**Learning English as an Additional Language in the Early Years**

Observational Assessment of Stages of Learning English

Fill this in to observe, assess and track progress for all children with English as an Additional Language. Complete the assessment about a month after entry to your setting and repeat about every 3 months. Use the following score system to rate communication behaviours:

* rarely
* sometimes
* consistent

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| --- | --- | --- |
| Name: | DOB: | Year group: |

|  |  |
| --- | --- |
| First Language: | Exposure to English since: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Speaking, Listening and Understanding | Entry  + 1 month | + 2 months | + 3mnths |
| **Stage 1**  New to English | * Makes contact with another child in the class * Joins in with other children but may not speak * Uses non-verbal gestures to indicate * meaning – particularly needs, likes or dislikes * Watches carefully what other children   are doing and often imitates them   * May talk in first language to other   children who share it, or in play |  |  |  |
| **Stage two**  Becoming familiar | * Listens attentively for short periods of time with English * Uses non-verbal gestures to respond to greetings/questions about self * Joins in repeating language in a story or rhyme * Echoes words and phrases of other children and adults, particularly used in social interaction * Shows confidence in speaking in first or other language * Able to express self in English, using one or more common words |  |  |  |
| **Stage three**  Becoming more  confident | * Understands simple conversational English * Understands more words than can express * Listens and responds to classroom with English instructions and explanations where there are non-verbal cues and illustrations * Copies talk that has been modelled and begins to use short phrases * Spoken language shows English word order * Pronunciation can generally * be understood * Can name a range of common objects in the home/school environment |  |  |  |
| **Stage four**  Threshold | * Can speak about matters of immediate interest in familiar settings, using 4-5-word sentences * Can convey meaning through talk   and gesture  Can answer simple questions about self and objects around   * Uses some personal pronouns correctly e.g. he/she/I * Can extend what they say with support * Increasingly confident in taking part   in activities with other children  through English   * Listens attentively during whole class teaching time * Uses some common prepositions * correctly e.g. in, under, on, next to, behind, in front |  |  |  |
| **Stage five**  Becoming more fluent | * Uses basic sentences with a widening range of vocabulary and some correct grammar e.g. articles (a, the) plurals, possessive adjectives (her, his) * Able to follow and understand what others say in a group discussion * Can speak confidently to individual,   friends and small groups about things that are of interest   * Can ask questions to clarify understanding * Can describe an event/personal experience using simple sentences |  |  |  |
| **Stage 6**  Secure | * Can tell a familiar story in simple language and in correct sequence to a small group * Is beginning to use appropriate tenses in speaking * Use of connectives such as “when” or “because” to express relationships between ideas and sequences of events * Can make verbal inferences * Uses language to solve problems aloud * Can explain why something happened * or might have happened * Can justify predictions and decisions |  |  |  |

Adapted from: ‘Assessment Schedule’ from OCC Advisory service for Ethnic Minority Achievement 2000

For further best practice principles, guidelines and strategies for all children to support children’s learning with EAL see:

[Guidance for Early Years practitioners on supporting children learning English as an Additional Language (EAL).](https://www.oxfordshire.gov.uk/sites/default/files/file/working-early-years/eal_sen_booklet.pdf)