Children and Families

Guidance on the assessment of pupils with English as an additional language who may have Special Educational Needs

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Context

Milton Keynes Local Authority (LA) is committed to the achievement of all children and young people. The LA Performance Improvement Plan highlights the importance of equality of opportunity, closing attainment gaps and tackling underachievement for all vulnerable groups; Black and Minority Ethnic (BME) pupils make up 31% (January 2010) of the school population in Milton Keynes, of which 18% are learning English as an Additional Language (EAL). Almost every school has a number of EAL learners and therefore teachers and support staff should be equipped to teach EAL learners effectively.

EAL pupils have specific linguistic needs, but this should not be confused with special educational needs:

> "Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN."[1]

The LA provides schools with a range of guidance documents and resources to ensure the achievement of children and young people learning English as an additional language. The purpose of this document is to provide clear guidelines for the assessment and support of EAL pupils who may have special educational needs (SEN).

While socio-economic disadvantage (poverty) and gender have stronger associations with SEN prevalence than ethnicity, significant over and under-representation of different minority ethnic groups relative to White British pupils remain. When compared with White British pupils,

- Black Caribbean and Mixed White & Black Caribbean pupils are around 1 ½ times more likely to be identified as having behavioural, emotional and social difficulties (BESD).
- Bangladeshi pupils are nearly twice as likely to be identified as having a hearing impairment than White British pupils, and Pakistani pupils are between 2 – 2 ½ times more likely to be identified as having Profound and Multiple Learning Difficulties, a Visual Impairment, Hearing Impairment or Multi-sensory Impairment.
- Travellers of Irish Heritage and Gypsy/Roma pupils are over-represented among many categories of SEN, including moderate, and severe learning difficulties, and BESD.
- Asian and Chinese pupils are less likely than White British pupils to be identified as having Moderate Learning Difficulties, Specific Learning Difficulties and Autistic Spectrum Disorder.[2]

Analysis of current local data indicates that EAL learners are not over-represented on SEN registers, but there is variation between particular ethnic groups; with some groups being more highly registered on School Action lists and others under-represented on Statements.

It is essential to understand the process of English language acquisition and the challenges faced by minority bilingual pupils*. Then, assessment can indicate if an individual pupil's progress is within expected norms.

Schools should consider a process of identifying when a cause for concern may be due to the pupil's stage of language acquisition or whether there may be SEN. This guidance suggests such a process.

This document focuses on speech, language and communication, cognitive and learning, rather than physical or sensory needs. EAL pupils with physical and sensory need should be assessed for English language acquisition in the same way as all EAL pupils, and be measured against the expected academic progress of their monolingual peers.

1 Special Educational Needs Code of Practice, 2014, Section 5.3
2 Special Educational Needs and Ethnicity: Issues of Over- and Under-Representation, DfES, 2006* In this document the term minority bilingual pupils represents minority bilinguals as cited by Frederickson and Cline (2009). See Table 1.

Histories of bilingualism and their impact on educational achievement

Bilingual pupils have access to two or more languages at home and at school. They may operate at different levels in a variety of circumstances. Being bilingual does not mean that they are fluent or literate in both languages. For example, some pupils may be fluent in one of their spoken home languages, which is used with family and friends, but they may only be literate in English or another community language.

The table below shows the broad range of bilingual experiences pupils may have. Most pupils in Milton Keynes are **minority bilinguals,** but there are pupils represented from all groups. Some pupils may have no knowledge of the English language on arrival.

Table 1 [3]

	Social circumstances	Typical motive for learning second language	Investment in learning second language
Elite bilingual	Parent in high status mobile occupation, for example, diplomatic service, international company	Cultural enrichment; communicate with locals	Modest
Majority bilingual	Parents speak a high status language in a society with a strong second language, for example, French speaking Canadians	Political requirement to be able to speak second language	Economic advantages Some social cache
Family bilingual	Parents from different language backgrounds	Communicate with extended family	Family value success highly
Minority bilingual	Parents refugees or immigrants from a different country, making the new country a long term home	Social and economic	Failure has very serious consequences

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[3] Special Educational Needs and Ethnicity: Issues of Over- and Under-Representation, DfES, 2006 as cited by Frederickson and Cline (2009).

Challenges faced by minority bilingual pupils in schools

Research has shown that:

Within two years pupils will have developed basic "survival" English (Basic Interpersonal Communication Skills), which means that they will be able to operate fluently in the playground and the social environment. However, it takes more than five years on average to acquire the full range of literacy skills needed to engage fully with the curriculum (Cognitive and Academic Language Proficiency). This delay should not be confused with special educational needs.[4]

- In the early stages of second language acquisition a "silent" period is common and quite normal. This may last for up to a year, while the pupil gains linguistic confidence.

- Teachers' background knowledge of the pupil's first language experience can support second language acquisition. For example, if a pupil's literacy skills in first language are known, the teacher is able to plan to develop the same skills in English. This will enable the pupil to transfer skills from one language to another.

- Where pupils have opportunities to use their first language regularly both at home and at school, their cognitive development and academic achievement are enhanced. In addition, there is a positive impact on second language acquisition.

Minority bilingual pupils and their parents may differ from other pupils in their:

- Familiarity with the ways schools and classrooms work and do not understand what is expected of them.

- Lack of knowledge of aspects of British culture that is assumed when they are taught the National Curriculum.

- Difficulty with understanding and speaking the main language that is used in schools.

- Regular experience of prejudice, discrimination and racism.

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[4] Cummins, J (2000). Language, Power and Pedagogy: Bilingual Pupils in the Crossfire. Clevedon, Avon: Multilingual Matters.

Social and educational needs of EAL learners [5]

Pupils learning EAL benefit from the following strategies:

- Clear assessment of level of second language acquisition, to inform target setting and planning. Whilst pupils' language and learning needs should be met through Quality First Teaching, it may, at times, require wave 2 (small group) and/or wave 3 (individual) intervention. For example: pre-teaching which familiarises pupils in advance with the language features and structures for a forthcoming lesson, role play to consolidate what pupils have learned from teacher talk or the provision of opportunities for pupils at an early stage of English language acquisition to demonstrate understanding through the use of graphic organisers or labeled drawings instead of written text.

- Inclusive planning based on teachers' and support staff's knowledge of successful strategies for supporting EAL learners.

- Planned development of speaking and listening skills is vital to develop pupils' ability to express knowledge and understanding. Teaching strategies which encourage talk and participation, for e.g. collaborative paired or group work, develop self-esteem and result in a greater likelihood of pupils developing oral language at an accelerated pace.

- Transfer of knowledge and ideas between first and second language, through the use of first language both in the classroom and at home wherever possible.

- Good role models. EAL pupils should not always be grouped with lower performing pupils, but should learn from peers who can model language for learning appropriately.

- An inclusive multicultural ethos where individuality is celebrated. The pupil's background should be reflected in both the school environment and the curriculum.

Most pupils learning EAL will respond positively to an approach that incorporates these practices, but a very small minority will continue to struggle with aspects of classroom learning. This guidance is concerned with those pupils for whom general good practice seems insufficient.

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[5] "Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years", Department for Education, 2006 & "Ensuring the attainment of more advanced learners of English as an additional language (EAL)", Department for Education, 2009

The statutory position

The SEN Code of Practice (2014)[6] gives clear guidance on pupils with EAL who may have SEN:

> Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Legal context

The Education Act 2002 places an emphasis on schools being responsible to identify and make provision for pupils with SEN. The Equality Act 2010 replaces previous legislation, including the Race Relations Act 1976, as amended in 2000, and the Disability Discrimination Act 1995, with one single consistent act.

The Act broadens the groups protected by equality legislation to age, disability, gender reassignment, race, religion or belief, sex (gender), sexual orientation, marriage and civil partnership, and pregnancy and maternity. These are now called protected characteristics.

It includes the 'Public Sector Duty' which has a general duty and specific duties outlined in regulations, for all public bodies, including schools. The new general Equality Duty came into force on 5 April 2011.

One of the requirements under the general public sector duty is to advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.

The Equality Act: uses the following definitions in relation to race and disability:

- Race includes (a) colour, (b) nationality, (c) ethnic or national origins.
- A person is defined as having a disability if: (a) they have a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the general duty positive action can be taken by schools where persons who share a protected characteristic:

- Suffer a disadvantage connected to that characteristic.
- Have needs that are different from the needs of persons who do not share it.

Schools and LAs can take positive, proportionate action in relation to persons who share a protected characteristic to:

- Enable or encourage them to overcome or minimise a disadvantage associated with that characteristic.
- Meet their needs.
- Enable or encourage them to take part in activities where participation by persons with that characteristic is disproportionately low.

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[6] SEN Code of Practice, 2014, Section 6.24. Page 96

Identification and assessment

Clearly pupils learning EAL should represent the same proportion of SEN pupils as the majority population. However, most Black and minority ethnic (BME) groups are over-represented on SEN registers, while some are under-represented. This poses a significant challenge for correct identification of needs.

The following comments and recommendations should be considered:

- Early identification of learning difficulties in literacy carries additional risks with readers learning EAL compared to pupils learning to read in their first language. Pupils may decode with limited comprehension.

- Use of a single special test for EAL pupils who make slow progress in core subjects is not desirable. There should be a multifaceted strategy for assessment, with consultation using a range of sources of evidence over time.

- Important background information is frequently omitted in assessment reports on pupils learning EAL who have learning difficulties. See Appendix 1.

- Assessment of subject knowledge in a pupil's home language will only be valuable if the pupil has regularly used it for learning in the past in the subject area covered by the assessment.

- Formative and ipsative assessment (charting an individual pupil's progress) are more useful to teachers of pupils learning EAL than normative assessment that compares the pupil's progress with that of other pupils. Tracking pupils' progress using assessment tools like NASSEA (see Appendix 7) or the Bell foundation EAL framework will indicate whether pupils are making below average, expected or accelerated progress which, in turn, will inform planning.

- SEN and EAL assessments should be in line with the SEN Code of Practice.

In assessing literacy learning, note that:

- Most pupils learning to read in a second language show relatively little difficulty in developing word-decoding skills. If a pupil fails to develop de-coding skills this can be significant.

- Accuracy in reading aloud at word level is often superior to the ability to understand what is being read. Therefore, the relative deficit compared to English first language readers is often greater in comprehension than in accuracy. Comprehension difficulties may indicate limitations in a child's language proficiency in English rather than an underlying difficulty in literacy learning.

- The main challenges for pupils learning EAL are:
    - Adopting and using specific genres.
    - Change of text type when using source material.
    - Organising texts and paragraphing.
    - Linking and developing ideas.
    - Using a variety of clause and sentence types.
    - Use and maintenance of tense.
    - Accurate use of prepositions, articles and subject-verb agreements.
    - Accurate use of idiom and collocation.

- Evaluation studies indicate that traditional intervention programmes designed to improve literacy generally benefit pupils learning EAL, but that benefits are limited for beginner bilinguals.

Triggers for cause for concern:

- Language acquisition progress below expected norm.
- Unusually slow work rate compared to peers.
- Little response to teacher intervention or peers.
- Specific weakness in English language development e.g. poor verbal comprehension, limited vocabulary and use of expression.
- Poor listening and attention skills.
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension, limited unaided writing.
- Gap between cognitive ability tests (CATs) and reading age.
- Very low baseline assessment.
- Poor ability in first language.
- Inability to acquire basic number concepts.
- Parent expressing concern over pupil's school progress.
- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects.
- Emotional and behavioural difficulties. Pupils remain socially isolated within peer group after a significant settling-in period.

Is there an English language acquisition need or a special educational need?

The "Process to determine English language acquisition or special educational need" (Diagram 1) should be considered for all EAL pupils as part of the *First Assess Communication Tool (FACT) process*[7]. The FACT assesses the speech, language and communication of all pupils with additional needs, prior to further SEN assessments.

By ensuring that the school has good knowledge of the pupil's background, that it makes a termly assessment of language acquisition levels and on-going assessments of progress within the National curriculum core subjects, any cause for concern will be highlighted.

Where a **cause for concern** has been identified, schools might pose the following questions to identify possible reasons:

- Is the culture and ethos of the school and the curriculum inclusive?
- Has sufficient time or opportunity for proficiency in English been allowed?
- Is teaching and learning differentiated appropriately for a beginner bilingual?
- For a more advanced EAL learner, has the pupil developed good conversational English, but not the formal academic language needed for learning?
- Is the pupil experiencing the emotional effects of racism or other stressful life events, particularly for newly arrived or refugee pupils?
- Has a specific language disorder been identified?
- Does the pupil have special educational needs?

