

EAL Assessment Framework

Early Years & Foundation Stage



Name:					
Date	Listening & Understanding	Speaking	PSE	Literacy	Overall Level

EAL Proficiency Levels

Proficiency in English

A New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B Early Acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C Developing competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks

E Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

How to use the Early Years Assessment Framework

This updated EAL Early Years assessment is based on the 5 stage EAL proficiency guidelines requested by the DFE (p.2) The framework serves to describe how much language support an EAL pupil needs in order to fully access the curriculum. Teachers should be aware that as the curriculum changes (from EY to KS1/2/3/4) so too does the need for support; a child who is described as fluent in EY may later need support to access the more academic, abstract language of KS2

This framework ties into current *EYFS language descriptors* and *Personal Independence, Social and Emotional Skills Development*. It should help practitioners become more aware of the progress of their EAL learners through formative assessment. The framework is divided into 5 levels (A, B, C, D & E); each level contains 4 descriptors – *Listening & Understanding, Speaking, Personal Independence, Social and Emotional Skills Development and Literacy*. At the end of each stage there are suggested strategies that practitioners could use to support the child’s progress. Practitioners should use the *best fit* to place the pupil on the framework and be aware that learners can be on different steps for different skills for example: *Listening and Understanding* may be in advance of *Speaking* initially. Please familiarise yourself with whole assessment before using it as pupils may be on different levels for different skills. It is best not to use specific testing resources but to update the assessment through ongoing observation of the pupil within the setting. Simply tick and date what the child can do and set 3-4 new language learning targets from the assessment framework. We suggest recording the pupil’s levels termly to track progress; when recording levels you should record the lowest skill level as the overall level as this could be the area the child needs most support in to access the curriculum (see example below)

Listening & Understanding	Speaking	Personal Independence, Social and Emotional Skills Development	Literacy	Overall Level
B	A	B	A	A

If a pupil has achieved most of the descriptors in one level you can set targets for the next level. The pupil is working at the level where they have achieved most of the descriptors

B - Early Acquisition		
Listening & Understanding	tick & date	
Can respond to one step simply phrased instructions- put your coat there	√	6.9.16
Begins to understand simple sentences- <i>Throw the ball, show me your coat</i>	√	6.9.16
Can listen more attentively in larger groups where language is supported.		
Recognises and responds to familiar sounds- <i>tidy up song</i>	√	12.9.16
Pays attention to and responds to familiar instructions - <i>sit down, outside everyone!</i>	√	28.10.16
Can understand more English than s/he is able to use	√	24.10.16
Understands who, what, where in simple questions.		

Induction: The first step for supporting a new EAL pupil is a good induction. Find out as much as you can about your new learner, use an interpreter to meet with parents and complete a home visit (EMTAS can provide support here) Ensure the information on the form on p4.is completed and shared with other practitioners. A mid-week start or staggered attendance with the support of a bilingual support worker will help to reduce the stress for a new EAL family. Making a welcome book and ensuring the pupil has appropriate buddies can also help them to settle in. Make sure that practitioners have access to arrange of communication cards/fans for basic needs and help the pupil to use them. If the pupil is distressed in the setting contact EMTAS for further advice/support.

A quick word about phonics: In the early stages it is inappropriate to focus on teaching phonics without also teaching comprehension and supporting pupils to build their word banks. In simple terms, if a pupil manages to make the sounds in the word *cat* and also to blend the sounds together to say something which sounds like *cat* it will still mean nothing to them if they don't know what a *cat* is. If the sounds or the vocabulary are unknown, the practice of decoding a word is likely to result in frustration on all sides; the pupil's progress in phonics could be misleading in terms of their overall progress in learning English

Key Strategies: At the end of each stage there is a list of suggested strategies, activities and ideas to support the EAL pupil and inform your inclusive practice.

A - New to English

A - New to English		
Listening & Understanding	√	date
Is silent but understands classroom routines (a silent period of 6 months is not unusual)		
Understanding words in context- <i>snack time, sit down.</i>		
Watches carefully and often imitates peers		
May join in with other children but not speak.		
Listens attentively for short periods of time.		
Beginning to understand <i>yes</i> and <i>no</i> and some boundaries.		
Follows peer example for interpretation of instructions		
Speaking		
Communicates in home language		
May rely on gesture and other non-verbal means of communication.		
Echoes single words or phrases when modelled		
Tries to copy familiar expressions- <i>all gone, dunno</i>		
Makes a simple verbal response to a direct question.		
Attempts to follow simple modelled structures in small group activity or routines.		
Joins in with action songs and rhymes and counting		
Is beginning to use single words to express needs- <i>toilet, mummy</i>		
Uses eye pointing to make request and to communicate.		
Points to some named body parts when asked.		
Personal Independence, Social and Emotional Skills Development		
Responds with interest to activities in the setting.		
Mirrors the actions of other children in the setting during play activities		
Follows routines with confidence		
Manages own belongings and uses toilet independently		
Can select own activities with support/independently.		
Willingly shares equipment in the setting with others.		
Responds actively in small group activities verbally or non-verbally.		
Begins to initiate play/communication with another child/adult		
Happily chats to bilingual support worker/other home language speakers		
Literacy Skills		
Recognises own name in print.		
Shows interest in and responds to pictures, symbols and labels in the setting.		
Shows developing awareness of difference between print and pictures.		

