



Newton International Academy

EAL Policy / Rationale

*An International Community of
Learners, Striving for Excellence and
Celebrating Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

EAL Curriculum Guidance: Supporting Access to Mainstream English (Years 7–9)

Newton International Academy – Secondary

Purpose of EAL

EAL lessons support students in **accessing and succeeding in mainstream English** by developing reading, grammar and vocabulary and writing skills. Focus is also on listening and speaking – integrated into an EAL lesson.

EAL is **not a separate or simplified curriculum**. It should act as a **bridge into mainstream English**, helping students understand lesson content, engage with texts, complete written tasks and communicate confidently.

1. Teach the Language Needed for Mainstream English

EAL lessons should directly support mainstream English learning.

Planning should include:

- pre-teaching key vocabulary from current texts and topics
- explicit teaching of academic language (analyse, compare, infer, explain, evaluate, evidence, structure, effect)
- grammar taught in context and discretely
- Sentence structures needed for classroom success

2. Prioritise Reading, SPG and Writing,

EAL lessons should develop all literacy skills needed for mainstream success.

Reading

- skimming and scanning
- comprehension strategies
- summarising
- vocabulary development

Writing

- sentence construction
- paragraph structure
- scaffolds and writing frames
- modelling and guided practice

Speaking & Listening

- discussion activities
- oral rehearsal before writing
- structured partner talk
- questioning for understanding

Newton Group Values:



3. Scaffold Learning, Then Gradually Remove Support

Students should receive support that enables success while building independence.

Teachers should use:

- vocabulary banks
- sentence starters and frames
- visual support
- WAGOLLS/model answers
- guided examples

Support should reduce gradually as confidence and competence grow.

4. Make Learning Visual and Accessible

EAL lessons should provide strong contextual support through:

- images, diagrams and videos
- vocabulary displays
- annotated examples
- colour-coded texts and models

5. Maintain High Expectations

EAL students should work towards the **same curriculum goals** as peers through **scaffolding rather than simplification**.

Planning should:

- challenge students appropriately
- provide access to age-appropriate texts and concepts
- prepare students for mainstream assessment demands

Recommended Unit Structure

A balanced EAL unit should be thematic or topic driven and taught over **five** lessons

There would be nine UNITS based around these **textbooks**

- Cambridge Lower Secondary International English 7 ISBN 978-981-5209-24-2
- Cambridge Lower Secondary International English 8 ISBN 978-981-5209-25-9
- Cambridge Lower Secondary International English 9 ISBN 978-981-5209-26 - 6

Typical Topics

- Public Space & Architecture – Smart cities, landmarks, and urban design.
- Media, Film & Communication – Digital media, advertising, film, and communication technology.
- Travel, Tourism & Globalization – Eco-tourism, cultural exchange, and transport innovation.
- Health, Sport & Wellness – Medicine, mental well-being, nutrition, and fitness trends.
- The World of Work & Education – Careers, bilingualism, global economies, and entrepreneurship.
- Environment & Energy – Renewable energy, climate change, biodiversity, and sustainability.

Newton Group Values:



1. **Vocabulary and grammar** focus linked to these topics
2. **Reading or listening** input with modelling and comprehension
3. **Speaking practice** through discussion and questioning
4. **Writing application** (guided → independent)
5. **Feedback and improvement** through editing and self-correction

Assessment and Progression

Assessment in EAL should be:

- Ongoing and formative rather than based solely on summative tests.
- Focused on language development and curriculum access.
- Used to monitor students’ ability to participate independently in mainstream English and subject lessons.
- Designed to recognise progress over time, particularly for students acquiring English as an additional language.

Assessment evidence may include:

- Classroom observation
- Reading and writing samples
- Speaking and listening activities
- Vocabulary acquisition and grammar development
- Curriculum-linked tasks and scaffolded assessments
- Independent application of language in mainstream lessons
- Liaison with Primary (Especially Year 6)

Strong communication with the primary phase is essential to support effective transition into secondary school.