In considering these questions a range of tasks need to be carried out. These should include:
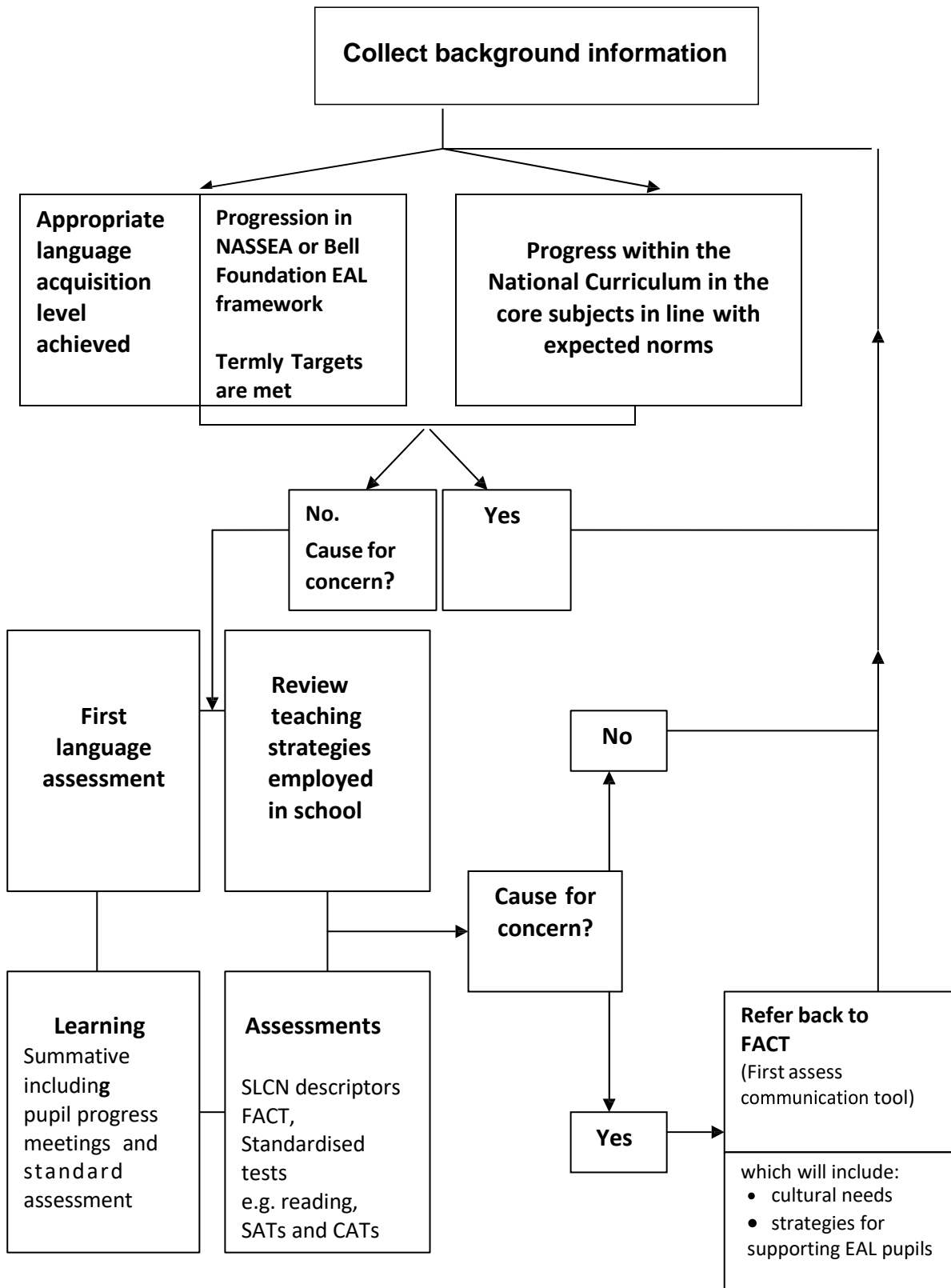
- First language assessment.
- Discussions with teachers, support assistants, language assistants and parents, including a review of teaching and learning strategies employed.
- Formative and summative assessments.
- Consideration of changes over time, particularly the pupil's response to efforts made to improve the learning environment and the pupil's access to the curriculum.

Any single assessment is not sufficient in itself. These tasks should be considered in context, in a cyclical manner, over a period of time.

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[7] Assessment Of Children And Young People With Additional Needs, First Assess Communication Tool (FACT), Identifying and Meeting Speech, Language and Communication Needs, Milton Keynes Council, 2011

Diagram 1: Process to determine English language acquisition or special educational need

Collect background information

Appropriate language acquisition level achieved

Progression in NASSEA or Bell Foundation EAL framework

Termly Targets are met

Progress within the National Curriculum in the core subjects in line with expected norms

No.
Cause for concern?

Yes

First language assessment

Review teaching strategies employed in school

No

Cause for concern?

Learning
Summative including pupil progress meetings and standard assessment

Assessments

SLCN descriptors FACT, Standardised tests e.g. reading, SATs and CATs

Yes

Refer back to FACT
(First assess communication tool)

which will include:
- cultural needs
- strategies for supporting EAL pupils

Collection of background information

Background information will ensure clarity in determining how cultural factors and linguistic experience may influence progress. It will also inform teachers' planning. The list below gives the key background information which should be collected for all minority ethnic pupils:

- Ethnicity.
- Country of birth.
- Date of arrival in country (if not UK-born).
- Religion.
- Previous schooling (including pre-school).
- Home language/s (proficiency spoken and written).
- After-school or weekend learning.
- Interests and hobbies.
- Particular abilities or learning needs.
- Known medical conditions.
- Assessment details (baseline, NC, other specific tests).
- Other relevant information e.g. refugee status.

See Appendix 1 for an addendum to the school's admission form.

Where a cause for concern has been triggered, the person co-ordinating the assessment should discuss the pupil's needs with the class teacher, the pupil and the pupil's parents and set up a series of observations in the classroom. A range of consultation templates are provided for schools to adapt to meet their needs:

- Class teacher consultation of English language acquisition or special educational need.
- (Appendix 2)
- Pupil consultation of English language acquisition or special educational need. (Primary) (Appendix 3)
- Pupil consultation of English language acquisition or special educational need. (Secondary) (Appendix 4)
- Parent consultation of English language acquisition or special educational need.(Appendix 5)

English language acquisition level

Milton Keynes LA has adopted the NASSEA/Bell descriptors for their English language acquisition assessment systems. EAL pupils are assessed for understanding, listening speaking, reading and writing.

A termly assessment of all four strands of NASSEA/Bell should be made. Whilst the LA requires an annual assessment of writing, as an indicator of EAL need, it should be clear that all four strands are of equal value in making a meaningful assessment of an individual pupil.

Schools should:
- Set a termly language acquisition target/s, which may become their Literacy targets.
- Monitor progress, which should be at least one NASSEA/Bell step in two terms for newly arrived pupils.
- Measure progress in the National Curriculum (NC) core subjects.
- Assess pupils at an early stage of English language acquisition using EMA Network guidance for the assessment of newly arrived pupils.

If a pupil is not making expected progress in language acquisition, four further assessments should be carried out:

- Review of teaching strategies employed.(appendices 8 & 9);
- First language assessment.(appendix 10);
- Samples of learning – work scrutiny.
- Moderated and standardised assessment, including SLCN descriptors levels 1 and 2.

Teaching strategies employed in school

Progress in second language acquisition is dependent upon the classroom environment and the teaching strategies used. Where a pupil is experiencing academic difficulties, teachers should first critically examine the range of teaching and learning on offer. Access to the curriculum is based upon understanding of the key vocabulary and conceptual language. Pupil progress in language acquisition and learning are accelerated where a range of effective strategies for supporting EAL learners are in place.

A careful consideration of teaching strategies is vital at this stage of assessment.
During assessment of a cause for concern the planning for and provision of support strategies should be appraised. See Appendix 9.

It is also possible to assess pupil engagement in learning using a timed observation. See Appendix 8.

When setting individual termly language acquisition targets and translating them into short term planning, there should be a focus on planning for relevant EAL strategies.

First language assessment

Accurate first language assessments are useful to give an indication of a pupil's general language development. Age appropriate competence in first language may indicate that a pupil has second language acquisition needs rather than SEN.

- Assessors should be known to the pupil and speak the same language. Where an outside agency is used to carry out the assessment, time should be allocated for the pupil to get to know the assessor. The assessment should be in the same dialect.

- The pupil should feel comfortable where the assessment takes place and it may be more appropriate to carry it out at home, especially for a young pupil.

- First language assessment should focus on the social language used in the home and language previously taught in school. Major gaps in areas in which the pupil has had opportunities to learn may indicate learning difficulties.

- There may not be a clear correspondence between first and second language. This should be considered with the bilingual assessor.

- The pupil may have limited competence in first language because one or both of the parents are second or third generation UK born and may provide a limited model themselves.

- Notes or voice recordings can be made to record pupil conversation for later analysis.

- Areas to consider in setting up an assessment:

    - Narrative, re-tell a common story, e.g. a story from the culture associated with that language.
    - Sequencing, e.g. explain the sequence for completing an everyday action, such as dressing or coming to school.
    - Relating personal experience.
    - Comprehension, the assessor might tell a story or explain how to do something in the home language and then ask the pupil comprehension questions about it.
    - Following verbal instructions.
    - Memory skills.
    - Listening and attention skills, assessed by observation.
    - Interaction with others (verbal and non-verbal).

- Factors which **might** indicate learning difficulties are:

  - Immature vocabulary.
  - Inappropriate vocabulary.
  - Illogically sequenced ideas.
  - Incorrect word order.
  - Low number of words in a sentence.
  - Limited use of connectives.
  - Poor use of social language.
  - Inappropriate responses to questions.
  - Inadequate predictive skills.

It is important to be aware that some of the factors above will be affected by stage of language acquisition. Many of these factors relate to developmental levels and do not always indicate SEN, but an additional need.

A first language assessment is an assessment to determine if a pupil has SEN and is devised to assess particular learning needs. A first language assessment should be devised according to each pupil's individual needs. There is no ready prepared assessment.

There needs to be an assessment both in English and first language so that a comparison can be made between competency in both languages. The assessments should be at a comparable level.

A translator will produce a bilingual assessment using an English copy, which should be produced by the SENCO and EMA Co-ordinator, in consultation with other professionals supporting the pupil. Where the EMA Network team is providing support they should also be consulted.

An **example** of the type of assessment materials which may be appropriate for Key Stage 1 is attached. See Appendix 10. **This example is not designed to be used without adaptation for the specific assessment being undertaken.**

Samples of learning

On-going (formative) assessment should be used to inform planning for language acquisition and to measure progress against learning intentions. However, the progress should be measured against a pupil's own achievement (ipsative assessment) and expected progress in language acquisition.

Where schools are using Assessing Pupils Progress (APP) in English to assess all pupils, EAL and SEN assessments should be used to further enhance assessment and target-setting.

If a pupil is making little progress and classroom observation of the employment of EAL strategies indicates that there is effective planning for the inclusion of the EAL pupil in learning there may be a cause for concern.

Formal assessment

Measurement of progress will also include the use of moderated and standardised tests, which make up whole-school assessment and tracking procedures; such as reading and spelling tests, SATs and CATs. If a pupil is below expected norms, this will lead to more detailed assessment using Diagram 1 the "Process to Determine English Language Acquisition or Special Educational Need".

It should be noted that there are cultural implications for the scores of standardized tests, as some test materials have been shown to be culturally embedded/biased. Scores on standardized tests should not be interpreted on their own as showing a serious cause for concern unless confirmed by other observations, such as the pupil making a limited response to tailored teaching or showing poor competence in home language in spite of good opportunities to learn it.

Cause for concern

If a cause for concern has been corroborated, the SEN procedure will be invoked in line with the local offer and the revised SEN Code of Practice 2014.

Where the cause for concern is considered to be due to language acquisition delay, the individual language acquisition targets will be reviewed and specific teaching strategies will be incorporated into short- and medium-term planning. There should continue to be regular review of progress as outlined in the procedure.

Individual Education Plans (IEPs)

It is not compulsory for schools to write IEPs, especially where the school has robust target setting for all and strategies and interventions are documented on a provision map, which is monitored and evaluated through provision management. Targets and strategies must be different to and additional from those which can be met through the differentiated curriculum for all.
Where an IEP is in place the IEP should include cultural considerations and the teaching strategies which will support language acquisition. Where additional staff are employed to support pupils learning EAL there should be a co-ordinated, collaborative approach. The normal review process will be followed.

