



HLS
EAL Training & Consultancy

**Hounslow
Language
Service**



Primary EAL Assessment Pack Speaking and Listening

For Assessment of English and Home Language
Identifying EAL/SEN and G&T

Assessor Booklet (to be used with Pupil Booklet)

Name:

School:

Language/s:

Year Group

EAL Stage:

Teacher:

Contents

A resource for establishing EAL pupils' level of English and Home Language, their Gifted and Talented potential or Learning Needs

- Introduction
- Aims
- Overview of the pack
- Who is gifted and talented
- EAL & Special Needs

Self and Family

House, rooms and furniture

Fruit and Vegetables

School

Clothes and Occasions

Travelling

Animals

Prepositions

Verbs

Sentence Completion

Gifted and Talented EAL Pupils

Language Functions and Grammatical Structures Summary

This may be photocopied for use within your organisation subject to acknowledgement of source being made. It may not be reproduced for commercial purposes

Resources developed by Dominique van Dooren (EAL Consultant) with thanks for help from the Hounslow EAL Consultancy Team.

Edited by Karen Kedem

Self and Family

School: _____ Date: _____ Language: _____
Pupil's name: _____ d.o.b.: _____ Assessor: _____
Year Group: _____ Class Teacher: _____

- ◆ Can you draw yourself for me?
Then ask pupil to add other people who live with them in the house.

Early Years

- ◆ Can you tell me a little bit about yourself? Name, age, birthday, address etc.
- ◆ Would you like to draw a picture of the people who live in your house (family)?
- ◆ Ask about mum, dad, other adults. Ask about brothers or sisters. How many have you got? What are their names? Are they older / younger?

KS1 and KS2

- ◆ Extend with questions such as: Who looks after you (take to school, dress, give bath, read story, take to bed)
- ◆ Who plays or watches TV with you, cooks, cleans, goes to work?

Cognitive ability

- ◆ Do you think all families are like yours? Or
- ◆ What would you do if you could organise a party?

	Limited vocabulary and information	Extended vocabulary and information	Comments Indicate if very limited or very high quality language was used
Can draw self with family			
Can give simple information about self and family			
Able to indicate who cares for them			
Can talk about activities done by different people in their family			
Able to compare other families with own			
Able to plan party for family			
Response to cognitive ability question			

**** During the assessment indicate whether the child used mixed code (M/E) - both English and Mother Tongue, only Mother Tongue (M) or only English (E) in their responses.**

House, rooms and furniture

Early Years

It is strongly recommended to use an actual dolls house.

- ◆ Can you find the ...? Can you point at ? What's this
- ◆ Where do you (*play, sleep, wash, cook etc.*)?
- ◆ What is it used for (*a bed, cooker, sofa, table and chairs etc*)?

KS1 and KS2

Look at sheet with pictures of rooms inside the house

- ◆ Where do you (*play, sleep, wash, cook, eat, read a book etc.*)?
- ◆ What is it for a (*bed, cooker, shower, table and chairs, cupboard, carpet, fridge etc.*)?
- ◆ What else could you find in the (*sitting-room, bathroom, kitchen etc.*)?

For older and more confident pupils

Look at the sheet with pictures of four different houses

- ◆ Can you describe the different features between the houses?

Cognitive Ability

- ◆ Why does a house have (*a roof, windows, a chimney etc*)?
- ◆ What materials is it made of and why (*prompt for scientific vocabulary*)?

	Limited vocabulary	Extended vocabulary	Comments Indicate if very limited or very high quality language was used
Can point at			
Can name			
Able to point at differences			
Able to describe differences			
Able to name materials			
Able to explain properties of materials			
Response to cognitive ability question			

Fruit and Vegetables

Early Years

Using a variety of realistic looking fruit and vegetables.

- ◆ Can you find ... ? Can you name these?
- ◆ Which do you like/not like to eat? Which is your favourite?

KS1 and KS2

A set of fruit and vegetables cut out is needed for sorting into groups.

- ◆ Can you find ...? Can you name these? Which do you like/not like to eat?
- ◆ Which is your favourite? Why?
- ◆ Can you sort/group these pictures into fruit and vegetables?
- ◆ Can you describe (prompt for *taste, texture, skin or peel, pip or stone etc*).

Cognitive ability

- ◆ How many ways can you group these fruits? Can you explain the groups?
- ◆ Where do they grow? (habitat / climate / country). Can you name some others that are similar in some way?

	Limited vocabulary	Extended vocabulary	Comments Indicate if very limited or if very high quality language was used
Can point at			
Can name			
Can sort			
Can describe			
Can explain criteria for classification			
Able to make other groups			
Able to explain criteria for classification			
Response to Cognitive Ability question			



HLS
EAL Training & Consultancy

For further information
contact Rehana Ahmed:
Lampton School
Lampton Avenue
Hounslow TW3 4EP

Tel: 0208 538 1802
mob: 0789 161 8408
E-mail: rehana.ahmed@ealhls.org.uk
Website: www.ealhls.org.uk

If you would like more information, please contact us.

વધારે માહિતી માટે મહેરબાની કરીને અમોને મળો.

যদি আপনার আরোও কিছু জানার থাকে, তাহলে আমাদের যোগাযোগ করুন।

Se precisar de mais informações, contacte-nos.

若你需要更多資料，請與我們聯絡。

اگر آپ کو مزید معلومات دیکار ہیں تو ہم سے رابطہ قائم کریں

إذا رغبتكم في الحصول على معلومات إضافية الرجاء الإتصال بنا

ਵਧੇਰੇ ਜਾਣਕਾਰੀ ਲਈ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

Nëse dëshironi më shumë informata, ju lutemi kontaktoni qendrën tonë.

Haddi aad faahfaahin u baahantay fadlan nala soo xidhiidh.