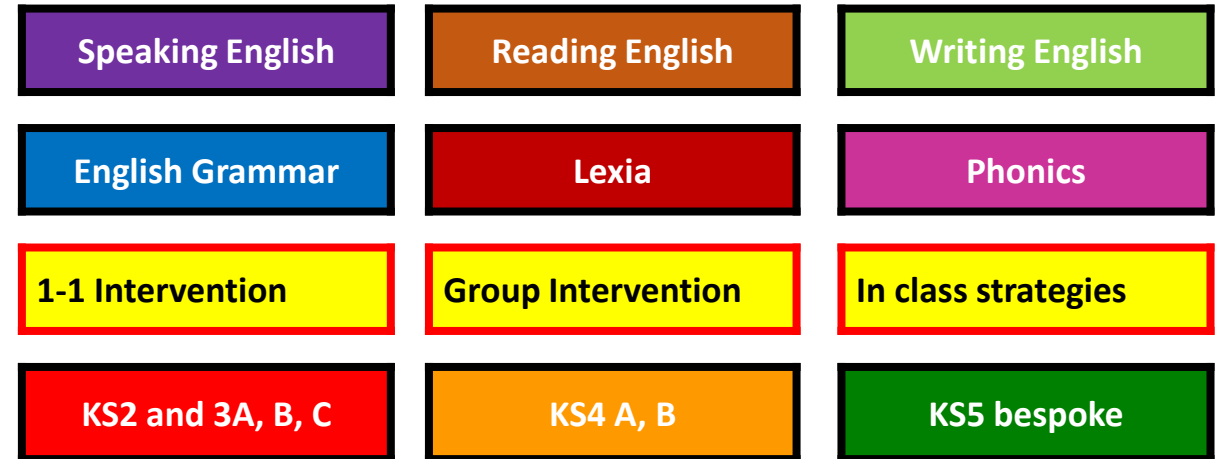
The EAL Vision at NIA

Learners join our school each year with little or no English language. Our vision is that all learners, no matter their starting points, will be able to achieve success. Our EAL curriculum meets the language learner at their starting point and aims to rapidly teach them the English language skills necessary to engage with the wider curriculum.

Reading, writing and communication are at the heart of our teaching. We know that students need these core skills for success in the whole curriculum. We aim to move students from no English to proficient English through bespoke interventions. We use a succession of baseline assessments to determine students' proficiency in their own language and proficiency in English.

Our curriculum is split into three Key Stage groups. KS2 and 3 learners follow a programme that includes library lessons, one to one reading, lexia and bespoke sessions tailored to them. Our KS4 learners follow a more mature programme that takes into account their examination needs. Our KS5 learners are supported in a more bespoke programme that ensures success in their chosen subjects.

Our curriculum's programme of study is arranged according to individual need. Our students are individually assessed and provided with a pathway towards English proficiency. Our curriculum is flexible and draws upon a range of resources to meet the individual needs of each student.



Learning for Life and Careers

We aim to develop confident, bilingual learners

Our aim is to take learners who are new to English and develop them towards being bilingual, or in some cases multilingual, citizens of the future.

Examples of qualification pathways

"Bilingualism, or the ability to speak two or more languages fluently, can be a huge asset for job seekers. As a 2017 report by New American Economy discovered, the need for bilingual workers in the United States more than doubled in the previous five years.

Bilingualism makes you a more adaptable thinker, according to a report by the Language Institute. Quick and flexible thinkers with broad perspectives will benefit any employer."

[Idealist Careers, Harvard University](#)



The EAL Department are committed to excellence in four key undertakings





	AQUIRING VOCABULARY: Our curriculum is rich in vocabulary without being overwhelming. We aim to add new words to our EAL learners' vocabularies every day.
	READING SKILLS: Our knowledge of learners' reading proficiency in their own language and English helps us to target and improve specific reading skills that make access to the wider curriculum possible.
	WRITING SKILLS: Our knowledge of learners' writing proficiency in their own language and English help us to target and improve writing skills (including grammar, punctuation and spelling) that make access to the whole curriculum possible.
	CONFIDENCE TO COMMUNICATE: Arriving in a new school without the language to communicate is very daunting. Our EAL interventions build learners' confidence to communicate with the whole school community.