A co-ordinated response to SEN provision

It is essential that there is clear communication between the Ethnic Minority Achievement (EMA) Co-ordinator and the Special Educational Needs Co-ordinator (SENCO):

- Staff responsible for the achievement of BME pupils should be included where they are present in school.

- Assessment and monitoring should include effective collaboration between EMA Network and the SENDIS team where support/advice is provided to the school. A key worker should be identified, in partnership with the school. The key worker could be the: SENCO, Inclusion Manager, EMA Co-ordinator.

- The targets on the IEP should be shared between all significant adults and support services working in the school e.g. Behaviour Support, EMA Network and SENDIS, and the Education Psychologist, if appropriate. The IEP should be a working document, with the strategies agreed by all significant adults.

- The IEP should include the pupil's English language acquisition targets.

- The school tracking system should identify multiple factors, including those BME pupils who have been identified as having SEN. It should be sub-divided into EAL and Non EAL BME pupils.

- Monitoring and assessment procedures should be built into the school development planning procedures.

Guidance for supporting EAL pupils identified as being at risk of having SEN:

- Continue English language acquisition support, making full use of a wide range of strategies.

- Target additional group/individual support to address SEN concerns (ideally provided by a bilingual Language Assistant for some of the time).

- Grouping to include good English language role models and same language speakers where possible.

- Plan for a multi-lingual/multi-sensory approaches.

- Work closely with parents, if necessary, through translation.

- Make use of local advice/support from the community.

- Effect on-going liaison between support services.

Ways Forward

These guidelines have been produced in consultation with Milton Keynes' schools, Targeted Services and other LAs. They aim to provide a clear model for assessment and provision for EAL pupils who may have special educational needs.

EMA Network can provide individualised training for schools, and is available to provide advice and support. EMA Network will regularly update these guidelines on the EMA Network website and via Educ@te and Educ@te Extra. Schools should check they are using the most up-to-date guidance.

Sources of information

"Assessing the needs of bilingual pupils living in two languages", Hall, Deryn, David Fulton Publishers, 2001

"Assessment of special educational needs for bilingual pupils", Cline, T, British Journal of Special Education 25, 1998

"Language needs or special needs? The assessment of learning difficulties in literacy among pupils learning English as an additional language: a literature review, Cline, T and Shamsi, T, 2000

Milton Keynes Guidance for the Assessment of Newly Arrived Pupils learning English as an Additional Language in Key Stage 1 and 2

Milton Keynes Guidance for the Assessment of Newly Arrived Pupils learning English as an Additional Language in Key Stage 3 and 4

Performance Improvement Plan Milton Keynes CYPS

SEND Code of Practice, DfE, 2014

Special Educational Needs and Ethnicity: Issues of Over- and Under-Representation, DfES, 2006

"Special educational Needs, Inclusion and Diversity, Frederickson, N. and Cline, T. Open University Press, 2009

Inclusion Development Programme, Department of Education, 2008

The First Assess Communication Tool (FACT) Sendis Team

Appendix 1: Background information
Addendum to the school admission form for minority ethnic pupils

Full name: …………………………………… *(in order)* Family name: ………………………

Personal name: …………… Preferred name: …………………..*(may be the same as personal name)*

Date of birth	Country of birth	Arrival in UK *(if not UK born)*	Ethnicity	Religion	Refugee status

Family information:

Names of parents/ carers(8)	
Relationship of carer/carers to the pupil	
Siblings	

Names:	Age:	Gender:
Other relevant details:		

Student's use of language: *(including English)*

Languages	Speaking *(proficiency)*		Reading *(proficiency)*	Writing *(proficiency)*	Used with/ where	Where/when started to learn - community schools attended
	Home	School				

Previous schooling: *(including breaks in education, pre-school and admission into UK education)(9)*

Country	Date started	Ages *(from-to)*	Languages Used[9]	Assessment *(exams/ grades)*	Repeated years

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[8] *If the primary carer is not the parent add information about where the parent lives, particularly if overseas.*
[9] *Note if the child has attended English medium schools overseas.*

Support for learning:

Community/Supplementary schools attended[10]	
Favourite subjects in school	
Interests and hobbies	
Extended leave: (*reasons, time, when*)	
Previous support for learning [11]	
Support needed for the child's English language acquisition: *(e.g. bilingual dictionaries)*	
Prior experience which may affect learning	

Dietary and health issues:

Favourite foods and preferred diet	
Dietary restrictions	
Known medical conditions	

Support for parents and carers: *(tick boxes)*

Interpreter required at parent's meetings		The parent or carer can bring an interpreter	
Bilingual translations of school letters and leaflets would be helpful		School letters written in English can be translated	
Contacts of local community groups are required		Information on Supplementary Schools is requested	

Data collected by (Name): …………………………Area of responsibility: ……………..……………

Date: …………………………………

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[10] *May include religious instruction, cultural groups and activities, language learning*
[11] *For example bilingual or SEN support*

Appendix 2 : Class teacher consultation of English language acquisition or special educational need

Name of pupil:…………………………….. Year Group: ………. Class: ……………….……

Class/form teacher: ……….…………….……

Trigger for cause for concern:

Language Acquisition/ NASSEA or Bell	Step	Strengths/ Weaknesses	National Curriculum Core Subjects	Level	Strengths/ weaknesses
Listening and understanding			Mathematics		
Speaking			Science		
Reading			English - reading		
Writing			English - writing		
Additional assessments (e.g. NFER, CATS,					

Physical, medical or behavioural issues including physical development:

Frequency/pattern of pupil's attendance, including information on extended leave:

Confidence and social interaction with:

Teachers and adults in school	Peers

Attitudes and motivation:

Use of the pupil's first language in the classroom, including provision of bilingual support:

Pairing, grouping and peer mentoring:

Strategies currently used to develop the pupil's English language acquisition:
Use Appendix 10: EAL strategies lesson observation

Involvement of parents, siblings or the community in the pupil's learning:

Attendance at after-school and weekend activities and community schools:

Any other comments:

Completed by ……………………… Post/service ……………….……..   Date………………

Appendix 3: Pupil consultation of English language acquisition or special educational need (Primary)

Name of pupil:……………….……………..... Year Group: ……….   Class: ……………….

Class/from teacher……………………………………………………………………….………

Experiences within school:

What do you like doing at school?	
Share something you are really good at	
Who do you play with?	
Which part of the day do you enjoy most?	
What makes you happy?	
What makes you sad?	
What would you like to improve?	
What help do you need?	
What could we change to make it easier for you to learn and do well at school?	
Do you get extra help with your learning at school?	
How does it help you?	

Experiences at home and with friends:

How many brothers and sisters do you have?	
How old are they?	
Who do you play with most outside school?	
Do you go to any lessons or to the *mosque (if relevant)* after school or at the weekends? What do you like most there?	
When do you do your school homework? Who helps you? How long does it take?	

Any other questions or information:

Completed by: …………….…………… Post/service:………………... Date…………….…

**Appendix 4: Pupil consultation of English language acquisition
or special educational need (Secondary)**

Name of pupil:………………………….….. Year Group: ……….….. Class: ……………

Class/form teacher…………………………………………………………………..….……

Experiences within school:

What do you like doing at school?	
Share something you are really good at	
Who are your friends?	
What would you like to improve?	
What help do you need?	
Do you think you are making good progress at school?	
What do you like learning about at school?	
Which part of the day do you enjoy most?	
Which subjects do you find difficult?	
Do you get extra help with your learning at school?	
How does it help you?	
Do you do any of your course work in your home language?	

Experiences at home and with friends:

How many brothers and sisters do you have?	
How old are they?	
Who do you spend most time with outside school?	
Do you go to any lessons or to the *mosque (if relevant)* after school or at the weekends? What do you like most there?	
When do you do your school homework?	
Who helps you? How long does it take?	
Do you have any resources to help you like bilingual dictionaries or glossaries?	

Any other questions or information:

Completed by:……………….……… Post/service:……………… Date:……………….…

Appendix 5: Parent consultation of English language acquisition or special educational need

Name of pupil:……………………………….. Year Group: ……….…… Class: …………....

Class/form teacher……………………………………………………………….…………

Family background:

Who does your child live with, including which siblings?	
Other relevant information about the family	
What does your child enjoy doing most at home?	

Language background:

How old was the pupil when he/she started to speak?	
What language/s are used at home and in what contexts? Which language is used with siblings?	
Is your child literate in any languages other than English? Give details of understanding, speaking, reading and writing.	
Does your child watch English language television? How much?	
Does your child watch television in other languages? Which languages and how much?	
Does your child take part in community classes outside school? How often and when? How is your child progressing?	

Educational experience:

Did your child attend a playgroup or nursery?	
Has your child been on extended leave of absence?	
What does your child enjoy most at school?	
What learning needs do you think your child has?	
Does your child need support with home/coursework?	
Which subjects are most difficult?	
Does your child have access to resources such as bilingual dictionaries or glossaries to help with course work.	

Medical considerations:

Are there any medical issues which the school was not previously aware of? Give details.	

Eating and nutrition:

What does your child enjoy eating at home? In the opinion of the parent does the pupil eat well in comparison to siblings?	
Does the pupil eat a balanced meal at lunchtime? What does the pupil usually eat? Is there any food left when the lunchbox is returned home?	

Any other questions or information:

Completed by: …………………..……..   Post/service: ……………..   Date: …………………

Appendix 6 : Early Years and Foundation Stage - English as an Additional Language (EYFS EAL)

	EYFS EAL Communications and Language: Listening and Attention		
	Observations	**Positive Relationships -** what adults could do	**Enabling Environments -** what adults could provide:
Birth – 11 months	Turns towards a familiar sound then locates range of sounds with accuracy Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Reacts in interaction with others by smiling, looking and moving. Quietens or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays. Fleeting Attention – not under child's control, new stimuli takes whole attention. **Additional Observations of EAL Development** Gives evidence of listening to first language e.g. gaze direction	Use clear instructions with gestures and actual objects Provide a variety of listening activities. Plan small group activities involving real objects e.g. digging up worms, using magnifiers, cooking. Encourage friendship groups for small group activities Organise regular action rhyme/singing time etc. Being physically close, making eye contact, using touch or voice all provide ideal opportunities for early conversations between adults and babies, and between one baby and another. Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes. Use a lively voice, with ups and downs to help babies tune in. Sing songs and rhymes during everyday routines. Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds.	Share stories, songs and rhymes from all cultures and in babies' home languages. Display photographs showing how young babies communicate. Share favourite stories as babies are settling to sleep, or at other quiet times. Plan times when you can sing with young babies, encouraging them to join in. Create an environment which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing and sharing.
8 – 20 months	Interested in music and singing. Easily distracted by noises or other people talking Join in with repeat. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking.eg. refrains when singing. Enjoys and attempts to join in repetitive songs and rhymes, particularly action rhymes Will imitate using basic actions **Additional Observations of EAL Development** Enjoys and attempts to join in repetitive songs and rhymes, particularly action rhymes Will imitate using basic actions		

