

When to use an EAL Assessment

If teachers/practitioners are concerned that the pupil is not speaking English advise that they use EAL assessment. If a pupil is showing challenging or concerning behaviour/inability to express themselves or make friends /no progress in EAL use the home language assessment to unpack any possible underlying issues (SEN/S&L) - check that the school knows enough about the pupil first by asking the questions below:

Pre HLA Questions	
Name:	D.O.B:
School:	Year:
How long has the pupil lived in the UK?	
How long has the pupil been accessing your school?	
Has the pupil attended another school previously?	
Have you assessed the pupil using the EAL assessment ? What level is he/she?	
Has the pupil made progress on the EAL assessment tool this term/since starting at your setting?	
Why has he/she been identified as needing S&L?	
Is there a report from his/her home country?	
*Have you checked home language level with the parents?	
What language(s) do the parents/carers speak with the pupil and at home?	
If the pupil has been brought up bilingually how do parents manage it? (ex: 1 person 1 language?)	
*Are parents/carers fluent and confident in the languages they are using at home?	
Does the pupil have friends/siblings/cousins who speak the same home language(s)?	
Does the pupil have access to media in home language?	
Is he/she able to express themselves non-verbally?	
Are there any concerning behaviours?	
Is the pupil socialising with peers?	
Is there a noticeable articulation disorder?	
In which home language(s) is the pupil literate?	
*Are you aware of any prior experience which may affect learning e.g. trauma and disrupted education?	
Does the pupil attend a local community school?	
How much support has pupil received from school? Supported by whom?	

**You may need interpreter support to find answers from parents on these questions- please note if you do.*

Part A- Listening and Speaking

Task one: Understanding-Following instructions. I am going to read all the following instructions so listen carefully.

(The pupil will need to write his/her answers on a separate sheet of paper)

- 1) Write your name at the top of your answer paper.
- 2) Draw a grid on your answer paper with 10 numbered boxes.
- 3) $16 + 37 = ?$ Write your answer in box 3.
- 4) What is the 16th letter of the alphabet? Put your answer in box 7.
- 6) Who is your form tutor/class teacher? Answer in box 6.
- 7) Can you write your middle name in box number 8?

1
2.
3.
4.
5.
6.
7.

Comments:

Task Two: We are going to look at a couple of pictures now and talk about them.

- A. Have a look at this picture can you tell me what you see? What are the people doing? How do you think they feel? How old do you think they are? What do you think the weather is like? What do you think is going to happen next?
- B. Have a look at these two pictures- are they different? How are they different?
- C. Can you put these pictures in order and explain in detail what is happening.

Comments:

Task Three: I'm going to ask you a few questions. Please listen carefully. Try to answer the questions with lots of detail. Ready?

1. Have you ever visited any other countries? If yes then which countries?
2. If you had the chance, which country would you visit and why?
3. Can you tell me about the sports you enjoy and why?
4. Would you rather go on an adventure holiday where you are climbing mountains and camping or a holiday where you sit on a beach all day? Explain why?
5. What would you like to do when you're older?

Comments:

Vocabulary Knowledge

Some of the vocabulary may be heard incidentally throughout the assessment however please use the Photo dictionary resources to check vocabulary that you haven't heard. Please note this is a general indicator and you may not need to assess all areas.

Topic	Vocabulary	Comments
Self	Food, hobbies, games, sports, TV programmes, favourite books/films	
Family	Names of family members; mother, brother, sister, uncle, cousin...	
School	Activities, areas of learning, school routines, questions about homework, school subject	
Actions	Reading, writing, using ICT	
Positional	In, under, next to, below...	
Possessive	My, your, his, her, our, their...	
*Academic words	Arrogant, Evaluate, Estimate....	
Personal pronouns	She, he, we, they....	

Language competence		Comments & Examples
Non-verbal communication	Eye contact Body language/gesture Facial expression Proximity Listening to others	
Use of tenses <i>*comment on tenses in HL</i>	Present: what pupil is doing now/today or does regularly Past Tense: what pupil was doing or did yesterday Future Tense: what pupil will/is going to do	
Sentence structure	Simple/compound/complex Word order Subject-verb agreement Phrases: short/extended Prepositions Connectives	
Linguistic competence	Uses appropriate terminology Uses a range of vocabulary Uses descriptive adjectives, adverbs, connectives	
Pronunciation	Clarity of pronunciation Fluency of speech Intonation	
Language function	Descriptions of characters and scene Compare and contracts Correct order of events Can make predictions Can make deductions Able to justify	
Conversational skills	Initiating talk Turn taking Relevance Language register (appropriate way of speaking)	
Non-verbal Language	Idioms Emotions vocabulary Jokes, humour, sarcasm	

Part B Reading

Task Four: Pre-select an age appropriate and suitable home language book/text. Prepare the pupil by a brief conversation about the book/text. Ask questions at the end to check understanding.

Reading		Comments & Examples
Decoding	Extent of phonetically correct reading Range of sight vocabulary	
Comprehension	Ability to re-tell a narrative Ability to answer questions about the characters/setting/storyline Ability to express opinions on the text Identifies key features/themes/characters Ability to select essential points Ability to comment on layers of meaning (inference)	
Expression	Ability to read expressively as appropriate to the text Ability to take punctuation/end of paragraphs into account when reading	

Part C Writing

Task Five: Writing- finish the sentences (give a few examples if needed)

1. Every day
2. Yesterday
3. Tomorrow.....
4. I like
5. I am
6. I can.....
7. I can't/cannot.....
8. In my free time, I.....
9. In my opinion, television.....
10. I have never.....

Task Six: Free writing

Pupils will often feel particularly motivated if they are allowed to choose their own writing task. Suggest a range of suitable subjects- example: *My favourite place*. The pupil should then be given the opportunity to discuss his/her choice of subject. It might also be appropriate to give 'thinking time' at this point. (Suggested writing time 15-20 mins.)

Comments :

Writing		Comments & Examples
Handwriting	Quality of letter formation Joined-up writing	
Spelling	Words of one/two/ several syllables: spellings recognisable (sometimes/often/always) spellings correct (sometimes/often/always)	
Coherence	Ability to describe/evoke setting Quality of characterisation Coherence of sentences/paragraphs Awareness of cause and effect Range of vocabulary *Ability to build tension in the text *Clarity of expression	
Syntax	Sentence structure: Simple/compound/complex phrases: short/extended subject-verb agreement word order prepositions connectives verb tenses – simple, more complex	
Punctuation	Full stops Capital letters Question marks Exclamation marks Paragraphing Speech marks Commas	

Observations				
Communicates using.....	never	sometimes	mostly	always
Gestures				
One-word response				
Single phrase				
Full sentences				
Extended response				

Replies in...	never	sometimes	mostly	always
English only				
Mixed code (more English)				
Mixed code (more home language/s)				
Home language				

Recommendations