Key Strategies

- Work closely with the family, and use interpreters when needed.
- During the silent period encourage other children to continue to include and address the EAL pupil even if they don't respond
- Model self-talk, describe your actions in play. Model back what they say & extend it.
- Name the items s/he is playing with to develop the day to day vocabulary of the setting.
- Provide support in terms of gestures, use of home language and visuals to aid understanding.
- Learn and teach the rest of the class some phrases and keywords in child's home language
- Watch children carefully to interpret their gestures and put words to them
- Give children plenty of time to express their needs
- Support children in joining in activities, giving them key words and phrases to take part -*thanks, my go*
- Plan to enable children to join in story telling with story props
- Use plenty of songs and rhymes with actions to teach children chunks of language
- Encourage child to indicate when they can't understand- *use communications fans*
- Praise child for using both languages.
- Observe EAL children who share the same language as they play. Are they working collaboratively?
- Provide activities that involve turn taking and sharing in small groups
- Provide role play areas with materials reflecting children's family life and communities
- When reading point to and name the repeated objects/people in the books.
- Look for opportunities to use the same word in different contexts.
- Give the child responsibilities that do not require the use of language - *giving out the fruit*
- Ensure spaces are made available for children to be quiet- *listening area/corner with visuals/activities*
- Don't expect or insist on speech too early, listening time is vital
- Continue talking even when the child doesn't respond and accept non-verbal responses.
- Interpret the very minimal nonverbal actions or gestures as proper turns in conversations
- At this stage phonics tuition is not appropriate- it is more important to build vocabulary.
- Set up a home communications link, bilingual when possible.
- Share story sacks, audio/YouTube clips of stories, dual language books with parents.
- Invite parents to rhyme time or story time to learn how to support development at home
- Share pictures of the child in the setting with parents so they can talk at home about activities from that day.
- Ask parents to share stories, poems and rhymes from their home languages
- EAL learners at this stage may not understand or use the same amount of words as their English as first language peers but this is not likely to be a sign of a speech and language delay. EAL children may have the age related expected number of words in their home language, or may have the same amount in their home language and English combined.

B - Early Acquisition

Listening & Understanding

Can respond to one step simply phrased instructions- put your coat there		
Begins to understand simple sentences- <i>Throw the ball, show me your coat</i>		
<i>Can</i> listen more attentively in larger groups where language is supported.		
Recognises and responds to familiar sounds- <i>tidy up song</i>		
Pays attention to and responds to familiar instructions - <i>sit down, outside everyone!</i>		
Can understand more English than s/he is using		
Understands who, what, where in simple questions.		

Speaking

Makes requests and shares ideas in English when prompted & supported by modelling.		
Enjoys and joins in repetitive stories, songs and action rhymes.		
Shows an interest in exploring different sounds and rehearsing words		
Is beginning to put two words together.		
Counts to 3 in imitation		
Uses some common key topic vocabulary words in supportive contexts.		
Can use some common adjectives - <i>happy/sad, big/little</i>		
Can give a short retelling of part of story or a sequence with objects and images		
Can take part in short, simple social conversations during familiar routines		
Uses action combined with talk relating to current activity		
Expresses likes/ dislikes in simple terms- <i>good/bad/like/ no like</i>		
Growing vocabulary for naming everyday objects.		
Beginning to talk about colour/size of objects- <i>pink/big</i>		

Personal Independence, Social & Emotional Skills Development

Listens attentively in whole group situations.		
Shows developing concentration for longer periods on task.		
Readily accesses all of the setting.		
Can confidently follow all daily routines alongside others.		
Willing to engage in role play alongside others.		
Engages in informal talk alongside others		

Literacy Skills

Engages willingly in mark making.		
Begins to reproduce some letters in own name.		
Can copy or write own name.		
Enjoys books and recognises that they tell a story		