16-26 months	Listen to favourite rhymes, stories, and songs anticipating key events and important phrases Respond to simple instructions when name is used e.g. Ben drink juice Listen to others in one-to-one/small groups when conversation interests them but still easily distracted. Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. **Additional Observations of EAL Development** Responds to instructions within a practical context Enjoys and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes May extract meaning if visual and contextual clues are available Can follow a simple story, with visual support	Use songs and stories in the children's first language Use story props to introduce new stories and encourage retelling in home language Hold small group circle times using familiar and repetitive phrases Develop basic use of Makaton system Encourage young children to explore and imitate sound. Talk about the different sounds they hear, such as a tractor's "chug, chug" while sharing a book.	Collect resources that children can listen to and learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound. Think about culturally relevant sounds e.g. call to prayer
22-36 months	Listens to stories with increasing attention and recall Describe main story settings, events, and principal characters when prompts are provided. Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. **Additional Observations of EAL Development** Can follow the gist of adult's talk, delivered in age appropriate style, with visual support and repetition Understands, and may become involved in, class or group stories or discussions Begins to remember and use story, song and rhyme forms Gives explanations using short phrases	Enable children to join in story telling with props. Have a listening area with a range of props for children to use Rehearse story with child in advance. If possible, send home for translation Encourage discussion and expression of emotions e.g. at circle time Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. Be aware of the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourites from their home languages.	Keep background noise to a minimum, e.g. use music or radio briefly only for particular purposes. Use puppets representing a variety of ethnicities and other props to encourage listening and responding when singing a familiar song or reading from a story book. Encourage children to learn one another's names and to pronounce them correctly. Ensure all staff can pronounce the names of children, parents and other staff members. Make sure that shortened names and nicknames are not substituted instead.
30 -50 months	Initiate conversation, negotiate positions, pay attentions to and take account of others' views Enjoys listening to stories. Still finds it difficult to attend to more than one thing at a time. Listens to others one to one or in small groups, when conversation interests them.	Return again and again to favourite stories using sequencing, role-play and props. Play circle games in the playground and indoors. Adapt and personalise stories Provide real contexts for listening and repeating e.g. delivering messages	When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. *"mmmmummy", "shshshshadow", "K-K-K-KKaty".* Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices

			on tape.
	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). **Additional Observations of EAL Development** Understands talk, delivered in age appropriate style and most verbal instructions and directions without visual or contextual clues Can re-tell stories with some detail and can predict what might happen next.	Simplify other children's talk. Group in friendship groups for activities Use CD's to provide extra listening experience of language they have already heard e.g. stories/songs. Simple barrier games e.g. two children use the same set of differently coloured and shaped bricks to give instructions to each other to create the same structure Use tape recorders for children to record stories and other information Set up different and more complex opportunities for role play and drama Give children more complex instructions related to activities e.g. 'Get the sieves out of the top drawer for the water tray but put the watering cans away first please'. Model being a listener by listening to children and taking account of what they say in your responses to them. Cue children, particularly those with communication difficulties, into a change of conversation, e.g. '*Now we are going to talk about…*' For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question. Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children	Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. *'Hickory Dickory boot, The mouse ran down the...* Set up a listening area where children can enjoy rhymes and stories. Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'. Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.
40 – 60+ months	Enjoy listening to and using spoken and written language, and readily turning to it in their play and learning Sustain attentive listening, responding to what they've heard by relevant comments, questions, or actions Listen with enjoyment, and respond to stories, songs and other music rhymes and poems. Make up their own stories, songs rhymes and poems. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. **Additional Observations of EAL Development** Understands verbal instructions and directions without visual or contextual clues Can relate what has happened in a story (without props) and can predict what might happen next Understands the detail of a more complex story Understanding comparable to that of English speakers.	are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one. Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games. Ask parents to record regional variations of songs and rhymes. Play games which involve listening for a signal, such as 'Simon Says', and use *'ready, steady…go!*' Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low. Explain why it is important to pay attention when others are speaking. Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully.	

	EYFS EAL Personal Social and Emotional Development: Making Relationships		
	Observations	**Positive Relationships:** what adults could do	**Enabling Environments:** what adults could provide

| Birth – 11 months | Gazes at faces and copies facial movements e.g. sticking out tongue
Increasingly aware of other people and taking turns in interactions using babbles.
Enjoys the company of others and seeks contact with others from birth.
Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes.
Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.
Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.
Responds to what carer is paying attention to, e.g. following their gaze.
Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.

Additional Observations of EAL Development
Observes other children and imitates them | Have a bilingual trained worker to have conversations with the child and parents in order to establish relationships and support play.
Talk to the children and pick up their non-verbal responses.
Watch children carefully to interpret their gestures and put words to hem. Use gestures and signs to give meaning to language
Encourage children to join in activities. This could take the form of children watching and actively listening.
Provide lots of opportunities for children to respond to or echo language.
Make sure babies have their own special person in the setting, who knows them really well and understands their wants and needs.
Tune in sensitively to babies, and provide warm, loving, consistent care, responding quickly to babies' needs.
 Hold and handle babies, since sensitive touch helps to build security and attachment.
Ensure that the key person or buddy is available to greet a young baby at the beginning of the session, and to hand them over to parents at the end of a session, so the young baby is supported and communication with parents is maintained.
Engage in playful interactions that encourage young babies to respond to, or mimic, adults.
Follow the baby's lead by repeating vocalisations, mirroring movements and showing the baby that you are 'listening' fully.
Notice when babies turn away, signalling their need for less stimulation.
Discover from parents the copying games that their babies enjoy, and use these as the basis for your play.
Talk with babies about special people, such as their family members, e.g. grandparents. | Ensure staff are aware of the importance of attachment in relationships.
Ensure the key person is paired with a 'buddy' who knows the baby and family as well, and can step in when necessary.
At times of transition (such as shift changes) make sure staff greet and say goodbye to babies and their carers. This helps to develop secure and trusting three-way relationships.
Plan to have one-to-one time to interact with young babies when they are in an alert and responsive state and willing to engage.
Display photos of family and other special people.
Share knowledge about languages with staff and parents and make a poster or book of greetings in all languages used within the setting and the community.
Repeat greetings at the start and end of each session, so that young babies recognise and become familiar with these daily rituals. |

8 – 20 months	Likes being with familiar adults and watching them. Developing the ability to follow adult's body language including pointing and gesturing. Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. **Additional Observations of EAL Development** Uses non-verbal gestures to respond to a question or indicate a need		
16-26 months	Uses words and/or gestures, including body language such as eye contact and facial expression, to communicate Gradually able to engage in 'pretend' play with toys. Frustrated when unable to make themselves understood. Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. **Additional Observations of EAL Development** Speaks mainly in first language. Makes contact with other children and may not speak May be silent for up to six months Makes eye contact with speaking adult. Responds to sounds Echoes single words and/or short phrases Uses English to take part in games and other simple activities. Starts to develop 'chunks' of social speech e.g. 'Mummy come soon'. 'My turn' Generates their own two or three word utterances. Verbs omitted, the main concern being communication e.g. 'me book carpet'	Many bilingual children at an early stage of English go through this silent period and it is important that children do not feel pressurised. Respond positively efforts at communicating, however small. Allow extra time for responses Provide a running commentary for a child or adult's actions e.g. I'm pouring the water into the bucket. Model speech for child. Model back what they say in correct form but do not expect them to repeat it Extend language, by using one or two more simple words Encourage children to play and speak with peers who share the same language Involve all children in welcoming and caring for one another. Give your full attention when young children look to you for a response. Enable children to explore by providing a secure base for them. Help young children to understand the feelings of others by labelling emotions such as sadness or happiness.	Play name games to welcome children to the setting and help them get to know each other and the staff. Regularly evaluate the way you respond to different children. Ensure there are opportunities for the child to play alongside others and play cooperative games with a familiar adult. Provide matching items to encourage adult and child to mimic each other in a cooperative game. e.g. two identical musical instruments.

22-36 months	Use simple statements and questions often linked to gestures Use intonation, rhythm and phrasing to make their meaning clear to others Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. **Additional Observations of EAL Development** Ability to move between the language in conversations with peers Growing confidence in acquiring and using English Use words in a holistic phrase e.g. 'where find it?' Initiates social conversations Can convey a simple message and give simple instructions	Model sentences, extending child's speech Model and encourage role-play that builds on familiar contexts Sing songs and rhymes at story time and read repetitive stories using story props Extend role-play from home corner to small world Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn. Continue to talk about feelings such as sadness, happiness, or feeling cross. Model ways of noticing how others are feeling and Comforting/helping them.	Make time for children to be with their key person, individually and in their key group. Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.
30 -50 months	Have emerging self-confidence to speak to others about wants and interests Use simple grammatical structures Talk alongside others, rather than with them. Use talk to gain attention, and initiate exchanges. Use action rather than talk to demonstrate or explain to others. Initiate conversation and listen to talk. Enjoys playing with peers and will argue. Can play in a group, extending and elaborating play ideas, E.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **Additional Observations of EAL Development** Communicates to a variety of audiences but may still use non-standard features Speaks fairly fluently and accurately about familiar topics. Can ask functional questions e.g. 'What shall I do now?' using simple grammatical structures.	Have sharing sessions at small group circle time Play co-operative games Offer interesting objects to be curious and have discussions about. Provide imaginative contexts for this exploration e.g. a table with stones that could be turned into small world environment for play people to explore Use language models that move children to more complex or more formal language. Use CDs for children to record and listen to their own talk Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. Plan support for children who have not yet made friends.	Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.

| 40 – 60+ months | Interacting with others, negotiating plans and activities and taking turns in conversation.
Chooses own friends and is generally cooperative with playmates.
Initiates conversations, attends to and takes account of what others say.
Explains own knowledge and understanding, and asks appropriate questions of others.
Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Additional Observations of EAL Development
A very fluent user of English in most social and learning contexts | Provide a prop corner with a range of culturally familiar materials for a free role play (Use parents' input)
Provide a range of resources for children to chooses from to develop their own play
Set group challenges e.g. an adult could enter the imaginative play in role and present a dilemma for the participants to solve
Support children in linking openly and confidently with others, e.g. to seek help or check information.
Model being a considerate and responsive partner in interactions.
Ensure that children and adults make opportunities to listen to each other and explain their actions.
 Be aware of and respond to particular needs of children who are learning English as an additional language. | Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.
Ensure children have opportunities to relate to their key person, individually and in small groups.
Provide activities that involve turn-taking and sharing in small groups. |

	EYFS EAL Communication and Language: Speaking		
	Observations	**Positive Relationships:** what adults could do	**Enabling Environments:** what adults could provide
Birth – 11 months	Initially uses cries to communicate. Gradually develops speech sounds (babbling) to communicate with adults. Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Makes own sounds in response when talked to by familiar adults. Lifts arms in anticipation of being picked up. Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like '*baba, nono, gogo'*.	Listen to children intently, tuning in to their interests Find out from parents how they like to communicate with their baby, noting especially the chosen language. Ensure parents understand the importance of talking with babies in their home language. Encourage babies' sounds and babbling by copying their sounds in a turn-taking 'conversation'. Communicate with parents to exchange and update information about babies' personal words.	Learn and use key words in the home languages of babies in the setting. Provide tapes and tape recorders so that parents can record familiar, comforting sounds, such as lullabies in home languages. Use these to help babies settle if they are tired or distressed.
8 – 20 months	Progresses from using babble to around 10 single words, although these will often not be very clear. Use familiar words, often in isolation, to identify what they do and do not want. Use vocabulary focused on objects and people who are of particular importance to them. Uses sounds in play, e.g. 'brrrm' for toy car. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye.*) Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language. **Additional Observations of EAL Development** Gives evidence of understanding some words Is beginning to use single words and simple phrases to express needs and ask for help Beginning to label objects in the environment	Observe children closely and talk with their parents so you can plan for interests Play alongside children in role play offering language to go with scenarios Try to 'tune in' to the different messages young babies are attempting to convey. Share the fun of discovery and value babies' attempts at words, e.g., by picking up a doll in response to "baba". When babies try to say a word, repeat it back so they can hear the name of the object clearly. Find out from parents greetings used in English and in languages other than English, and use them in the setting. Recognise and equally value all languages spoken and written by parents, staff and children.	Find out from parents the words that children use for things which are important to them, such as *'bankie'* for their comfort blanket, remembering to extend this question to home languages. Explain that strong foundations in a home language support the development of English.
16-26 months	Using up to 50 words and is beginning to put 2-3 words together.	Play turn-taking games that have lots of repetitive phrases e.g. Go to sleep Mr Bear.	Allow time to follow young children's lead and have fun together while developing vocabulary, e.g. saying '*We're jumping up', 'going down'.*

	Frequently asks simple questions, e.g. 'where's my drink?', 'what's that? (Towards two years age). Uses speech sounds p, b, m, w. Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. *'want ball'*, *'more juice'*). Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*). Beginning to ask simple questions. Beginning to talk about people and things that are not present. **A**dditional Observations of EAL Development Uses words and short phrases from familiar books and rhymes in a number of contexts	Provide activities for parents to do at home in L1 that will support concept development e.g. send home story sacks which included a tape in home language and some suggested activities Provide dual language books for parents to share at home with their child Build vocabulary by giving choices, e.g. *'apple or satsuma?'* Model building sentences by repeating what the child says and adding another word, e.g. child says 'car', say *'mummy's car' or 'blue car'*. Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong. Accept and praise words and phrases in home languages, saying English alternatives and encouraging their use. Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home. Support children in using a variety of communication strategies, including signing, where appropriate.	Plan to talk through and comment on some activities to highlight specific vocabulary or language structures, e.g. *"You've caught the ball. I've caught the ball. Nasima's caught the ball".* Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary or language structures.
22-36 months	Build up vocabulary that reflects the breadth of their experiences Begin to experiment with language describing possession. Uses up to 300 different words including descriptive language, space, function. Can link 4-5 words together May stutter or stammer when thinking what to say. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *'I have it'*. Uses a variety of questions (e.g. *what, where, who*). Uses simple sentences (e.g.' *Mummy gonna work.'*) Beginning to use word endings (e.g. *going, cats*). **Additional Observations of EAL Development** Widening vocabulary from stories, the natural world, and other aspects of the curriculum, but still limited Beginning to use descriptive language e.g. colour, size and quantity	Repeat new vocabulary lots of times through using the same objects/words in different contexts, games and songs. Use photographs to revisit experiences Play simple games e.g. lotto, snap, memory games, track games Use open ended questioning, modelling, demonstration, and using meaningful objects, to encourage communication/interaction Model use of possessive language in a variety of ways, e.g. 'Whose ball is that? Is it yours or mine?' Provide animals, shapes, people, etc with difference, for grouping e.g. sort animals into those with fur, feathers, scales, skin, wool etc. Continue to use songs, stories and rhymes that are familiar and/or have repetition, including those that have a more demanding vocabulary such as 'the shopping basket' or 'Where the Wild Things Are' Wait and allow the child time to start the conversation. Follow the child's lead to talk about what they are interested in. Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. For children learning English as an additional language, value non-verbal communications and those offered in home languages.	Display pictures and photographs showing familiar events, objects and activities and talk about them with the children. Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. Provide opportunities for children whose home language is other than English, to use that language. Help children to build their vocabulary by extending the range of their experiences. Ensure that all practitioners use correct grammar. Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.
30 -50 months	Extend vocabulary, especially by grouping and naming Use vocabulary and forms of speech that are increasingly influenced by experience of books. Uses sentences of four to six words, e.g. 'I want to play with cars,' 'what that thingy called?'	Add words to what children say, e.g. child says '*Brush dolly hair',* you say 'Yes, Lucy is brushing dolly's hair.'	

