

EAL Assessment Guidance

This assessment document is to be used for children who have English as an additional language (EAL) and is to assess how they are progressing with their English language acquisition. Assessments made are to be used to identify progress and if any further support is required. If a child is not progressing through the stages then a support plan may be required.

	Observations/Assessments	Date:	Date:	Date:
Stage 1 <i>New to English</i>	<ul style="list-style-type: none"> • Makes contact with another child in the class/setting • Joins in with other children but may not speak • Uses non-verbal gestures to indicate meaning – particularly needs, likes or dislikes • Watches carefully what other children are doing and often imitates them • May talk in first language to other children who share it, or in play 			
Stage 2 <i>Becoming familiar with English</i>	<ul style="list-style-type: none"> • Listens attentively for short periods of time • Uses non-verbal gestures to respond to greetings/questions about self • Joins in repeating language in a story or rhyme • Echoes words and phrases of other children and adults, particularly used in social interaction • Shows confidence in speaking in first or other language • Able to express self in English, using one or more common words 			
Stage 3 <i>Becoming more confident with English</i>	<ul style="list-style-type: none"> • Understands simple conversational English • Understands more words than can express • Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations • Copies talk that has been modelled and begins to use short phrases • Spoken language shows English word order 			

	Observations/Assessments	Date:	Date:	Date:
	<ul style="list-style-type: none"> • Pronunciation can generally be understood • Can name a range of common objects in the home/setting environment 			
Stage 4 <i>Threshold</i>	<ul style="list-style-type: none"> • Can speak about matters of immediate interest in familiar settings, using 4-5 word sentences • Can convey meaning through talk and gesture • Can answer simple questions about self and objects around • Uses some personal pronouns correctly eg he/she/I • Can extend what they say with support Increasingly confident in taking part in activities with other children through English • Listens attentively during whole class teaching time • Uses some common prepositions correctly eg in, under, on, next to, behind, in front 			
Stage 5 <i>Becoming more fluent</i>	<ul style="list-style-type: none"> • Uses basic sentences with a widening range of vocabulary and some correct grammar eg articles(a, the) plurals, possessive adjectives (her, his) • Able to follow and understand what others say in a group discussion • Can speak confidently to individual, friends and small groups about things that are of interest • Can ask questions to clarify understanding • Can describe an event/personal experience using simple sentences 			
Stage 6 <i>Secure</i>	<ul style="list-style-type: none"> • Can tell a familiar story in simple language and in correct sequence to a small group • Is beginning to use appropriate tenses in speaking 			

	Observations/Assessments	Date:	Date:	Date:
	<ul style="list-style-type: none">• Use of connectives such as “when” or “because” to express relationships between ideas and sequences of events• Can make verbal inferences• Uses language to solve problems aloud• Can explain why something happened or might have happened• Can justify predictions and decisions			