Key Strategies

- Where possible use songs and stories in the child's home language
- Keep carpet sessions short
- Encourage children to bring in familiar objects from home for show and tell.
- Provide activities for parents/carers to do at home in the home language that will support concept development.
- Work closely with the family, and use interpreters when needed.
- Have words/phrases of the week in both English and the home languages
- Allow extra time for response
- Ensure EAL children listen actively; prevent them from getting into the habit of *switching off* by using visuals and prompts.
- Expand children's language- *Child: 'I play car.'* You could say, *'Yes you are playing with the car'*
- Play games such as lotto, matching pairs, Kim's game to extend and reinforce vocabulary.
- Help children understand the feelings of others by labelling emotions
- Help children to predict and order events coherently by providing props, puppets and materials that encourage children to re-enact using talk and action.
- Provide a range of texts in dual languages and make them available to take home for sharing.
- Encourage pupils to use the full range of mark making opportunities and display different scripts
- Accept and praise home languages use
- When selecting books select ones which the pupil can identify with (avoid confusing cultural content)
- Hold activities such as cultural clubs; open mornings, language cafes; parent workshops to explain learning approaches.

C - Developing Competence

Listening & Understanding

Will listen with interest and try to copy talk that is modelled.		
Takes part in play with other children in a small group.		
Listens and joins in with action stories and rhymes and is able to echo repetitive phrases in stories.		
Listens to other 1.1 or in small groups.		
Following instructions with more than one element.		
Understands more complex sentences- <i>Put your toys away and then we'll read a book.</i>		

Speaking

Will sometimes use home language to express feelings and needs.		
Uses a small range of familiar phrases or expressions (2- 3 words) in their play		
Uses some word endings for plurals.		
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories		
Can take part in short, simple social conversations during familiar routines and concrete tasks.		
Can ask simple questions - <i>I go toilet? This here?</i>		
Able to use negative forms - <i>I don't like , he's not good</i>		
Uses some pronouns - <i>me, him</i>		
Can respond to simply phrased factual questions by giving simple answers.		

Personal Independence, Social and Emotional Skills Development

Is beginning to use age-appropriate social vocabulary with peers.		
Can manage own personal belongings confidently- <i>coat, bag</i>		
Feels confident in most social routines in the setting		

Literacy Skills

Recognises own name, and other print in the environment.		
Shows an awareness that print is read from left to right in English.		
Responds with interest to story activities.		
Can give some basic information or a simple comment about story content/character/images using basic tenses.		

Key Strategies

- Make children feel proud of being bilingual; give status to ability to speak in two languages
- Model and extend the speech the child is using
- Create opportunities to speak in carefully structured situations -*snack time routines- would you like an apple?*
- Reflect back single words and short chunks/phrases so if the child says **bird tree**, say *is the bird in the tree? Can you see the bird in the tree?*
- Repeat new vocabulary lots of times through using the same objects/words in different contexts
- Model and encourage role-play that builds on familiar contexts.
- Where possible before introducing new stories send home stories in home language.
- Use simple stories with clear visuals and lots of repetition
- Encourage children to share books with a good role model or friend.
- Talk about the pictures and the text and respond to what the child is interested in.
- Point and name objects, colours etc. in the books.
- Play Pelmanism and Snap to introduce and consolidate new words.
- Teach the whole group songs, rhymes and action stories in the child's home language - *ask parents/carer to help you*
- Use CD's to provide extra listening experience of language already heard in stories and songs.
- Model language patterns in a range of functions- *news telling, feely bags, circle games*
- Ensure new language is revisited with opportunities for children to join in.
- Model language pupils can use in the home corner/role play area- *cup of tea? Close the door!*
- Model sentence starters and help the child complete the sentence, then repeat the full sentence- *I like.... carrots, yes! I like carrots*
- Make observations and assessments of listening and understanding one step/ two-step questions
- Encourage children to develop narratives in their play using words such as: *first, last, next,*
- Set up collaborative tasks- *construction, food activities or story-making through role-play*
- Provide opportunities for children to participate in meaningful speaking and listening activities.

D Competent

Listening & Understanding

Confidently volunteers answers in a large group situation		
Provides feedback and confirmation when listening to others		
Is able to listen to others and keep a listeners attention, often using their voice and gesture...		
Understands most instructions / interactions and explanations with visual or other support.		
Can break the flow of speech heard into words.		
Uses more complex language to link thoughts- <i>and, because</i>		
Has some awareness of formal language and intonation		
Understands some of colloquialisms and idiomatic language used commonly in the classroom.		

Speaking

Engages confidently in role-play with peers.		
Is able to use some sequence language when talking through actions - <i>now I gonna put car in water, then car, like a boat...</i>		
Initiates conversation with familiar people		
Uses talk to resolve disagreements.		
Uses some past tenses when talking about a past experience or retelling a story.		
Beginning to expand vocabulary for current topics and use in other linked contexts		
Uses alternative known words to fill gaps in speech		
Can express own wishes and feelings independently		
Can sustain a conversation about topical matters with adults or peers		
Retells a story with props but may still show more gaps/confusions than expected.		
Uses appropriate language to express feelings, attitudes and opinions.		

