**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

|  |  |  |
| --- | --- | --- |
| 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 gestureCan 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 childrenthrough 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)