

LAMBETH – 5 STAGE MODEL OF PROFICIENCY IN ENGLISH AS AN ADDITIONAL LANGUAGE EARLY YEARS/FOUNDATION STAGE (2018)

Points to remember when assessing the stages of English for a child with EAL in the EYFS:

- All children in the EYFS are at the very early stages of language development. It is only as they move into KS1 and 2 that they face the real challenges of academic language. Thus although they may appear to be fluent speakers of English in the EYFS, issues only become apparent as the demands increase. It is therefore likely that the majority of children with EAL will be at stages A-C in the EYFS.
- It is known that children with EAL may successfully learn and apply phonic teaching, often with little understanding. This can be misleading and the **focus for assessment and the assignation of a stage of English throughout the EYFS should be on oral language understanding and use.**
- Assessment of stages of English for children with EAL should take place across all areas of learning. The largest gap in attainment for children with EAL has been consistently in the areas of Shape, Space and Measures and Understanding of the World. It is therefore very important that children's use and understanding of English in these areas is taken into account when any assessment is made.
- The descriptors are for children with EAL of all ages within the EYFS. It is a best-fit approach and the descriptors should be considered in relation to their peers and age-appropriate development. Those relating to reading/writing are related to the outcomes for the Reception year.
- The descriptors from the DfE codes within each of the stages A – E are in **bold**.

STAGE A: NEW TO ENGLISH – Needs a considerable amount of EAL support

(DfE descriptor applicable to children in Reception class: *May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.*

- **May remain completely silent in classroom**
- **May use first language for learning and other purposes**
- **May understand some everyday expressions and instructions in English**
- **Observes and listens and echoes words/phrases**, especially those used in routines ie sit down, my go
- Uses facial expression and/or non-verbal gestures to indicate meaning
- Makes contact with other children and may join in activities, but may not speak
- Watches peers and copies actions
- Begins to join in repeating refrains of rhymes/songs/stories and routine language
- May respond to simple questions relating to context with yes/no/single words
- Begins to use single words and labels for objects in environment
- Begins to use words in a holistic phrase, especially for own needs (e.g me paint?)
- Facial expressions/body language may indicate basic understanding of visual stories
- May mark make representing first language
- **May have minimal or no literacy in English**

STAGE B: EARLY ACQUISITION – Still needs a significant amount of EAL support to access the curriculum

DfE descriptor applicable to children in Reception class: *May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum*

- **May follow day to day social communication** – understands more English than uses, **understands simple instructions**
- **Participates in learning activities using English, with support**
- **Beginning to use spoken English for social purposes** - with friends and about what is happening in concrete contexts
- Uses a lot of deictic language ie *here, this, that one* and may use actions to support talk
- Substitutes words to make meanings clear ie *I make happy birthday to you* (birthday cake), 'dog' for 'wolf'
- Joins in repeating refrains/songs/stories and routine language
- Beginning to sort out details ie she/he and increasing control of simple tenses in familiar contexts ie telling stories, songs, rhymes etc
- Word order may still reflect first language ie *ball blue*
- Attempting negatives – *me no like, he not give*
- **Growing vocabulary** for naming objects/events, **some subject-specific** but still mostly related to familiar contexts – *paint, water*
- Beginning to qualify using simple adjectives relating to colour, size and feelings ie *big, red, happy*
- Holistic phrases expanded or combined to communicate ie *me want big bike*
- **Can follow narrative/accounts with visual support** and able to extract basic meaning by following pictures
- **Mark making related to English and can ascribe meaning, although only through phrases and basic sentences reflecting speech**

STAGE C: DEVELOPING COMPETENCE – Requires ongoing EAL support to access the curriculum fully.

DfE descriptor applicable to children in Reception year: *May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.*

- Able to follow two step instructions ie *find your name and put it on the table*
- **Able to follow more abstract concepts** (ie passing time – later on) **and some more complex verbal input** – two step instructions, complex sentences ie *the bear fell off his bike because he was going too fast*
- **Increasing independence in learning activities**
- **Greater confidence in expressing self orally in English** – simple conversations with peers, describe events, beginning to explain what is happening/happened in concrete activities and starting to change style of talk according to context of role play ie mother/father/child, doctor
- **Growing command of grammatical system, but structural inaccuracies are still apparent**
- Forms some negatives accurately ie *she can't* and beginning to use simple past tense
- Widening vocabulary from listening to stories and poems and basic vocabulary from being involved in other curriculum activities
- Able to use simple sequencing language when talking about familiar stories/events ie *first she went woods then wolf come*
- Understanding and using some prepositions, although only accurately in most common contexts ie *in the box, on the table*
- **Still needs ongoing support, especially for understanding text and writing.**
- Recognises own name, some labels in setting
- Can talk about basic characters and events in familiar stories, but may need support to do so
- **Mark making relevant to English and ascribes meaning, reflecting level of spoken English**
- Writes own name and may attempt to use phonic learning to write words/word strings

STAGE D: COMPETENT – Needs some/occasional support to access complex curriculum material and tasks

DfE Descriptor applicable to children in Reception Year: *Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks*

- **Needs some support to understand subtle nuances of meaning and idiomatic or culturally specific aspects of English and to refine English usage**
- Usually copes with a wide range of verbal input from a variety of sources, mostly without visual support
- Responds to adult talk with relevant comments and questions
- **Oral English developing well, enabling successful engagement in activities across the curriculum** and readily adapts style of talk for context ie in different role play situations
- Oral English is more complex and mostly demonstrates an awareness of the grammatical system/word order, with fewer errors ie *I got water because I'm a fireman* but longer stretches of speech, especially in less familiar contexts may reveal gaps in structures and vocabulary
- Starting to use a wider range of sentence structures ie Reasoning '*If...then ...*'; Explanation *...because..*; Predicting why something has happened *maybe it was too heavy*, what might happen - *if ... then it might ...*; classifying - *they have all got ...*; noting difference – *some are white ... and some are ...*, *she had ...but now she has ...*, *it's different from*
- Increasing control of tense system to express past, and present and attempting future and modal – *it will/might fall down*
- Wider bank of vocabulary across the curriculum and use of comparative language - *more/fewer than, as tall as*; superlative - *biggest/tallest*; positional language - *behind, over* - but not always using appropriately
- **Needs some support to develop abstract vocabulary** (can't be identified by senses) - *kind, fair, tomorrow* - and some gaps in subject-specific vocabulary
- Can retell and talk about a story, using some of the story language and anticipate events
- Responds to a story expressing likes and feelings
- Links sounds to letters and maybe segmenting and blending phonemes
- Beginning to read words and simple sentences, although not always with understanding
- Beginning to read some common irregular words
- **Can understand a variety of texts**, but unfamiliar vocabulary may still be a barrier
- Knows that can find information in books, but may not be able to fully explain their thoughts
- Mark making and can 'read back' using familiar language
- Attempts to use phonic learning to communicate meaning, although writing may be in developmental form
- May attempt simple sentences in familiar situations, with scaffolding (sentence starters, book models, adult modelling, oral rehearsal)
- Sentences may still show occasional word omissions and **may lack complexity** (writes as speaks and *...and ...then...*) **and contain occasional errors in structure**

STAGE E: FLUENT: Operates without EAL support across the curriculum

DfE descriptor applicable to children in Reception year: Can operate to a level of competence equivalent to that of a pupil who uses English as his/her first language. (Ensure this is across all areas of learning.)

N: Not yet assessed