Particular attention should be given to Year 6 → Year 7 progression, including:

- Sharing information about language proficiency levels
- Identifying literacy strengths and areas for development
- Reviewing previous interventions and support strategies
- Discussing students’ confidence, participation, and classroom independence
- Moderating work samples where appropriate to establish realistic starting points

This transition process helps ensure:

- ✓ Continuity of learning
- ✓ Appropriate challenge and support
- ✓ Accurate placement and intervention
- ✓ Clear progression rather than repetition of prior learning

Using the CEFR Scale to Track Progress

Assessment should also reflect progression through the Common European Framework of Reference for Languages (CEFR), which provides an internationally recognised framework for measuring language acquisition.

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CEFR Overview

Level General Description

A1–A2 Beginner / Elementary User – Can understand and use basic vocabulary and simple communication.

B1–B2 Intermediate / Independent User – Can communicate with greater confidence and access more academic language.

C1–C2 Advanced / Proficient User – Can understand and produce sophisticated language with increasing fluency and precision.

EAL assessment should consider progress across:

- Listening
- Speaking
- Reading
- Writing

Teachers should assess students against CEFR descriptors while also aligning judgements with the school’s internal grading and reporting system.

Best Practice

A combined approach should be used:

CEFR Framework → tracks language acquisition and proficiency

School Assessment System → tracks academic attainment and curriculum progress

Using both systems ensures:

Realistic targets for students

Accurate identification of support needs

Meaningful reporting to parents and staff

Clear evidence of long-term language development and progression

Mid-Term Assessments (Formative/Diagnostic)

Short, skills-based assessments identifying barriers to progress.

Reading (20–30 marks)

Assess:

- vocabulary in context
- retrieval and short-answer comprehension
- skimming and scanning
- identifying main ideas
- simple inference

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CEFR Overview

Texts should be age appropriate but linguistically accessible, with visual support or glossed vocabulary where needed.

Writing (20–30 marks)

Short guided tasks linked to current learning, such as:

- descriptive paragraphs
- narrative continuation
- opinion writing
- letters, speeches or article sections

Scaffolds may include:

- sentence starters
- vocabulary banks
- planning frames
- model examples

Speaking & Listening (Recommended)

- paired discussion
- short presentation
- oral response to a stimulus text/image
- teacher questioning

Purpose: diagnose gaps and inform intervention.

End of Term / Summative Assessments

Summative assessments should increasingly reflect **mainstream KS3 English at a Second Language / EAL level** while remaining accessible.

Section A: Reading

Students respond to one or two texts through:

- vocabulary questions
- retrieval and comprehension
- summary skills
- supported language analysis
- inference and explanation

Questions should gradually build toward mainstream KS3 expectations.

Section B: Writing

Students complete one extended writing task linked to mainstream genres.
Year 7

- descriptive writing
- short narrative
- simple transactional writing

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Year 8

- longer descriptive/narrative writing
- viewpoints and opinions
- speeches, letters or articles

Year 9

- persuasive/discursive responses
- analytical paragraphs
- extended transactional writing linked to GCSE preparation

Assessment should reward:

- clarity of communication
- organisation and paragraphing
- vocabulary range
- sentence accuracy
- effective expression of meaning

Grammar should be assessed **through purposeful writing**, not isolated tests.

There should be an OPTION to sit externally assessed CHECKPOINTS Year 8 (Second Language)

KS3 Progression

Year 7 – Foundations

Vocabulary growth, sentence building, reading confidence and structured writing.

Year 8 – Expanding Academic English

Paragraph development, independent reading strategies, extended responses and greater grammatical accuracy.

Year 9 – Transition to GCSE and CHECKPOINTS Year 9

Analytical language, persuasive/discursive writing, writing stamina and independent reading.

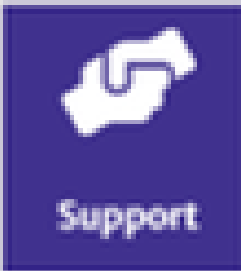
22-Week EAL Grammar Programme

Half Term 1: Foundations of Sentence Building (Weeks 1–6)

Goal: Build confidence and sentence accuracy.

