



**HOUNSLOW
LANGUAGE
SERVICE**



My Unique Child & EAL Tracker
Revised in line with New Development Matters 2023
Guidance for Leaders, Managers and Practitioners
Hounslow Language Service Ltd



Improving provision.....improving practice.....improving outcomes for all children learning English as an additional language (EAL) in the Early Years.

Guidance for Leaders, Managers and Practitioners.

Purpose:

This booklet provides specific guidance for all Early Years Practitioners across private, voluntary, independent and maintained sectors and aims to support improved outcomes by the age of five for children learning EAL.

It has two sections:

Section 1 – My Unique Child

- provides additional information to supplement that which is collected before a child enters school/setting.
- helps foster good relationships between home and school. Enables parents and teachers to work together and support the child's language development.

Section 2 – EAL Tracker

- to assess which stage of English the child is currently working in
 - to support staff in tracking & planning next steps matched to the child's individual needs.
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EAL TRACKER

SECTION 2

Tracking the Progress of young bilingual learners from the Early Stages of learning English to Fluency.

Stages of learning EAL in the Early Years

This section of the document provides advice for practitioners by giving clear steps to track the progress of young children with EAL. Advice and guidance in the document is based upon a synthesis of research, statutory requirements and experience.

Research suggests that children who start learning a new language between the ages of three and five acquire a good level of fluency in everyday conversation quite quickly but it may take between five and seven years for them to develop the cognitive language proficiency of mono-lingual speakers. (Cummins, 1980)

Guidance Notes

There is a four stage process through which most EAL learners' progress.

Stage 1: EAL learners new to English.

Stage 2: EAL learners becoming familiar with English

Stage 3: EAL pupils becoming confident as users of English.

Stage 4: EAL pupils who are very fluent users of English in most social and learning contexts

In the booklet, these stages have been sub-divided as follows and matched to EYFS language descriptors to form a tracking chart. The tracking chart includes statements in *italic* from the Development Matters 2021 document and some from the 2012 version which are particularly useful to facilitate the language development of EAL pupils. These statements have also been compiled as checklists for easy reference in Appendices 1 and 2. In addition, advice from experts in the field of EAL and the Early Years have been included to support best practice for EAL learners.

1. Use the tracking chart to make judgments about which stage the child is currently working in.
2. Update the individual child tracking record on a termly basis.

HLS Proficiency in English description	DfE Proficiency in English
Early Years - Beginner	A – New to English
Early Years - Emerging	B – Early Acquisition
Early Years - Developing	C – Developing Competence
Early Years - Consolidating	D - Competent
Early Years - Fluent	E – Fluent

EAL Stage	Listening with attention and understanding (Receptive language)	Speaking (Expressive language)	Talk samples	Ideas from New Development Matters & Local Practice - revised 2023: Features of Effective EAL Practice	National & International Research: Key Strategies to Model language & Promote Cognitive Development
A B E G I N N E R	<p>Understands no English</p> <p>May join in with other children but not speak</p> <p>Watches carefully and often imitates peers</p> <p>Listens attentively for short bursts of time</p> <p>Following peer example for interpretation of instructions</p>	<p>Speaks no English.</p> <p>May attempt to interact in home language with peers and adults when the opportunity arises</p> <p>Uses gestures and facial expression to communicate</p> <p><i>Copy your gestures and words. (DM2021)</i></p> <p><i>Use gestures like waving and pointing to communicate. (DM2021)</i></p>	<p><i>This stage is a non-verbal period in English as children collect information about the new language and perhaps spend some time in sound experimentation</i></p> <p><i>(Tabors, 1997)</i></p>	<p>Identify/use a few key words from L1; praise child in both languages</p> <p>Identify occasions when the EAL child provides a commentary in their first language about their own actions and the actions of others</p> <p><i>Provide a sensitive commentary on what a child is doing. Children may copy your commentary by talking out loud to themselves (p14, DM2021)</i></p> <p>Observe EAL children who share the same language as they play. See whether they appear to be working collaboratively</p> <p><i>Ask parents to share stories, poems and rhymes from their home-languages (p15 DM 2012)</i></p> <p><i>Choose books which reflect diversity (p80, DM 2021)</i></p> <p><i>Provide activities that involve turn-taking and sharing in small groups to build confidence and willingness to engage (p9, DM2012)</i></p> <p><i>Provide role play area resourced with materials reflecting children's family life and communities (p9, DM2012)</i></p> <p>Look for opportunities to use the same word in different contexts e.g. Big/little when engaged in different activities</p> <p>Identify occasions when the EAL child brings in objects from home and talks about the objects in their first language</p> <p>Give the child responsibilities that do not require the use of language eg. Handing out milk</p> <p>Make careful observations – how is the child responding to questions/ instructions?</p> <p>Ensure spaces are made available for children to be quiet. Eg: listening area/corner with visuals/activities</p> <p>Invite parents to rhyme time or story time to learn how to support development at home</p> <p><i>Visual aids can help children to keep track of what they need to do next (p14, DM2021)</i></p>	<p><i>Don't expect or insist on speech too early, listening time is vital for the child to tune into the new language</i></p> <p><i>Continue talking even when the child doesn't respond and accept non-verbal responses</i></p> <p><i>Provide activities which reinforce language practice through role-play. Observe how the EAL child communicates with others in the role-play area</i></p> <p><i>Include other children as the focus in conversation and structure activities to encourage child-to-child interaction</i></p> <p><i>Interpret the very minimal non-verbal actions or gestures as proper turns in conversations, and use these to provide an English translation. (NALDIC, Strategies for early years practitioners)</i></p> <p><i>Musical activities are valuable for supporting language learning. Song and rhymes are often the vehicle for children's first attempt to articulate an additional language. (PNS Guidance on bilingual children in the FS, 2007)</i></p>