	Able to remember and enjoys telling long stories or singing songs. Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* Uses a range of tenses (e.g. *play, playing, will play, played*). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e,g, *'This box is my castle.'* **Additional Observations of EAL Development** Growing vocabulary for naming objects/events Begins to describe in more detail Recognises nonsense talk, deliberate mistakes etc.	Talk with children to make links between their body language and words, e.g. *"Your face does look cross. Has something upset you?"* Introduce new words in the context of play and activities. Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers. Show interest in the words children use to communicate and describe their experiences. Help children expand on what they say, introducing and reinforcing the use of more complex sentences.	
40 – 60+ months	Extend their vocabulary, exploring the meaning and sounds of new words. Uses well formed sentences and is easily understood by adults and peers. Frequently asks the meaning of unfamiliar words and may use them randomly. Only a few immaturities in speech sounds, 'th, r,' and three consonant combinations 'scribble' Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Ensure children encounter more detailed, correct vocabulary in a comprehensible context e.g. roses and tulips instead of flowers. Plan to use more complex stories, poems and playground rhymes, etc. Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences. Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "*please*", "*thank you*" and "*can I…?*". At the same time, respond sensitively to social conventions used at home. Show children how to use language for negotiating, by saying "*May I…?*", "*Would it be all right…?*", "*I think that…*" and "*Will you…?*" in your interactions with them. Model language appropriates for different audiences, for example, a visitor. Encourage children to predict possible endings to stories and events.	Give time for children to initiate discussions from shared experiences and have conversations with each other. Give thinking time for children to decide what they want to say and how they will say it. Set up collaborative tasks, for example, construction, food activities or story-making through role-play. Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts. Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take

	Additional Observations of EAL Development Widening vocabulary from listening to stories and poems and from being involved in other curriculum areas.	Encourage children to experiment with words and sounds, e.g. in nonsense rhymes. Encourage children to develop narratives in their play, using words such as: *first, last, next, before, after, all, most, some, each, every.* Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation. Value children's contributions and use them to inform and shape the direction of discussions.	models that they have made to show children in another group or class and explain how they were made.

EYFS EAL Communication and Language: Understanding		
	Observations	**Positive Relationships:** what adults could do	**Enabling Environments:** what adults could provide
Birth – 11 months	Recognises parent's voice and begins to understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Starts to understand contextual clues, e.g. familiar gestures, words and sounds Stops and looks when hears own name. **Additional Observations of EAL Development** Responds non-verbally to simple questions	Encourage children to be actively involved in all opportunities for talk. Allow extra time for responses Greet children regularly and individually (morning/evening) Have words/greetings/phrases from different languages as a focus for a period of time Use simple words in home language/alongside English Look at the baby and say their name. Make eye contact and wait for them to react. Interpret and give meaning to the things young babies show interest in, e.g. when babies point to an object tell them what it is. Talk to babies about what you are doing and what is happening, so they will link words with actions, e.g .preparing lunch. Use actions to support your words, e.g. waving when you say 'bye bye'. Speak clearly. Babies respond well to a higher pitched, sing-song voice. Use and repeat single words, so the baby can gradually link the word to its meaning.	Let babies see and hear the sequence of actions you go through as you carry out familiar routines. Provide resources that stimulate babies' interests such as a shiny bell, a book or a mirror. Display lists of words from different home languages, and invite parents and other adults to contribute. Include languages such as Romany and Creole, since seeing their languages reflected in the setting will encourage all parents to feel involved and valued. When you use nursery rhymes, help children understand the words by using actions as well.
8 – 20 months	Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. The child can understand more words than they can say. Says isolated words, phrases and/or gestures to communicate with those well known to them **Additional Observations of EAL Development** Answers yes/no		
16-26 months	Beginning to use sentences that are more complex Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. 'Throw the ball')	Repeat key words when saying a phrase or sentence e.g. 'You both have earrings today- Kalpna's earrings, Sabia's earrings' pointing at them. Provide opportunities for children to experiment with their voices, and practice the sounds and rhythms of English.	Plan culturally appropriate play activities and provide resources which encourage young children to engage in symbolic play, e.g. putting a 'baby' to bed and talking to it appropriately. Use culturally appropriate pictures, books, real objects, and signs alongside your words.

	Additional Observations of EAL Development Exchanges hello/goodbye May use first language only in most contexts	Repeat back and model correct form. E.g. if child says 'why it go up? repeat back 'why did it go up? That's a good question'. Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas. Recognise young children's competence and appreciate their efforts when they show understanding of new words or phrases.	
22-36 months	Use a widening range of words to express or elaborate ideas Understands a simple story when supported with pictures. Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"* Understands more complex sentences, e.g. *'Put your toys* *away and then we'll read a book.'* • Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*). • Developing understanding of simple concepts (e.g. *big/little*). **Additional Observations of EAL Development** Children will begin to use extended sentences and simple sentences to convey an idea (4-5 words). Their standard English may still have many non-standard features	Reflect back single word/ short utterances e.g. if the child says 'Red bus', say 'Tell me more about the red bus' Build confidence e.g. vary the children in groupings-friendship groups, children who speak the same language, children who speak English. Encourage children to use home language alongside English Use the same word in a variety of contexts e.g. words about difference, size, sameness, in different play activities and lunchtime etc. Pose open-ended questions to encourage children to explain. Use talk to describe what children are doing by providing a running commentary, e.g. *'Oh, I can see what you are doing. You have to put the milk in the cup first.'* Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel.	Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails. Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. *"We need some eggs. Let's see if we can find some in here."* Cook a variety of foods from different countries.
30 -50 months	Consistently develop a simple story, explanation or line of questioning Confidently talk to people other than those who are well known to them Understands use of objects (e.g. *"What do we use to cut* *things?'*) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. **Additional Observations of EAL Development** Shows growing competence in the use of English	Expand children's language e.g. Child: 'I make nice cake' Adult: 'You did, you made a big round cake. It was a chocolate cake' Model language use in a range of situations e.g. news telling, feely bags, circle games and ensure they are revisited every day with opportunities for children to join in Organise retelling of poems, stories, or presentations in small groups Prompt children's thinking and discussion through involvement in their play. Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. *"You told me this model was going to be a tractor. What's this lever for?"* Give children clear directions and help them to deal with those involving more than one action, e.g. *"Put the cars away, please, then come and wash your hands and get ready for lunch".*	Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted. Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action. Find out from parents how children make themselves understood at home; confirm which their preferred language is. Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand. Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.

	Conveys meaning efficiently but may still use non-standard features Beginning to sort out details e.g. she/he Beginning to use tenses appropriately	When introducing a new activity, use mime and gesture to support language development. Showing children a photograph of an activity such as hand washing helps to reinforce understanding. Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves	
40 – 60+ months	Speaks clearly and audibly with confidence and shows awareness of the listener for example by their use of conventions such as greetings, 'Please', and 'Thank you' Able to follow a simple story without pictures. Understands instructions containing sequencing words: 'first…. After…. Last…' Aware of more complex humour, laughs at jokes that are told. Understands and enjoys rhyme. **Additional Observations of EAL Development** Growing command of the grammatical system of English and a range of sentence structures. Spoken English comparable to that of monolingual English learners Clarity is aided by clear intonation. Increasing control of tense system in particular contexts: storytelling, songs, rhymes etc. Speaks fluently and accurately about familiar topics A fluent user of English (for their age) in most social and learning contexts.	Plan the use of more complex tense structures, including conditional e.g. what could we have done if…. Continue to model new sentence structures and [provide opportunities for children to use them Plan activities where children have to use language in more demanding contexts e.g. to negotiate, disagree politely, express and justify opinions. Compare different ways of saying things for different purposes or audiences e.g. retell a story or talk about an experience. Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together. Use stories from books to focus children's attention on predictions and explanations, e.g. *"Why did the boat tip over?"* Help children to identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories, draw conclusions: *'The sky has gone dark. It must be going to rain'* explain effect: *'It sank because it was too heavy'* predict: *'It might not grow in there if it is too dark'* speculate: *'What if the bridge falls down?'*	Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books. Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.

Appendix 7a: NASSEA EAL assessment system

LISTENING AND UNDERSTANDING

Step 1 (S1)

Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

Step 2 (S2)

Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

Threshold (S3)

With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class.

Secure (S4)

In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

Consolidating (S5)

Pupils can understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions.

Competent (S6)

Pupils can participate as active speakers and listeners in group tasks. They understand most social and academic school interactions delivered at normal speed.

Independent (S7)

Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

SPEAKING

Step 1 (S1)

Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

Step 2 (S2)

Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.

Threshold (S3)

Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

Secure (S4)

Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest.

Consolidating (S5)

Pupils begin to engage in a dialogue or conversation within an academic context. In developing and explaining their ideas they speak clearly and use a growing vocabulary.

Competent (S6)

Pupils use language appropriately across the curriculum for different academic purposes (e.g. explaining) – some minor errors may still be evident. They are able to use more complex sentences.

Independent (S7)

Pupils have the range of speaking skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

READING

Step 1 (S1)

Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

Step 2 (S2)

Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.

Threshold (S3)

Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

Secure (S4)

Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

Consolidating (S5)

Pupils use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and extracting information from a variety of texts. From Key Stage 2 onwards reading has typically begun to be a tool for learning rather than a process which is an end in itself.

Competent (S6)

Pupils understand many culturally embedded references and idioms, but may still require explanations. From Key Stage 2 onwards pupils can read a range of complex texts starting to go beyond the literal by using some higher order reading skills such as inference, deduction and hypothesis.

Independent (S7)

Pupils have the range of reading skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.

WRITING

Step 1 (S1)

Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

Step 2 (S2)

Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

Threshold (S3)

Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

Secure (S4)

Pupils use phrases and longer statements that convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

Consolidating (S5)

Pupils are able to produce written outcomes using a range of appropriate grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing. Pupils' production is more limited when they receive no such support.

Pupils are beginning to understand that different contexts require different forms of expression and they will be attempting to respond to this understanding in their writing.

Competent (S6)

Pupils can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. They will still require support to develop the organisational skills and appropriate linguistic forms for new contexts.

Independent (S7)

Pupils have the range of literacy skills necessary to participate fully within the curriculum and can be fairly assessed by using only the National Curriculum for English.

Key Stage 1   **New to English**   **Level 1**

Learners at this level will bring with them varying degrees of abilities in their mother tongue and English, depending on their experiences at home and possibly at school, which they will use in comprehending spoken and written English. Many learners will be able to comprehend fully (as expected for their age) in their mother tongue and communicate fluently in their home and community. In communication at school, they will rely heavily on an attentive interlocutor who is able and willing to predict their meaning from gestures and context, particularly as they will use key words to convey wider meanings (e.g. *book* might signify *Give me the book*, *Is this my book?* etc.).

