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

“A pupil is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is, or will be, taught is different from a language (or form of language) which has at any time been spoken in his home.”¹ It should be noted that this is an extract from the SEN Code of Practice which is a legal document and has statutory force.

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. This guidance can be used across all phases, but NASSEA is not appropriate for children in the Foundation Stage. The Foundation Stage profile supports the learning of all pupils. Settings may wish to use FSEAL to refine the assessment of EAL learners.

¹ Special Educational Needs Code of Practice, Section 1.3 page 6, 2001
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

<table>
<thead>
<tr>
<th>Social circumstances</th>
<th>Typical motive for learning second language</th>
<th>Investment in learning second language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elite bilingual</strong></td>
<td>Parent in high status mobile occupation, for example, diplomatic service, international company</td>
<td>Cultural enrichment; communicate with locals</td>
</tr>
<tr>
<td><strong>Majority bilingual</strong></td>
<td>Parents speak a high status language in a society with a strong second language, for example, French speaking Canadians</td>
<td>Political requirement to be able to speak second language</td>
</tr>
<tr>
<td><strong>Family bilingual</strong></td>
<td>Parents from different language backgrounds</td>
<td>Communicate with extended family</td>
</tr>
<tr>
<td><strong>Minority bilingual</strong></td>
<td>Parents refugees or immigrants from a different country, making the new country a long term home</td>
<td>Social and economic</td>
</tr>
</tbody>
</table>

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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Social and educational needs of EAL learners

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.

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 (2001)⁶ gives clear guidance on pupils with EAL who may have SEN:

- Identification should take place over time and snap-shot assessments require particular care.
- It is necessary to consider the pupil within the context of the home, culture and community.
- In uncertainty, the school should make full use of any local sources of advice relevant to the ethnic group, drawing on community links.
- **Lack of competence in English should not be equated with learning difficulties, but when pupils who have EAL make slow progress it should not be assumed that their language status is the only reason they may be having learning difficulties.**
- Schools should look at all aspects of a pupil’s performance in different subjects.
- At an early stage, a full assessment should be made of past exposure in each of the languages spoken, the current use and proficiency. This assessment will form the basis of planning to meet the pupil’s needs and it should be specifically reflected in short-term planning.

Legal context


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, Sections 5.15, 5.16 Page 46
**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 Assessing Pupils’ Progress (APP) 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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Diagram 1: Process to determine English language acquisition or special educational need

1. Collect background information
2. Appropriate language acquisition level achieved
   - *NASSEA 4 strands or FSEAL
   - *Termly Targets met
3. Progress within the National Curriculum in the core subjects in line with expected norms
4. Cause for concern?
   - No
   - Yes
5. First language assessment
6. Teaching strategies employed in school
7. Cause for concern?
   - No
   - Yes
8. Samples of learning
   - Summative assessment, pupil progress meetings and APP
9. Formal Assessments
   - SLCN descriptors levels 1 and 2 from FACT, standardised test e.g. reading, SATs and CATs
10. 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 English language acquisition assessment system. EAL pupils are assessed in four strands: Listening and Understanding, Speaking, Reading and Writing. See Appendix 7. While NASSEA is not appropriate for children in the Foundation Stage, settings may wish to use FSEAL to refine the assessment of EAL learners. See Appendix 6.

A termly assessment of all four strands of NASSEA 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 step in two terms for newly arrived pupils and up to Step 4 in eight terms.
- Measure progress in the National Curriculum (NC) core subjects.
- Assess pupils at an early stage of English language acquisition using EMASS 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.
- 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 EMASS 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 and an Individual Education Plan (IEP) may be written, in addition to the general individual language acquisition assessment and target setting. It is expected that SEN assessment procedures will be revised significantly following the Government’s Green Paper on SEN, March 2011.

Where the cause for concern is considered to be due to language acquisition 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 EMASS 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, EMASS 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.
- 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.