Personal Independence, Social and Emotional Skills Development

Listens to others and responds appropriately following social conversations most of the time.		
Can use a range of age-appropriate social vocabulary with peers.		
Is responsive to the information and ideas of others during a discussion or activity.		
Manages own personal belongings confidently.		
Confident in most social routines in the setting		

Literacy Skills

Can demonstrate that print carries meaning and that in English it is read from left to right, and top to bottom.		
Listens to stories with increasing attention and can use the vocabulary related to what they have heard		
Can explain what has happened in a story (without props) and can predict what may happen next.		
Can hear and link some sounds to familiar words.		
Is able to identify initial letter sounds in familiar words.		
Can make predictions when given choices- <i>the wolf ate granny...the wolf ate the cake</i>		

Key Strategies

- Provide a prop corner with a range of culturally familiar materials for free role play- *use carers' input*
- Continue to support new key vocabulary using visuals
- Allow opportunities for oral rehearsal using 'Talk Partners'.
- Use simple barrier games- *two children could use the same set of Lego to give instructions to each other to create the same structure.*
- Make their own *talking books* using Clicker 5 (in home language)
- Be aware of potential vocabulary gaps, especially when storytelling, and check understanding.
- Make sure children hear more detailed vocabulary in a comprehensive context- *daffodils and daisy instead of flowers*
- Use systematic planning for language structures.
- Plan to use idioms and sayings in appropriate contexts- *pull your socks up-* and explain them.
- Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together
- Prompt children's thinking and discussion through involvement in their play
- Help children to identify patterns in stories, draw conclusions, explain effects, predict and speculate.
- Use language models through puppets; stories etc. that children can try out in the safety of the role play area.
- Use interactive IT and encourage children to work in pairs.
- Play collaborative games
- Use games to teach talk/respond sequences- *What's the Time Mr Wolf?*
- Simplify other children's talk
- Give plenty of opportunities to work with good role- models.
- When starting to teach phonics be aware of the vocabulary the child knows and build on this as blending the sounds to produce a word will make more sense when s/he knows the word.

E Fluent

**Please note that an EAL pupil may present as fluent while in the context rich, naturally communicative environment of EYFS but they may need to be reassessed later in KS1 or 2*

Listening & Understanding

Understands basic prepositional language <i>-on, over, next to</i>		
Shows comprehension, by describing story events and characters.		
Can remember and retell some of the information heard during class input		
Can listen with sustained attention and confidence.		
Able to understand whole class interactions.		
Able to follow a story without pictures or prompts.		
Can follow instructions involving several ideas or actions.		

Speaking

Uses language to act out and imagine roles in play situations.		
Attempts to use a wider range of verb forms when retelling events.		
Can produce some complete sentence structures.		
Makes relevant comments socially and during tasks.		
Actively engages in role play alongside others.		
Clarity is aided by clear stress and intonation patterns.		
Notices and corrects some irregularities in own speech <i>comed, goed, she speaking</i>		
Is able to express past, future and present.		
Initiates conversations and speaks fluently and accurately about familiar topics.		
Uses colloquial expressions appropriately.		
Uses talk to organise, sequence and clarify thinking.		
Has an extensive vocabulary and a range of oral language skills necessary to participate fully and achieve on parity with peers of similar ability.		

Personal Independence, Social and Emotional Skills Development

Can use a range of age-appropriate social vocabulary when engaging with peers		
Is able to negotiate and make requests during peer interactions.		
Is responsive to the information and ideas of others during a discussion or activity		
Can take steps to resolve issues and find a compromise with others.		
Is confident in speaking home language within the setting		

Literacy Skills

Shows interest and enjoyment in shared reading experiences.		
Attempts to mark intonation for questions and repetitive phrases in shared texts.		
Uses developing phonic knowledge to attempt to write new words.		
Can spell some common familiar words accurately.		
Will attempt to read own messages.		
Produces handwriting within age related expectations.		
Can rehearse and compose simple sentences with some use of basic tenses.		
Can read and write at age related expectations in home language		

Key Strategies

- When planning think about the use of more complex tense structures, including conditionals - *What could we have done if...*
- Model new sentence structures and provide opportunities for pupils to use them, encourage pupils to act out new structures or use them during circle time- *What should Dora do? She should.... She could...*
- Plan activities where pupils have to use language in more demanding contexts- *to negotiate, disagree politely, express and justify opinions.*
- Model appropriate language - *I think, because*
- Compare different ways of saying things for different purposes/audiences.
- Use open-ended questions with pupils, and encourage them to ask each other interesting questions.
- Decide on the key vocabulary linked to activities and ensure that staff regularly models its use in a range of contexts.
- Within children's self-initiated play, the practitioner should continue to remain close, listening and observing, and joining in as a play-partner as appropriate.