Learners at this level will have varying degrees of literacy in their mother tongue and/or English, depending on their literacy background, and whether it is home- based and/or school-based. They may have an understanding of the basic conventions of print and of the basic elements of narrative. They may have an awareness of different genres, e.g. factual and fictional. They may have an awareness of literacy conventions in non-Roman script. Some may have understandings of literacy in their mother tongue approximating those of their English-speaking peers, but not in English. Those from a low literacy background in their mother tongue will have limited literacy resources and will be learning about the mechanics of writing: they will remain at this level for longer than those with a home-based literacy background.

Learners at this level may have a short concentration span due to lack of comprehension. They will be dependent on visual and contextual support, e.g. pictures and support from the teacher and/or peers. They will use their knowledge of the world to understand the routines and expectations of the classroom and school. This may also mean that they employ cultural knowledge and attitudes such as avoiding eye contact or remaining silent out of respect.

Key Stage 1   **Beginning to comprehend and use routine language**   **Level 2**

Learners at this level will be observing and listening intently, developing understanding of language used in context. They will be relying heavily on illustrations, demonstration by the teacher (e.g. holding up an object when discussing it in science, pointing to number cards in numeracy, etc.). The effort of listening for sustained periods of time may lead to 'language overload' and learners may appear to lose focus. In interactions with others, they will rely on an attentive interlocutor who is prepared to predict their meaning from gestures and context.

They will be beginning to make links between English words and concepts in their mother tongue in both spoken and written discourse. Although they might be able to comment extensively on pictures (theirs and others) in their mother tongue, those with limited oral proficiency in English may be less able to comment. Low literacy background learners will exhibit writing-like behaviour, stringing letters together and will attach meaning to their writing, although inconsistently. In reading, script-different background learners may tend to focus on the whole word rather than the parts: although this strategy is helpful initially, it is less successful as their vocabulary increases and in longer texts.

Key Stage 1   **Developing range of social and classroom language**   **Level 3**

Learners at this level will be increasingly willing to use to language to express meaning orally, depending less on visual support and gestures to convey meaning. They will also be able to participate in a greater range of activities, although they will have difficulty comprehending interaction at mother tongue speed and when background noise is present (e.g. other pupils talking). They will continue to use approximations as they test hypotheses, particularly when attempting to convey meaning through longer utterances. They will continue to require additional time to process new language and help from their interlocutor (e.g. repetition, simplification and paraphrasing). Where possible (particularly where other speakers of their mother tongue are on

hand), they may continue to use their mother tongue to communicate ideas and concepts, or to seek clarification.

 In reading, they will be decoding words, both known and unknown, through initial sounds and letter and word recognition. Their decoding ability will likely be limited by the extent of their oral proficiency, having difficulty comprehending what they do not already know orally. They will be developing the capacity to request clarification in English and will benefit from doing so.

 In writing, learners at this level will be experimenting more, but their writing will be influenced by their proficiency in speaking and listening in English. As they experiment, their writing will be influenced by their spoken language, reflecting inconsistencies in their oral production (e.g. tenses and approximations in spelling). They will be developing the ability to self-correct where the language is very familiar and has been recycled frequently. They may continue to wish to express themselves in their mother tongue, particularly when writing on topics beyond their immediate environment or on unfamiliar topics, if they are able to do so.

Key Stage 1   **Level 4**
  Extending range of language and experimenting with learning through English

Learners at this level will be able to comprehend and participate in an increasing number of classroom activities in English. It will still require intense concentration for them to comprehend fully and additional time for them to process language and information. If the topic is unfamiliar, they may lose concentration and they may well employ strategies such as smiling, nodding, copying, etc. to give the impression that they have understood. They are likely to lose comprehension if there are significant levels of background noise (e.g. others talking around them). They may also miss details of the language they hear, particularly in terms of complex language expressions, having difficulty with prepositions and complex structures, e.g. *although*, *so*, etc.

 In oral interaction, they will still need help from interlocutors, such as additional time to process language and to formulate utterances. They may not wish to be corrected or interrupted, but be happy to formulate utterances independently. Their language will be fragmented as they seek to convey meaning and reformulate utterances to do so. Where possible (particularly where other speakers of their mother tongue are on hand), they may choose to use their mother tongue to express or explore more complex concepts. There will be numerous errors as they test hypotheses, but these will not necessarily impede meaning. They will be becoming increasingly aware of tenses and the use of prepositions, but will over-generalise. Cross-curricular vocabulary will be developing and an awareness of subject- related vocabulary (e.g. that used in science and mathematics).

In reading and writing, they will be developing their understanding of a range of genres and demonstrating their understanding of the different purposes of these (e.g. narratives, procedures, reports and descriptions). They will increasingly be able to identify the discriminating features and structures of texts in different genres, e.g. the requirements of instructions, descriptions, etc. They will increasingly be able to understand and use prepositional phrases to do with time and location and will be developing word groups. They will also be developing awareness of the features of visual representations (e.g. the use of colours in a diagram to denote different categories). In writing, although developing an understanding of text structure, they will still need considerable support through modelling, joint construction of texts, and provision of vocabulary and also additional time. Nonetheless, errors often related to learners' development in spoken English (e.g. tense, subject/verb agreement, use of pronouns, etc.) will sometimes lead to a breakdown in meaning.

Key Stage 1   Consolidating language use and extending literacy skills   Level 5

Learners at this level will be demonstrating increasing control over their use of language and of written text (both their own and others') and will be experimenting with language with greater confidence in a supportive environment. They will be consolidating language learned previously and will need less scaffolding when handling familiar topics. However, support will be required to understand and express complex ideas and to develop "depth" in comprehension and expression

of ideas, particularly in relation to the use of cohesive devices, complex sentence structure, and inferencing and evaluative skills. Additional time for processing, revisiting language and concepts, and opportunities to make links to concepts understood in their mother tongue will be needed, particularly as lack of comprehension at this stage will potentially lead to further lapses in comprehension and a lack of grasp of concepts.

Key Stage 1　　　　　　**Becoming competent users of English**　　　　　**Level 6**

Learners at this level are becoming competent users of English. They will still need additional time for reading and writing, particularly as concepts and the skills required become increasingly complex (e.g. drawing inferences in reading). Their increasing proficiency and their ability to use known language to cover gaps may disguise gaps in comprehension of concepts or in language. In reading, differences in cultural understandings and experiences may lead to difficulties in culture-bound texts which are outside their experience. Similarly, in oral communication, breakdowns in meaning with English mother tongue peers and adults may occur due to a mismatch in cultural understanding.

Key Stage 1　　　　　　**Competent users of English**　　　　　　　**Level 7**

At this level, learners are competent users of English. They will continue to need support in understanding and constructing texts where there are cultural differences. Where they have a strong home background in their mother tongue, they will continue to benefit from using their mother tongue with peers and adults both at home and at school (particularly where other speakers of their mother tongue are on hand).

Refer to the NALDIC site for **Key Stage 2 descriptors**, and for the latest and complete versions: www.NALDIC.org.uk

NALDIC have been exploring the development of discrete KS3 and KS4 descriptors, although the KS2 descriptors work well in secondary school, particularly where arrivals have little English.

Appendix 8: Pupil engagement observation

Name: …………………………… School: ………………….… Class/form:…………...

Date : ……………….……… Subject area: …………………………………….………….…………

Time	Activity
5	
10	
15	
20	
25	
30	

Key Points:

Observation by: …………………………… Position: ……………………………

This sheet is to be used to observe the engagement of the pupil in learning. Look for: time on task, particular activities and strategies which engage the pupil, interaction in learning with peers and any barriers to learning.

Appendix 9: EAL strategies lesson observation

Pupil: …………………….............……….   Subject:………………………..   Unit: ……………….

Class/Year group: ……………………   Date: ……………………..

		EAL strategies employed	Further ideas
Establishing the learning	Is the pupil clear about the learning outcomes of the lesson?		
	Are the success criteria presented and modeled?		
	Is there reference to learning in previous lessons?		
	Are pupils encouraged to think meta-cognitively about their learning, e.g. are KWL grids used?		
	Is the classroom environment reflective of the pupil's cultural experiences?		
Building on previous experience	Activating prior knowledge (context and cultural reference)		
	Drawing on first language		
Language	Subject-specific vocabulary		
	Key language: Inclusion in medium and short term planning	language functions		
		language structures: phrases and grammatical features necessary to demonstrate learning.		
	Provision of opportunities for pupils to record key language in preparation for writing.		
	Fostering language awareness including different registers, codes and dialects in English		
Scaffolding	language modelling by:	adults (including exploratory and informal talk, reading and writing).		
		expert peers (including grouping with good English language role models.)		

	Modelling and involvement in practical activities.			
	Visuals (images, artefacts and picture dictionaries)			
	Key visuals (diagrams/graphic organisers)			
	Active reading strategies (text marking, annotation, text re-organisation)			
	Bilingual dictionaries			
	Writing frames			
Speaking and Listening	Partner talk:	using preferred language (including first language)		
		rehearsal and repetition, such as Dictogloss		
	Collaborative activities, such as barrier games			
	Guided talk			
Plenary	Pupils are involved in reviewing:	curricular learning		
		language learning		
		the next steps for learning		
Use of additional adults	Plans shared in advance			
	Pre-tutoring			
	Targeted groups are identified, including more advanced EAL learners			
	Use of bilingual/multi-lingual skills			

Completed by: ……………………………….…… Note: Curriculum plans (long and medium-term) should be audited

Appendix 10: Example of First Language Assessment   (Key Stage 1)

First Language Assessment

Name. [_____]   School [_____]

Year [_____]   Date of Birth [_____]   Class [_____]

First Language [_____]   Other languages [_____]

Literacy in First Language: Reading [_____]

Writing [_____]

Narrative

Provide some pictures which tell a story. Ask the pupil to re-tell the story, by giving a series of question prompts. The exact questions should be written on the assessment. The pictures should be culturally relevant.

Comments:

Score in box: 1: good, 2: satisfactory, 3: unsatisfactory   [___]

Sequencing

Give a series of un-ordered pictures which tell a story. Explain that you want the pupil to put them in order to tell the story. You should note the question and any prompts given on the assessment sheet. There should be clear order in the pictures chosen.

Put the picture number in the boxes in the order chosen by the pupil.

[___][___][___][___][___][___]

Are the pictures sequenced left to right? [___]
Remember that in some languages script is read from right to left.

Comments:

Score in box: 1: good, 2: satisfactory, 3: unsatisfactory   [___]

Relating personal experience

Examples:
Tell me what you did before you came to school this morning?
What have you been doing at school today?
What do you like doing when you are not at school?

Comments:	
	□
Score in box: 1: good, 2: satisfactory, 3: unsatisfactory	

Comprehension

a) *Read a short story and ask questions to assess understanding.*

b) Object 1

    Object 2

    Object 3

    Object 4

    Object 5

> *Assessing vocabulary - use a picture and ask the pupil to point out and name a number of objects:*

(Tick box for correct answer)

You could also ask specific questions, such as, "Which flowers are near to the river?" or "Show me what you would use to draw a picture?"

Following verbal instructions

Assess the pupil by giving prepositional commands using real objects such as:

Give me the pencil

Give me the biggest marble

Give me the smallest rubber.

Put the pencil inside the pencil case.

Hide one of the marbles behind your back.

Cut a corner off the piece of paper.