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

Lynn Byatt, SENDIS, Milton Keynes LA
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Matt Grinyer, Head of Narrowing the Gaps, Milton Keynes LA
Robin Scott, Principle Educational Psychologist, Milton Keynes LA
Jennie Whelan, Head of SENDIS, Milton Keynes LA

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“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

SEN Code of Practice, DfES, November 2001


“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)

<table>
<thead>
<tr>
<th>Date of birth</th>
<th>Country of birth</th>
<th>Arrival in UK (if not UK born)</th>
<th>Ethnicity</th>
<th>Religion</th>
<th>Refugee status</th>
</tr>
</thead>
</table>

Family information:

Names of parents/ carers

Relationship of carer/carers to the pupil

Siblings

Names: | Age: | Gender: |
|-------|-------|---------|

Other relevant details:

Student’s use of language: (including English)

<table>
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<th>Languages</th>
<th>Speaking (proficiency)</th>
<th>Reading (proficiency)</th>
<th>Writing (proficiency)</th>
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Previous schooling: (including breaks in education, pre-school and admission into UK education)

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<th>Country</th>
<th>Date started</th>
<th>Ages (from-to)</th>
<th>Languages Used</th>
<th>Assessment (exams/grades)</th>
<th>Repeated years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Support for learning:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community/Supplementary schools attended (^{10})</td>
<td></td>
</tr>
<tr>
<td>Favourite subjects in school</td>
<td></td>
</tr>
<tr>
<td>Interests and hobbies</td>
<td></td>
</tr>
<tr>
<td>Extended leave: ((reasons, time, when))</td>
<td></td>
</tr>
<tr>
<td>Previous support for learning (^{11})</td>
<td></td>
</tr>
<tr>
<td>Support needed for the child’s English language acquisition: ((e.g., bilingual dictionaries))</td>
<td></td>
</tr>
<tr>
<td>Prior experience which may affect learning</td>
<td></td>
</tr>
</tbody>
</table>

**Dietary and health issues:**

<table>
<thead>
<tr>
<th>Dietary and health issues:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Favourite foods and preferred diet</td>
<td></td>
</tr>
<tr>
<td>Dietary restrictions</td>
<td></td>
</tr>
<tr>
<td>Known medical conditions</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Support for parents and carers: ((tick boxes))</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreter required at parent’s meetings</td>
<td></td>
</tr>
<tr>
<td>The parent or carer can bring an interpreter</td>
<td></td>
</tr>
<tr>
<td>Bilingual translations of school letters and leaflets would be helpful</td>
<td></td>
</tr>
<tr>
<td>School letters written in English can be translated</td>
<td></td>
</tr>
<tr>
<td>Contacts of local community groups are required</td>
<td></td>
</tr>
<tr>
<td>Information on Supplementary Schools is requested</td>
<td></td>
</tr>
</tbody>
</table>

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

\(^{10}\) 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:

<table>
<thead>
<tr>
<th>Language Acquisition/ NASSEA</th>
<th>Step</th>
<th>Strengths/Weaknesses</th>
<th>National Curriculum Core Subjects</th>
<th>Level</th>
<th>Strengths/weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and understanding</td>
<td></td>
<td></td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>English - reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>English - writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional assessments (e.g. NFER, CATS, Salford)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

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

### Experiences at home and with friends:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many brothers and sisters do you have?</td>
<td></td>
</tr>
<tr>
<td>How old are they?</td>
<td></td>
</tr>
<tr>
<td>Who do you play with most outside school?</td>
<td></td>
</tr>
<tr>
<td>Do you go to any lessons or to the mosque (if relevant) after school or at the weekends? What do you like most there?</td>
<td></td>
</tr>
<tr>
<td>When do you do your school homework?</td>
<td></td>
</tr>
<tr>
<td>Who helps you?</td>
<td></td>
</tr>
<tr>
<td>How long does it take?</td>
<td></td>
</tr>
</tbody>
</table>

### Any other questions or information:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 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:

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

### Experiences at home and with friends:

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

### 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:

<table>
<thead>
<tr>
<th>Who does your child live with, including which siblings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other relevant information about the family</td>
</tr>
<tr>
<td>What does your child enjoy doing most at home?</td>
</tr>
</tbody>
</table>

Language background:

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

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

### Medical considerations:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any medical issues which the school was not previously aware of? Give details.</td>
<td></td>
</tr>
</tbody>
</table>

### Eating and nutrition:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does your child enjoy eating at home? In the opinion of the parent does the pupil eat well in comparison to siblings?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>

### Any other questions or information:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completed by: ..........................  Post/service: ..................  Date: ..................
<table>
<thead>
<tr>
<th>Interacting and being a communicator</th>
<th>Stepping Stones</th>
<th>Additional Observations of EAL Development</th>
<th>Some suitable Practitioner Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FSEAL 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Uses words and/or gestures, including body language such as eye contact and facial expression, to communicate | • Speaks mainly in first language  
• Observes other children and imitates them  
• Makes contact with other children and may not speak  
• May be silent for up to six months  
• Uses non-verbal gestures to respond to a question or indicate a need  
• 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 collaborative activities  
• Starts to develop ‘chunks’ of social speech e.g. ‘Mummy come soon’. ‘My turn’  
• Generates their own two or three word utterances. Verbs are likely to be omitted, the main concern being communication e.g. ‘me book carpet’ | • Have a bilingual trained worker to have conversations with the child and parents in order to establish relationships and support play in L1  
• Continue to talk to the children and pick up their non-verbal responses. 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 to any kind of effort at communicating, however small  
• Watch children carefully to interpret their gestures and put words to them. Use gestures and signs to give meaning to language  
• Provide lots of opportunities for children to respond to or echo language  
• Encourage children to join in activities. This could take the form of children watching and actively listening  
• 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 | |
| Use simple statements and questions often linked to gestures  
Use intonation, rhythm and phrasing to make their meaning clear to others | • Growing 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 | |
| Have emerging self-confidence to speak to others about wants and interests  
Use simple grammatical structures  
Ask simple questions, often in the form of ‘Where?’ or ‘What?’  
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, attend to talk and take account of what others have to say, and use talk to resolve disagreements | • 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 pupils to more complex or more formal language  
• Use tape recorders for children to record and listen to their own talk | |
| Interacting with others, negotiating plans and activities and taking turns in conversation | • 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 choose 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 | |
<table>
<thead>
<tr>
<th>Listening, Understanding and questioning</th>
<th>Stepping Stones</th>
<th>Additional Observations of EAL Development</th>
<th>Some suitable Practitioner Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FSEAL 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listen to favourite rhymes, stories, and songs. Join in with repeated refrains, anticipating key events and important phrases</td>
<td>• Responds to instructions within a practical context</td>
<td>• Use clear instructions with gestures and actual objects</td>
<td></td>
</tr>
<tr>
<td>• Respond to simple instructions</td>
<td>• Gives evidence of listening to first language e.g. gaze direction</td>
<td>• Plan small group activities involving real objects e.g. digging up worms, using magnifiers, cooking</td>
<td></td>
</tr>
<tr>
<td>• Listen to others in one-to-one/small groups when conversation interests them</td>
<td>• Enjoys and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes</td>
<td>• Encourage friendship groups for small group activities</td>
<td></td>
</tr>
<tr>
<td>• Will imitate using basic actions</td>
<td>• May extract meaning if visual and contextual clues are available</td>