EAL Stage	Listening with attention and understanding (receptive language)	Speaking (expressive language)	Talk samples	Ideas from New Development Matters & Local Practice- revised 2023 : Features of Effective EAL Practice		National & International Research: Key Strategies to Model language & Promote Cognitive Development
B E M E R G I N G	<p>Can understand more English than s/he is using – needs time to process questions</p> <p><i>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (DM2021)</i></p> <p>Understands simple conversational English</p> <p><i>Listening and beginning to join in with repeated patterns of language from rhymes, stories, songs. (DM2012)</i></p> <p><i>Listen to simple stories and understand what is happening, with the help of the pictures. (DM2012)</i></p> <p><i>Listen and respond to a simple instruction (DM2021)</i></p>	<p>Uses action combined with limited talk relating to current activity (here and now.)</p> <p>Beginning to ask simple questions</p> <p>Expresses likes/ dislikes in simple terms.</p> <p>Growing vocabulary for naming everyday objects.</p> <p>Beginning to describe more detail e.g. colour, size</p> <p>Simple phrases may be combined or expanded to communicate ideas more clearly</p> <p><i>Uses different types of everyday words (nouns, verbs, adjectives.) (EYFS 16 – DM2012.)</i></p> <p>Increasing confidence to take part in verbal interactions with children using English</p> <p>Uses a combination of first language and English</p>	<p><i>Let's see, I making...</i> <i>We building a house, we making here house</i></p> <p><i>Car me very like, me very like lego car. I like it blocks</i></p> <p><i>Bear is come Daddy sleep this (putting figure on toy bed)</i></p> <p><i>Small doggie eat this, big doggie this</i> <i>Apple is round It fluffy, it's flower pink</i> <i>Spot small, look eating</i></p> <p><i>You can't have it, not all time play (negotiating about toys)</i> <i>Mine now turn</i></p> <p><i>Apple, orange, pomedore</i></p>	<p><i>Be aware that young children's understanding is much greater than their ability to express and ideas (p17, DM2012)</i></p> <p><i>Give them plenty of time to make connections and repeat activities (p16, DM2021)</i></p> <p><i>Keep a list of vocabulary previously taught and review it in different contexts (p35, DM2021)</i></p> <p><i>Model building sentences by repeating what the child says and adding another word (p19, DM2012)</i></p> <p><i>Help children understand the feelings of others by labeling emotions (p9, DM2012)</i></p> <p><i>Accept and praise home languages use saying English alternatives and encouraging their use. (p19, DM2012)</i></p> <p><i>Introduce children to a broad selection of action songs from different cultures and languages. (p117, DM2021)</i></p> <p><i>Learn songs and rhymes from parents. (p76 DM2021)</i></p>	<p><i>Help children to predict and order events coherently by providing props, puppets and materials that encourage children to re-enact using talk and action. (p18, DM2012)</i></p> <p>Play games such as lotto, matching pairs, Kim's game to extend and reinforce vocabulary</p> <p>Use repetitive activities to model language, short stories and songs. Reinforce with story sacks, visuals and sequencing cards</p> <p>Use O.W.L strategy (observe, wait and listen.) Allow children time to process and respond. Ensure adults provide a good model of language</p> <p><i>Provide regular opportunities for children to talk to their small group about something they are interested in or have done. (p11, DM2012)</i></p> <p>Provide a range of texts in dual languages and make them available to take home for sharing</p> <p>Encourage parents to share stories and songs in L1 at home; Hold activities such as cultural clubs; open mornings, language cafes; parent workshops to explain learning approaches</p> <p><i>Show parents how to share stories with their children (p38, DM2021)</i></p>	<p><i>Join in and provide a running commentary. Talk through everyone's actions and ideas - i.e. model the use of language thus providing language teaching in a meaningful context (Strategies for early years practitioners, NALDIC)</i></p> <p><i>Leaning a new language will depend on social interaction with others, and opportunities for conceptual development need to be accompanied by the use of language. (NALDIC)</i></p> <p><i>Demonstrate an alternative idea, approach or resource, to stimulate children's thinking further. This will ensure that thinking demands, or cognitive levels, remain high. (Strategies for early years practitioners, NALDIC)</i></p> <p><i>Sharing stories, song and rhymes in home languages reinforces similarities in patterns of languages and fosters home to setting links (PNS Guidance, 2007)</i></p> <p><i>Plan for the consistent inclusion of bilingual pupils in small group activities which enable interaction with peers in activities which promote communication. (NALDIC, Strategies for early years practitioners)</i></p>