(Tick box for correct answer)

<u>Memory</u>

Ask the pupil to repeat a sequence of numbers. Stop when the pupil gets two sequences wrong. (Tick box for correct answer)

2 numbers	2,7	☐	5,9	☐
3 numbers	4,5,7	☐	1,9,4	☐
4 numbers	5,8,1,	☐	6,9,3	☐
5 numbers	2,6,1,7,3	☐	1,3,5,7,9	☐

Comments by the assessor

Assessed by:		Date:	Time of day:
Where did the assessment take place?		How long did it take?	
What preparation was given to the pupil before the assessment?			
Did the pupil know the assessor? If so in what context?			
How was the pupil? *Circle as appropriate.* *nervous confident shy co-operative not co-operative* *unwell not concentrating*			
Any other comments:			

Assessment shared with:		
	Name/s	date
School		
parent or guardian		
EMA Network		
ESS		
Educational psychologist		
Other		

Appendix 11: FACT (SLCN) SPEECH AND LANGUAGE DESCRIPTORS (Early Years)

Age in months	Listening and attention
1-11	- Looks at pictures and moving objects - Moves eyes to follow face or toy moving slowly from side to side, close to face - Looks toward an object or person that moves near by - Plays with and explores objects by touching them, looking at them, placing them in the mouth and listening to the sounds they make - Likes listening to music, rattles and other sound-making toys - Shows interest in moving pictures and sound, e.g. on television - Turns quickly to hear your voice across the room
8-20	- Attention is only given to self-chosen or highly motivating activities; concentrates intently on an object or activity of own choosing for short periods - Attends to an object when you draw their attention to it, by looking and pointing (joint attention) - Watches people and events for an increasingly long time, copying some behaviour in own play - Enjoys picture books and simple stories, often over and over again - Looks at the person speaking
16-26	- Attention is typically fleeting for adult led play - Attention is sustained for slightly longer periods for child initiated play - Attends to speech directed to them and listens with interest to general talk
22-36	- Attention can be focused by adults to complete a short activity with prompts (e.g. matching simple pictures of familiar objects such as banana, spoon, dog, shoes and so on) - Can shift attention from the speaker to the task when prompted to do so, but cannot listen to instructions at the same time as doing something else
30-50	- May sit independently for a short group activity with some verbal or visual support to focus - Can focus own attention on speaker when listening to instructions, without needing adult help - Still has to stop what s/he is doing to listen - Displays curiosity about the world by looking intently at objects, events and people
40-60	- Can listen to instructions without needing to interrupt the task to look at the speaker - Initiates conversation, attends to and takes account of what others say

Age in months	Understanding
0-11	• Recognises and is most responsive to prime carer's voice: face brightens, activity increases when familiar carer appears • Recognises familiar environmental sounds such as the washing machine, microwave or footsteps • Responds differently to different tones of voice e.g., sing-song, questioning, soothing and playful - the tone of voice helps them to understand the meaning • Recognises and responds to own name • Recognises some family names such as Mummy, Daddy or names of siblings • Can stop what they are doing in response to "No"
8-20	• Shows understanding of familiar objects by actions, e.g. pretends to drink from an empty cup or uses a brush on their hair • Responds to simple familiar language in context, e.g., runs to the door when an adult holds their keys and says "It's time to go" • Understands names of some common objects or pictures, e.g. picks up or points to something when it is named. • Shows understanding of at least 15 words, e.g., looks at a named person and points to or finds an object when asked to such as, "Where are your shoes?" • Anticipates what might happen next because of what other people say, eg. shows anticipation in relation to key phrases in games, eg. "I'm coming" in hide and seek or chasing games
16-26	• Understands and follows stories read to them • Understands and follows simple instructions in context such as "Give me the ball" or "Kiss Daddy night-night" • Understands approximately 50 words • Picks out two or more objects from a group of four, eg. "Give me the cup and the doll" and "Where's the...?" • Understands familiar words in new contexts each week, eg. a cup in the home corner is the same as a cup in the snack area • Follows directions accompanied by gesture, game or routine eg. "Come and sit down" when a snack or drink is put on the table • Identifies 5 simple body parts on self, and later points to body parts on others
22-36	• Begins to develop sense of time, understands terms such as 'now', 'next', 'later', 'tomorrow' and 'yesterday' • Understands simple explanations and reasons given by others • Demonstrates some understanding of quantity, eg. 'Take one biscuit', 'There are many blocks' • Understands size differences, e.g. selects the big or small object or picture when asked • Understands 'who', 'what', 'where' in simple questions • Responds appropriately to simple two-part instructions or requests such as "Get your shoes and put on your coat" or "Pick up the ball and give it to me" • Identifies action words by pointing to the right picture, eg. "Who's jumping?" • Shows understanding of prepositions 'in', and 'on', eg. by carrying out action "Put dolly in the box" or selecting correct picture
30-50	• Will point to smaller parts of the body such as chin, elbow or eyebrow • Understands use of objects, e.g. "What do we use to cut things with?" • Can identify picture or object with three critical elements, eg. 'big girl jumping' • Shows understanding of prepositions such as 'under', 'on top', 'behind' and 'next to' by carrying out action or selecting correct picture • Identifies objects by description, eg. 'the wet one' or 'the dirty one' • Understands all pronouns: 'I', 'me', 'you', 'he', 'she', 'him', 'her', 'we', 'us', 'they', and 'them' • Answers 'yes/no' questions appropriately

40-60	• Enjoys listening to and using spoken and written language, and readily turns to it in their play and learning • Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions • Listens with enjoyment, and responds to stories, songs and other music, rhymes and poems and makes up their own stories, songs, rhymes and poems • Begins to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping, to clarify ideas, feelings and events

Age in months	Expression
0-11	• Cries and uses vocalisations to communicate needs and discomfort • Reacts to familiar sounds or sights by changes in behaviour, e.g. extends arms and legs
8-20	• Shows some spontaneous imitation of actions demonstrated by child or adult • Uses 'symbolic sounds' for objects and animals in pretend play • Attends to pictures for a short time, labelling and making a comment, either with adult guidance or independently • Uses voice or gesture to: attract attention, e.g., holding up objects, waving arms; ask for things or request more, e.g., reaching, opening and shutting hands; refuse (e.g. pushing objects away, shaking head) • Uses voice, gestures or actions to join in with a familiar rhyme or game • Copies gestures as part of games and familiar routines, such as clapping hands, waving 'bye', blowing kisses, opening hands for 'where is it' or 'all gone' • Communicates for a range of different purposes including to greet, to request, to protest, to name objects and people • Asks for favourite games using words or gestures, e.g., playing peek-a-boo, saying "Boo" or hiding face in hands • Uses approximately five words without prompting

16-26	• Imitates and sometimes shows they have remembered actions demonstrated by a child or adult in a familiar context
	• Expresses discomfort, hunger, thirst and wishes to you
	• Shows persistence in expressing needs or wishes if not met
	• Builds vocabulary for familiar objects and events
	• Begins to combine words into simple sentences, usually two words at first
	• Uses basic verbs and adjectives, e.g., 'go', 'sleep', 'hot', 'big'
	• Sings along with favourite action rhyme (although words may not be clear)
	• Uses up to 20 words to:
	  – name things and people;
	  – comment on what is happening;
	  – tell someone something;
	  – respond to an adult's questions or comments;
	  – protest;
	  – express likes and dislikes;
	  – describe actions;
	  – enhance play

22-36	• Starts to know their own mind and expresses this through action, gesture or spoken words, for example, "No want bath" or "No go bed" • Displays curiosity about the world by asking questions • Shares books with adult or other child, making 'comments' about the events and pictures • Uses 'me' to refer to self • Asks simple questions with a quizzical face (you go swimming?) • Talks aloud when playing with others • Uses words to alert adults to needs, eg. when hungry, thirsty or tired • Combines two words such as "Daddy gone" and then making short phrases such as "Me got one". Later, uses three to four words such as "Mummy go shops now" • Uses words: to ask and find out about things; during play and almost all activities; to ask for help, eg. when washing hands • Answers simple questions, eg. "Where's Mum?" • Uses several pronouns correctly, such as 'I', 'me' and 'you' • Uses between 10 and 15 action words such as 'eat', 'drink', 'sleep', 'wash', 'play' and 'finish' • Uses words to describe things such as "It's wet" or "It's too hot" • Uses appropriate intonation to ask questions • Remembers a sequence of activities and events and 'tells' parents what they

22-36 contd	have done or seen, e.g. "Mummy train ice-cream"

30-50	- Expresses personal views in conversation - May argue to achieve own wishes - Uses language to give reasons, say what they want, play with others, direct others, tell others about things - Uses simple statements and questions (typically 3-5 words, e.g. 'I got new shoes', 'where's daddy gone?'), which may be supported with gestures - Can retell a simple past event in correct order, eg. went down slide, hurt finger; later, can retell a simple story recalling events and characters - Can give information about own life and favourite things - Uses a range of tenses, e.g., 'play', 'playing', 'will play' and 'played' - Asks increasingly detailed questions to find out information - Answers questions more fully, providing more than one piece of information - Uses plurals, e.g. 'cats' - Uses possessives, e.g. 'the boy's teddy' - Likes saying learned expressions such as name and age or address
40-60	- Enjoys talking about past experiences, the present and future plans - Asks 'Why?' frequently and considers replies - Extends vocabulary, especially by grouping and naming, exploring the meanings and sounds of new words - Uses vocabulary and forms of speech that are increasingly influenced by their experience of books - Links statements and sticks to a main theme or intention - Can consistently develop a simple story, explanation or line of questioning - Uses language for an increasing range of purposes - Begins to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another - Begins to use talk to pretend imaginary situations, and recreate roles and experiences

Age in months	Speech
0-11	• By 6 months: Babbles and coos; babbles consist of short sounds, e.g. 'da da, ma ma' • By 9 months: Babbling begins to reflect the intonation (ups and downs) of speech
8-20	• By 12 months: Babbling becomes more tuneful and inventive; strings a greater variety of vowels and consonants together to make repetitive sounds
16-26	• Pronounces at least ten words consistently, although may still be best understood by familiar adults • Uses a limited number of sounds in their words – often these are p, b, t, d, m and w. Will often miss sounds at the ends of words. Can usually be understood about half of the time
22-36	• Beginning to use more sounds at the ends of words • Pronunciation of the same word on separate occasions might be variable, as the child tries to develop their speech towards the adult form • Sometimes sounds as if stammering or stuttering. Usually trying to share ideas before language skills are ready. This stage is known as normal non-fluency

30-50 and 40-60 (select most appropriate range)	• At 36 to 41 months (3;0 to 3;5):
	  - Can imitate the sounds p, b, t, d, k, g, m, n, ng, f, v, s, z, h, w, l, y, but might not use all these sounds in words
	  - Typical substitutions: 't/d' for 'k', 'd' for 'g', 'p/b' for 'f', 't/d' for 's', 't/d' for 'ch', 'w' for 'r', 'y' for 'l', and simplification of all blends, eg. 'sp' (for 'spot', saying 'bot')
	• At 42 to 47 months (3;6 to 3;11):
	  - Can imitate all of the above, plus 'ch', but might not use all these sounds in words
	  - Typical substitutions are as above, but 'f' and 's' should be beginning to be used in words
	• At 48 to 53 months (4;0 to 4;5):
	  - Can imitate all of the above, plus 'j', but might not use all these sounds in words
	  - Typical substitutions are as above, but 'k' and 'g' and some blends (eg. sp, sm, bl) should be beginning to be used in words
	• At 54 to 60 months (4;6 to 5;0):
	  - Can imitate all of the above, plus possibly 'sh', but might not use all these sounds in words
	  - Typical substitutions affect 'ch', 'j', 'l', 'r', and simplifications of complex blends, eg. 'spl', 'str'

Age in months	Interaction
0-11	• Makes sounds and movements to initiate social interaction • Plays active role in conversation-like exchanges; vocalises back when talked to (making own sounds) especially to familiar people and when a smiling face is used • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention • Vocalises more when adults use child-directed speech (baby talk) • Prefers particular people: for example, is happier and more settled with preferred carers and is unsettled or distressed with less familiar people • Snuggles into your body when held • Shows affection • Shows pleasure at being tickled and other physical games • Calms from being upset when held, rocked, spoken or sung to with soothing voice • Very early imitation of adults, e.g. tries to move hands or object after watching adult
8-20	• Points with index finger to draw other people's attention to things of interest • Expresses affection to familiar carers • Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room • Shows an interest in interacting through checking familiar adult's reaction to new toys, environments and people • Initiates turn taking games by offering objects or action which quite often involve toys and other objects, e.g. fetching games, feeding dolly • Can wait for speaker to finish before taking their turn • Looks towards place where you are looking • Waves 'bye-bye' through imitation, copying when other people wave and later waving 'bye-bye' when asked or spontaneously
16-26	• Actively draws others into social interaction • Hands a toy to an adult for assistance when unable to get it to work • Plays ball cooperatively with an adult, e.g. may kick or roll the ball back and forth • Plays 'ready, steady, go' or 'one, two, three, go' games, listening and waiting or sometimes imitating alongside speaker • Spends time in groups of other children engaged in own play, but watching the other children • Copies things they see and hear others doing around them, e.g. phrases • Imitates and shows they have remembered actions demonstrated by a child or adult • Strong sense of ownership of toys, but will share at times • Shows active sense of humour; does things to make others laugh • Very aware of others' reactions; likes to demonstrate prowess • Demonstrates concern for others when they are upset, for example, offers favourite toy, pats arm or back, offers cuddle
22-36	• Shy with strangers, especially adults; may hide against a more familiar adult when introduced • Plays lots of interactive games with adult or older child • Plays alongside other children and occasionally allows them into play, e.g. hands toys to them • Begins to copy the actions and sequences of play of other children • Imitates longer sequences in play, e.g. copies adult pouring tea, putting in sugar, stirring and then giving to doll