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EAL Intervention Curriculum Progression



	A Students	B Students	C Students
Vocabulary 	learning basic classroom language and linking sounds to actions and meanings Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English	The focus for vocabulary is now on effective communication and 'meaning making'. At these stages fluency and building confidence is more important than accuracy.	At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are Developing Competence need to be encouraged to notice key features of English and self-correct.
Reading 	Learners working at band A will require considerable support to access curriculum content.	Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning. Learners working at band B will still needs a significant amount of EAL support to access the curriculum.	Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks Learners working at band C will require on-going EAL support to access the curriculum fully.
Writing 	Demonstrate competence in managing basic, simple and isolated phrases	Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations	Developing confidence in producing sentences and paragraphs for increasingly complex purposes. Developing in accuracy of written communication.
Communication 	Learners who are New to English (working at band A): Engage in highly scaffolded listening activities, Show emerging competence in basic oral expression	Show a developing autonomy in processing speech Show emerging competence in the ability to respond verbally in interactions with others	Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts Show developing independence in the use of basic listening skills needed to engage with learning. Demonstrate emerging competence in spontaneous expression and communication

Four Strands:

Speaking English

Reading English

Writing English

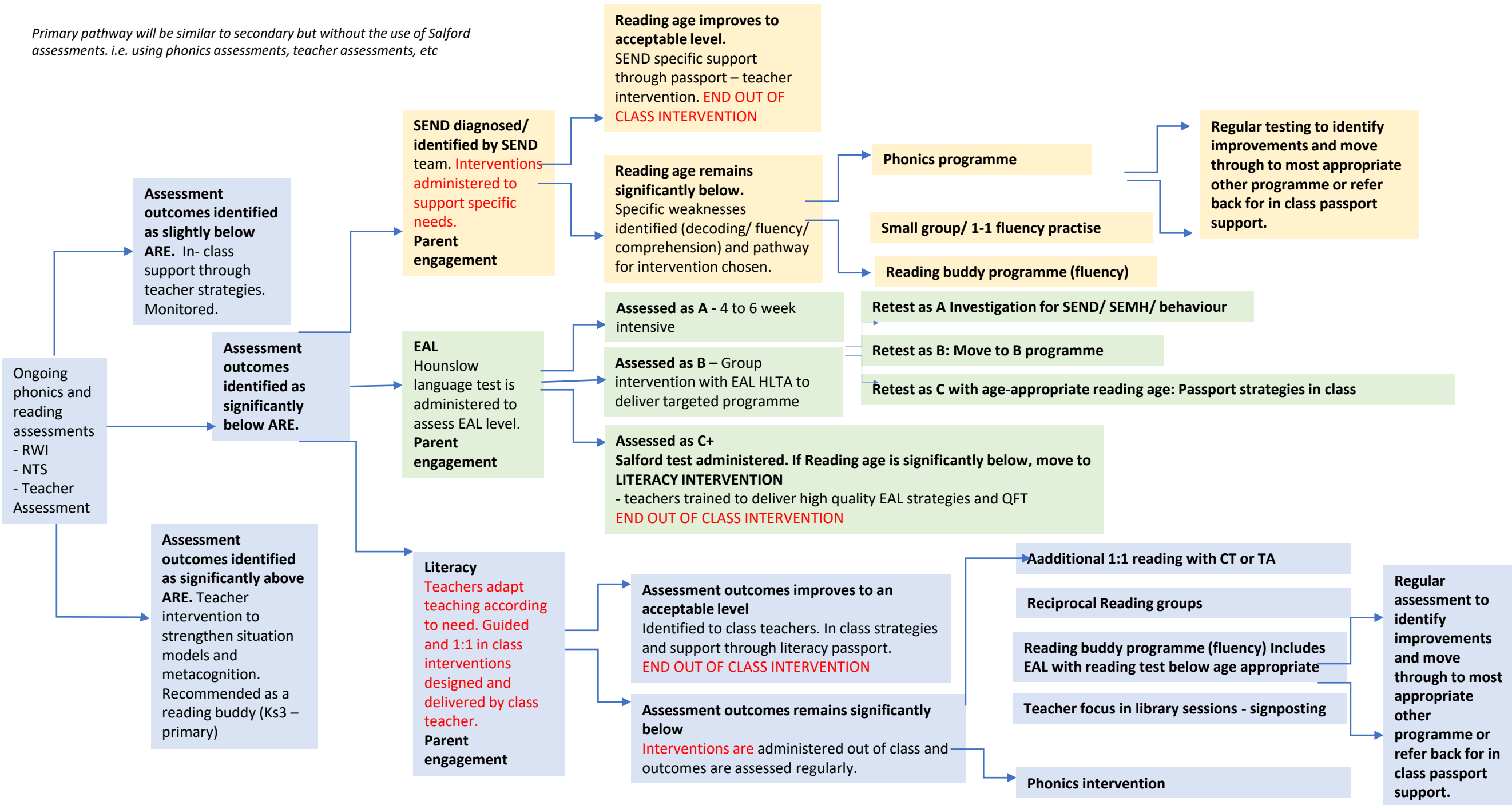
Confidence in Communication

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EAL Intervention – Primary Intervention Map



Primary pathway will be similar to secondary but without the use of Salford assessments. i.e. using phonics assessments, teacher assessments, etc