Week	Grammar Focus	Purpose
1	Capital letters, full stops, sentence basics	Complete sentences
2	Pronouns + to be (am/is/are)	Introductions/descriptions
3	Present simple tense	Daily routines/facts
4	Articles (a/an/the)	Accurate noun phrases
5	Nouns, adjectives, adjective order	Description
6	Basic conjunctions (and, but, because)	Expanding sentences

Newton Group Values:



Support



Honesty



Respect



Transparent Communication



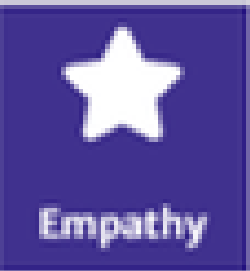
Social Responsibility



Personal Accountability



Environmental Awareness



Empathy



Diversity



Writing outcome: simple paragraphs.

Half Term 2: Building Meaning (Weeks 7–11)

Goal: Move from sentences to connected writing.

Week	Grammar Focus	Purpose
7	Present continuous	Describing events
8	Past simple (regular verbs)	Narrative basics
9	Irregular past tense	Recounting events
10	Time connectives	Sequencing ideas
11	Question forms	Speaking/comprehension

Writing outcome: short recounts or narratives.

Half Term 3: Expanding Sentence Variety (Weeks 12–16)

Goal: Develop academic sentence structures.

Week	Grammar Focus	Purpose
12	Modal verbs	Advice/opinions
13	Comparatives & superlatives	Comparison
14	Adverbs	Sentence detail
15	Coordinating conjunctions	Variety
16	Subordinating conjunctions	Complex sentences

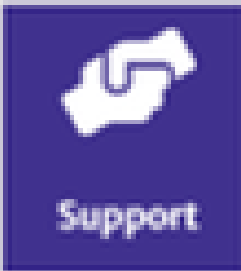
Writing outcome: extended description/opinion writing.

Half Term 4: Academic Language (Weeks 17–22)

Goal: Prepare for mainstream KS3 demands.

Week	Grammar Focus	Purpose
17	Present perfect	Experience/reflection
18	Future forms	Planning/predictions
19	Relative clauses	Detailed writing
20	Paragraph cohesion	Organisation
21	Subject–verb agreement	Accuracy
22	Editing/proofreading	Independence

Newton Group Values:



Support



Honesty



Respect



Transparent Communication



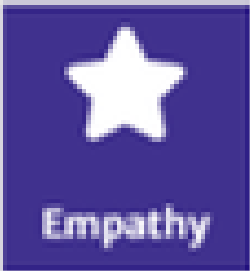
Social Responsibility



Personal Accountability



Environmental Awareness



Empathy



Diversity



Grammar Non-Negotiables

Grammar should:

- be taught through reading and writing contexts
- connect to mainstream English topics
- move from model → guided → independent use
- include speaking rehearsal before writing
- revisit prior learning weekly
- prioritise accuracy without discouraging communication

Weekly Structure

- Grammar retrieval
- Explicit teaching
- Model text in context
- Speaking practice
- Writing application
- Editing/self-correction

Grammar Assessment

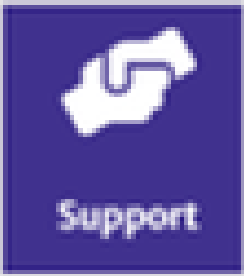
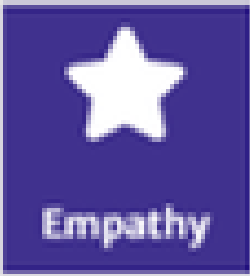
Assess through:

- ✓ sentence accuracy in writing
- ✓ extended responses
- ✓ speaking clarity
- ✓ editing tasks

✗ not isolated grammar tests alone

End Goal: Students should produce **clear, increasingly accurate paragraphs using varied sentence structures**, enabling successful participation in mainstream English lessons.

Newton Group Values:

 Support	 Honesty	 Respect	 Transparent Communication	 Social Responsibility	 Personal Accountability	 Environmental Awareness	 Empathy	 Diversity
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