30-50	• Likes to sit, have a cuddle and share events of the day with a familiar adult • May form a special friendship with another child • Understands they have to share (e.g. toys) but might not always be willing to do so • Plays well with two to three children in a group • Uses doll or teddy as partner in play, talking to it and telling it what to do next • Knows when to wait while others are talking and can control the urge to butt in • Realises the correct volume to talk at, not too loud or quiet
40-60	• Shows compliance with social expectations • Often actively seeks sharing and fairness • Has strong sense of fun and humour; is able to engage others in pleasurable interaction • Positively values playing with other children and joins in shared play • Has confidence to speak to others about their own wants and interests • Uses talk to gain attention and sometimes uses action rather than talk to demonstrate or explain to others • Interacts with others, negotiating plans and activities and taking turns in conversation • Speaks clearly and audibly with confidence and control and shows awareness of the listener

Appendix 12: Example of First Language Assessment   (Key Stage 1)

Speech and Language descriptors

Level	Listening and attention
1	- Almost age appropriate. May still tire easily and can sometimes appear distracted*
2	- May need specific prompt to maintain attention in a large group - May demonstrate better attention for practical than verbal activities*

Level	Understanding
1	- Occasionally needs extra time to respond when spoken to* - Instructions and questions are occasionally misunderstood* - Occasional difficulty with retention, recall and generalisation of information - Some restricted knowledge of concepts, e.g. in NC mathematics/science - May need some reinforcement to learn/retain new vocabulary - Adult commonly using one or two supporting strategies*
2	- Sometimes needs extra time to respond when spoken to - Instructions and questions are sometimes misunderstood - Sometimes has difficulty with retention, recall and generalisation of information - Immature vocabulary knowledge* and some gaps in concept knowledge - Needs some reinforcement to learn*/retain new vocabulary - Mildly impaired appreciation and use of non-literal language* - Adult commonly using two or more supporting strategies*

Level	Expression
1	- Does not always use vocabulary that is known or that has been taught, as required in everyday contexts. Few abstract words. - Usually long, but grammatically simple sentences. Only simple sentence connectives used (e.g. 'and')* - Uses grammatically correct phrases with occasional grammatical errors, e.g. 'I drawed a picture'* - Rarely asks questions using 'how'* - Can describe pictures / objects using simple narrative in 'here and now' - May need a little adult help to sequence/extend conversation into connected discourse*
2	- Immature vocabulary knowledge. Sometimes needs cues to retrieve words, especially new items ('what is it for?', 'where did you see it?', 'does it start with c?')* - May be using simple sentences only. Limited use of sentence connectives, e.g. 'and'* - Some immature grammar (plural 'mouses', tenses 'broked', conjunctions 'that's why' used for 'because'). Some omissions of grammatical words and markers (the, a, -ed)* - Rarely asks questions using 'why' and 'when' - May only give key details and lose coherence* - Difficulty using language for prediction*

*Caution needs to be applied if the pupil is an EAL learner, as the pupil's level of English language acquisition may influence this descriptor

** Note that cultural norms may affect the way a pupil communicates non-verbally

Level	Speech
1	- Minor sound errors, minimal impact upon intelligibility* - Occasional difficulties with pronunciation of multi-syllabic words* - Intelligibility slightly reduced in connected speech* - Still acquiring phonemic knowledge
2	- Sound system may be delayed, but following normal development. Speech may sometimes be unclear out of context to unfamiliar listeners - Persisting difficulties with pronunciation of multi-syllabic words - Difficulty recognising syllable structure of words and rhyme patterns - Intelligibility breaks down in connected speech

Level	Interaction
1	- Initiates conversation using short, simple sentences. May need encouragement to sustain interaction. May communicate more with peers than adults or vice versa* - May not always acknowledge other's responses - Can sustain conversation over a number of turns * - Starting to self-monitor and to take account of listener knowledge
2	- Needs support/encouragement to initiate communication or take part in large group discussions* - Mild impairment in nonverbal communication, e.g. eye contact, gesture and facial expression** - May not recognise social cues to take turns in conversation and may therefore monopolise conversation - Recognises when they have not understood, e.g. looks puzzled or notices confusion, but may need adult help to identify problem and to repair understanding

*Caution needs to be applied if the pupil is an EAL learner, as the pupil's level of English language acquisition may influence this descriptor

** Note that cultural norms may affect the way a pupil communicates non-verbally

Appendix 13: Example of First Language Assessment   (Key Stage 2)

Speech and Language descriptors

Level	Listening and attention
1	- Almost age appropriate. May still tire easily and can sometimes appear distracted*
2	- May need specific prompt to maintain attention in a large group* - May demonstrate better attention for practical than verbal activities*

Level	Understanding
1	- Occasionally needs extra time to respond when spoken to* - Instructions and questions are occasionally misunderstood* - Occasional difficulty with retention, recall and generalisation of information - Some restricted knowledge of abstract concepts e.g. in NC mathematics/science - May need some reinforcement to learn/retain new vocabulary* - Developing understanding of non-literal language and inference* - Adult commonly using one or two supporting strategies*
2	- Sometimes needs extra time to respond when spoken to - Instructions and questions are sometimes misunderstood, particularly if more than 4 key ideas - Sometimes difficulty with retention, recall and generalisation of information - Immature vocabulary knowledge* and some gaps in concept knowledge - Needs some reinforcement to learn*/retain new vocabulary - Mildly impaired appreciation and use of non-literal language* - Adult commonly using two or more supporting strategies*

Level	Expression
1	- May not always use vocabulary that is known or that has been taught, as required in everyday contexts. Few abstract words. - Joins simple sentences using 'and', and beginning to try more complex joiners, e.g. 'but' 'so 'if' - Grammar usually correct, with some tense errors, e.g. 'I drawed a picture'* - Rarely asks questions using 'how' - Can describe pictures / objects using simple narrative in 'here and now' - May need a little adult help to extend conversation into connected discourse
2	- Immature vocabulary knowledge. Sometimes needs cues to retrieve words, especially new items ('what is it for?', 'where did you see it?', 'does it start with c?')* - May be using simple sentences only. Limited use of sentence connectives, e.g. 'and'* - Some immature grammar (plural 'mouses', tenses 'broked', conjunctions 'that's why' used for 'because'). Some omissions of grammatical words and markers (the, a, -ed)* - Uses simple but complete sentences* - Rarely asks questions using 'why' and 'when' - May only give key details and sometimes loses coherence* - May have difficulty using language for prediction

*Caution needs to be applied if the pupil is an EAL learner, as the pupil's level of English language acquisition may influence this descriptor

Level	Speech
1	- Minor sound errors, minimal impact upon intelligibility - Occasional difficulties with pronunciation of multi-syllabic words* - Intelligibility slightly reduced in connected speech - Still acquiring phonemic knowledge
2	- Sound system may be delayed, but following normal development. - May be persisting difficulties with pronunciation of multi-syllabic words - Difficulty recognising syllable structure of words and rhyme patterns - Intelligibility may sometimes break down in connected speech

Level	Interaction
1	- May communicate more with peers than adults or vice versa and need encouragement to sustain interaction* - Can sustain conversation over a number of turns* - Starting to self-monitor and to take account of listener knowledge
2	- Needs support/encouragement to initiate communication or take part in large group discussions* - Mild impairment in nonverbal communication, e.g. eye contact, gesture and facial expression** - May not recognise social cues to take turns in conversation and may therefore monopolise conversation - Recognises when they have not understood, e.g. looks puzzled or notices confusion, but may need adult help to identify problem and to repair understanding

*Caution needs to be applied if the pupil is an EAL learner, as the pupil's level of English language acquisition may influence this descriptor

Appendix 14 : Example of First Language Assessment   (Key Stage 3 & 4)

Speech and Language descriptors

Level	Listening and attention
1	- Can be fairly easily distracted in class, but essentially age appropriate*
2	- Distractible at times and may need reminders to listen in a group*

Level	Understanding
1	- Has mild difficulty in processing the flow of language in the classroom (especially when there is no visual support), resulting in occasional failure in following general classroom information and instructions related to specific learning tasks* - Occasionally has difficulty in identifying key information from what is said during class inputs* - Infrequent misunderstanding in general conversation or discussion* - Mild difficulty in understanding new concepts and abstract language* at the level expected by the curriculum - Occasionally needs time to process spoken information* - Inference skills are weak and variable* - Understanding of verbal humour is weak but developing* - Can have literal understanding at times*
2	- Has some difficulty in processing the flow of language in the classroom (especially when there is no visual support), resulting in failure at times in following general classroom routines and instructions relation to specific learning tasks* - Regularly has difficulty in identifying key information from what is said in class inputs* - Some misunderstanding in general conversation or discussion* - Difficulty in understanding new concepts and abstract language* at the level expected by the curriculum - Sometimes needs time to process spoken information* - Inference skills are weak without support* - Understanding of verbal humour is weak* - Tends to be literal in understanding but responds with support*

Level	Expression
1	- Has occasional difficulty with subject specific vocabulary* - From time to time has a difficulty in word finding/word retrieval* - Has some difficulty putting abstract ideas into words* - Uses complex sentences with occasional grammatical difficulties in spoken language* - Shows some grammatical errors in written work* - Has occasional difficulties in verbally expressing a view and supporting it by giving reasons*
2	- Has difficulty with subject specific vocabulary* - Has some difficulties in word finding and word retrieval* - Struggles with tasks requiring the use of abstract language* - Uses complex sentences but shows immaturity in such aspects as conjunctions, tenses and pronouns* - Shows many grammatical errors in written work* - Occasionally the organisation of language can make it difficult for the listener to follow* - Has difficulty in verbally presenting their views*

*Caution needs to be applied if the pupil is an EAL learner, as the pupil's level of English language acquisition may influence this descriptor

Level	Speech
1	- Has occasional minor speech production difficulties, intelligibility not affected - Mild difficulty in production of unfamiliar multi-syllabic words* - May have weak phonological processing skills and literacy development may be affected
2	- Has mild speech production difficulties, intelligibility is occasionally affected - Has mild/moderate difficulty in production of multi-syllabic words* - Persistent difficulties in phonological processing skills, impacting on literacy

Level	Interaction
1	- Is occasionally inappropriate during interaction with other pupils and adults, and can reflect on this with support - May have difficulty in establishing/maintaining friendships with other pupils - Mildly impaired use and understanding of non-verbal communication such as eye-contact, gesture, facial expression and touch** - Mild difficulties in understanding and using the subtle rules of conversation including starting it, using appropriate amount of language, keeping to topic, checking other person's interest and responding appropriately to interjections*
2	- Has some difficulty starting and maintaining a conversation* - Is occasionally inappropriate in interaction with other pupils and adults, insight is limited but responds to support - Has difficulty in establishing and maintaining friendships with other pupils - Has some difficulty with use and understanding of non-verbal communication such as eye-contact, gesture, facial expression and touch** - Has some difficulty in following conversation and repairing it when it breaks down*

*Caution needs to be applied if the pupil is an EAL learner, as the pupil's level of English language acquisition may influence this descriptor

Glossary

Articulation: the movements involved in modifying a flow of air to produce speech sounds

Collocation: where words have a particular meaning when they are grouped together in a sentence e.g. completely forgot or strong tea

Communication: how messages and thoughts are conveyed by any means, such as gesture, signs, symbol, speech and writing

Comprehension: the ability to understand and interpret the spoken or written word (receptive language)

Cultural needs: account taken of how access to learning is influenced by pupil's cultural experiences: beliefs, assumptions, sentiments, language and perspectives

Cultural reference: understanding of language is based upon knowledge of cultural values, experiences and idiom

Delay: a specific area of development follows the pathway, but at a slower rate

Disorder: a specific area of development follows an atypical pattern

Expressive language: the combining and use of words to form sentences and communicate ideas

Idiom: a construction or expression, which has a different meaning from the literal one. Idiom is usually peculiar to a people, community or country.

Inference: understanding of language is implied or can be guessed by knowledge of the subject or the culture

Language: an organized set of symbols used for communication

Morpheme: the minimal distinctive use of grammar

Morphology: the study of the structure or forms of words

Non-verbal communication: communication without using spoken language, e.g. body language, eye contact, facial expression and gestures

Phonology: the study of the sound systems of languages

Pragmatics: the use of language in different contexts, particularly social

Semantics: the meaning of words in utterances

Syntax: study of the rules governing the way in which words are combined to form sentences in a language

Syntactical knowledge: understanding of the way words are combined in sentences

Vocabulary: the stock of words at a person's command or used in a particular subject

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