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 (see EYFS 30-50m) with English * Uses non-verbal gestures to respond to greetings/questions about self * Joins in repeating language in a story or rhyme (see EYFS 30-50m) * 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 (see EYFS 30-50m) * 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 (see EYFS 40-60m) * 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 and 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’.*