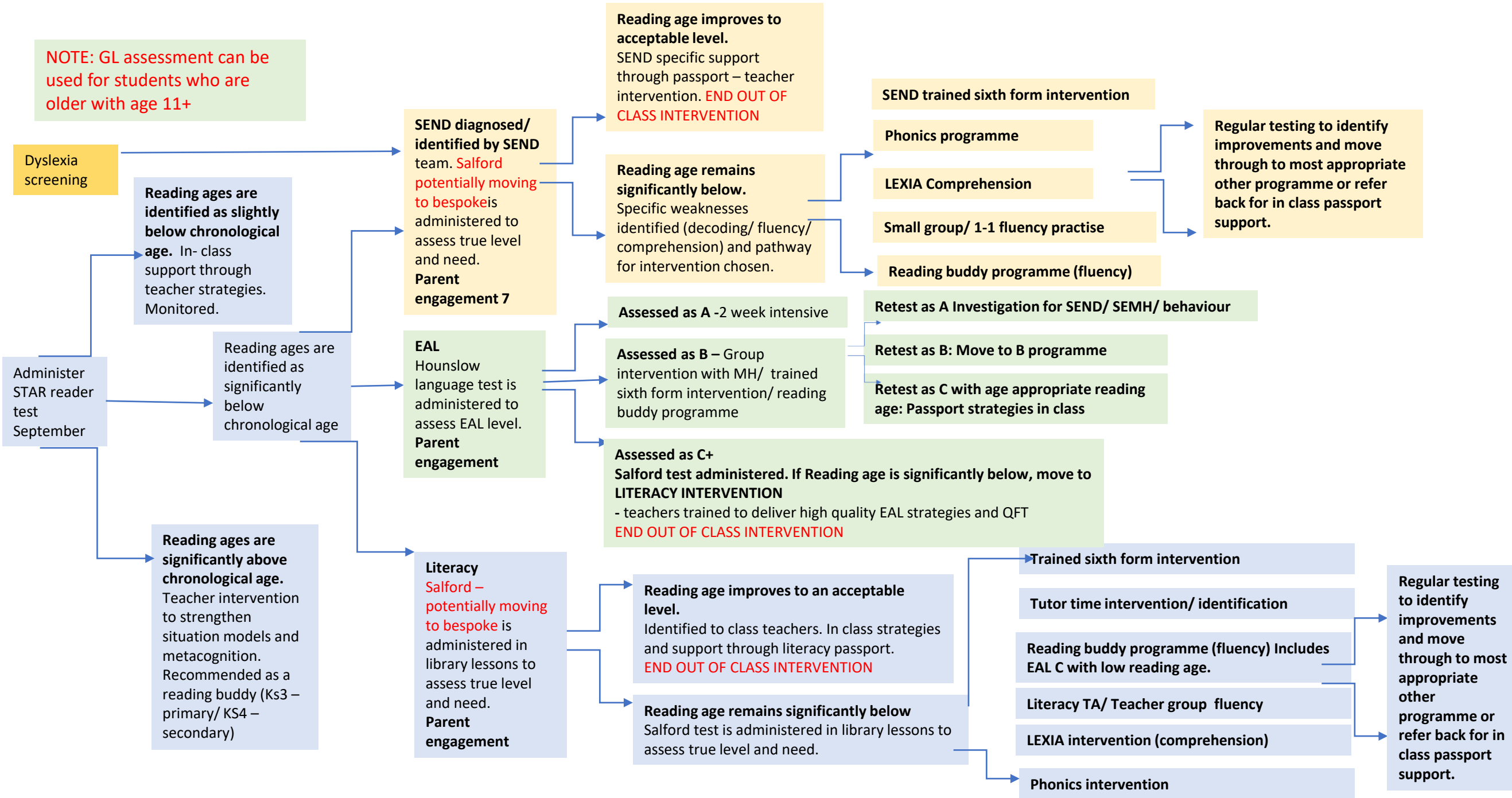


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EAL Intervention – Secondary Intervention Map



NOTE: GL assessment can be used for students who are older with age 11+



Northampton International Academy EAL Intervention – New Starter Protocol



Stage 1

Student arrives in the school. EAL is identified.

Initial assessment in admissions meeting with EAL team. Star reader/basic information for passport.

Hounslow language test is administered through observations by identified class teacher. Resulting grade to be placed in central database.

Stage 2

Assessed as A – Timetabled 2 sessions per week. Assessed for proficiency in home language. Assessed for baseline English and placed in appropriate group. Pupil profile (passport created) Access to laptop provided.

Assessed as C+ - Specific strategies shared with class teachers through passport – teacher intervention. Opportunity for reading buddy programme presented.

END OUT OF CLASS INTERVENTION

Assessed as B – Primary Interim intervention Flash Academy – GCP books
Assessed as B Secondary – 1 session per week. Baseline for proficiency in English for placement in correct intervention group. Access to laptop provided.

Stage 3

All students added to the central database for interventions.

All students are set clear targets based upon their baseline.

All students have passports to connect their learning to the classroom. Classroom teachers must use the passports to adapt lessons for access.

All students have regular checkpoints mapped against their end of term targets. This information is discussed in regular intervention team meetings.

We aim to move students rapidly through the stages and towards bilingualism.