EAL Stage	Listening with attention and understanding (Receptive language)	Speaking (Expressive language)	Talk Samples	Ideas from New Development Matters & Local Practice- revised 2023e : Features of Effective EAL Practice	National & International Research: Key Strategies to Model language & Promote Cognitive Development
C D E V E L O P I N G	<p><i>Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations. (DM2012)</i></p> <p><i>Listens to stories with increasing attention and recall. (DM2012)</i></p> <p><i>Understand and act on longer sentences (DM2021)</i></p>	<p>Uses talk to recall and relive past experiences. May substitute words to make meanings clear</p> <p>Articulates feelings and preferences</p> <p>Beginning to use language to explain what is happening and what might happen next in an activity</p>	<p><i>I builded blocks, here it fell (pointing to finger) I hit here and here (describing scratches on fingers.)</i></p> <p><i>I love this story This the bear, this the hippo, the lion is eating, crocodile is snap (Talking about Where's Spot)</i></p> <p>(During outdoor play) <i>This is light for someone not go in It's got a hole, It's going down drain</i></p>	<p><i>Introduce new words in the context of play and activities. (p20, DM2012)</i></p> <p><i>Play games which involve listening to signals and repeating vocabulary. (p20, DM2012)</i></p> <p><i>Model words and phrases relevant to the area being taught , deliberately and systematically (p35, DM2021)</i></p> <p><i>Share picture books every day. Encourage them to talk about the pictures and the story. Comment on the pictures (p29, DM2021)</i></p> <p><i>Provide story sacks and boxes and make them with the children for use in the setting and at home (p29, DM2012)</i></p> <p><i>Help children expand on what they say, introducing and reinforcing the use of more complex sentences. (p20, DM2012)</i></p> <p><i>Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." (p36, DM2021)</i></p> <p>Help children develop positive attitudes towards diversity and inclusion.</p> <p><i>Help children to build on their vocabulary by extending the range of their experiences. (p20, DM2012)</i></p> <p><i>Plan to encourage correct use of language by telling repetitive stories and playing games which involve repetition of words and phrases (p20, DM2012)</i></p> <p><i>Involve children in drawing or taking photos of favourite activities to help them describe their individual preferences and opinions (p11, DM2012)</i></p> <p><i>Use mind-maps to represent thinking together. (p7, DM2012)</i></p> <p>Ask parents to send in artefacts from home and use as opportunities for sharing talk. Use resources that reflect the range of cultures in the setting</p> <p>Set up displays that reflect children's experiences</p> <p>Use <i>Talking Photo Albums</i>: children can display their photos and record comments with each one. (www.talkingproducts.com)</p> <p>Use electronic devices such as sound recorders or I pads so they can record their learning and share easily</p>	<p><i>Talking to children as you play alongside them is an effective way of finding out if a child has understood you and also supplies information they may not have known.(PNS Guidance, 2007)</i></p> <p><i>Questions should be used with great care. Overuse of closed questions does not lead to an extended use of language (PNS Guidance, 2007)</i></p>