



**The Maria Montessori Training Organisation
trading as
The Maria Montessori Institute**

English as an Additional Language

Introduction

The Maria Montessori School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This policy is a statement of the aims, principles and strategies for the teaching and learning of English as an Additional Language (EAL) at the school.

This policy is the formal statement of intent for EAL and its implementation is the responsibility of all staff.

What is EAL?

English as an Additional Language (EAL) includes both English as a second language and English as a foreign language – it is for children spending a short time in Britain, and for those who have settled here permanently.

EAL is the study of English by students who already speak at least one other language or who come from a home in which a language other than English is used. Learning and communicating in our society is dependent on competence in English.

We identify any EAL children in the school application process.

Aims and principles The aims of teaching EAL are:

- To enable children to access the Montessori curriculum in order to develop the knowledge, understanding, skills and attitudes which are necessary for their self-fulfilment and development.
- To promote the principles of fairness and justice for all through the education that we provide.
- To meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976.

To achieve these aims, it is important that all children study a broad and balanced Montessori curriculum which provides opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning.

The school prides itself on the unity and harmony which it fosters amongst the children. The school values the contribution which every child and their family brings to the school community and it responds by providing a place of nurture and support for them to flourish. Where children have English as a secondary language, the class teacher will work closely with the SENCO and the parents or guardians to support their particular needs.



Strategies for the teaching of EAL

Montessori environments help children who are learning English as an additional language in the following ways:

- Helping children to develop facility in speaking, listening, reading and writing.
- Ensuring that children develop the necessary vocabulary to engage with their peers
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
- Ensuring that there are effective opportunities for talking and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding from one language to the other.
- Ensuring that learning tools, books, and other visual artefacts are used to demonstrate an inclusive attitude towards other cultures/languages and to celebrate difference.
- Providing a range of activities that engage children in the structure of the English language.

Specifically:

- All Montessori activities pay particular attention to precise vocabulary attached to the concepts they are conveying and older children are encouraged to investigate the roots and origins of words.
- Children are able to learn at their own pace and often engage in mixed age groups that include all abilities multiplying the opportunities for peer to peer learning.
- Children's House lessons are mostly demonstrated on a one to one basis with materials, and therefore do not initially require language to access them.
- Parents are encouraged to help if necessary.