<td>• Provide a variety of listening activities</td>
<td></td>
</tr>
<tr>
<td>• Gives evidence of listening to first language e.g. gaze direction</td>
<td>• Can follow a simple story, with visual support</td>
<td>• Organise regular action rhyme/singing time etc.</td>
<td></td>
</tr>
<tr>
<td>• Enjoy and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes</td>
<td>• Can follow the gist of adult’s talk, delivered in age appropriate style, with visual support and repetition</td>
<td>• Use songs and stories in the children’s first language</td>
<td></td>
</tr>
<tr>
<td>• Will imitate using basic actions</td>
<td>• Begins to remember and use story, song and rhyme forms</td>
<td>• Use story props to introduce new stories and encourage retelling in home language</td>
<td></td>
</tr>
<tr>
<td>• Gives evidence of listening to first language e.g. gaze direction</td>
<td>• Can retell familiar stories with the aid of props</td>
<td>• Hold small group circle times using familiar and repetitive phrases</td>
<td></td>
</tr>
<tr>
<td>• Enjoy and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes</td>
<td>• Uses words like ‘how’ and ‘why’</td>
<td>• Develop basic use of Makaton system</td>
<td></td>
</tr>
<tr>
<td>• Enjoy and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes</td>
<td>• Gives explanations using short phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FSEAL 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Listens to stories with increasing attention and recall</td>
<td>• Can follow the gist of adult’s talk, delivered in age appropriate style, with visual support and repetition</td>
<td>Enable children to join in story telling with props. Have a listening area with a range of props for children to use</td>
<td></td>
</tr>
<tr>
<td>• Describe main story settings, events, and principal characters</td>
<td>• Understands, and may become involved in, class or group stories or discussions</td>
<td>Rehearse story with child in advance. If possible, send home for translation</td>
<td></td>
</tr>
<tr>
<td>• Question why things happen, and give explanations</td>
<td>• Begins to remember and use story, song and rhyme forms</td>
<td>Encourage discussion and expression of emotions e.g. at circle time</td>
<td></td>
</tr>
<tr>
<td>• Listens to stories with increasing attention and recall</td>
<td>• Can retell familiar stories with the aid of props</td>
<td>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’</td>
<td></td>
</tr>
<tr>
<td>• Describe main story settings, events, and principal characters</td>
<td>• Uses words like ‘how’ and ‘why’</td>
<td>Encourage participation in all areas of the setting e.g. blocks, water, sand, to promote questioning and investigation</td>
<td></td>
</tr>
<tr>
<td>• Question why things happen, and give explanations</td>
<td>• Gives explanations using short phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FSEAL 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Initiate conversation, negotiate positions, pay attentions to and take account of others’ views</td>
<td>• Understands talk, delivered in age appropriate style and most verbal instructions and directions without visual or contextual clues</td>
<td>Return again and again to favourite stories using sequencing, role-play, props and multi-media. Adapt and personalise stories</td>
<td></td>
</tr>
<tr>
<td>• Initiate conversation, negotiate positions, pay attentions to and take account of others’ views</td>
<td>• Can re-tell stories with detail and can predict what might happen next</td>
<td>Play circle games in the playground and indoors</td>
<td></td>
</tr>
<tr>
<td>• Understands talk, delivered in age appropriate style and most verbal instructions and directions without visual or contextual clues</td>
<td>• Increasingly able to give explanations of why and how things happen</td>
<td>Provide real contexts for listening and repeating e.g. delivering messages</td>
<td></td>
</tr>
<tr>
<td>• Can re-tell stories with detail and can predict what might happen next</td>
<td>• Understands the detail of a more complex story</td>
<td>Simplify other children’s talk</td>
<td></td>
</tr>
<tr>
<td>• Increasingly able to give explanations of why and how things happen</td>
<td>• Understanding comparable to that of English speakers</td>
<td>Group in friendship groups for activities</td>
<td></td>
</tr>
<tr>
<td><strong>FSEAL 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enjoy listening to and using spoken and written language, and readily turning to it in their play and learning</td>
<td>• Understands verbal instructions and directions without visual or contextual clues</td>
<td>Use tape recorders to provide extra listening experience of language they have already heard e.g. stories/songs</td>
<td></td>
</tr>
<tr>
<td>• Sustain attentive listening, responding to what they’ve heard by relevant comments, questions, or actions</td>
<td>• Can relate what has happened in a story (without props) and can predict what might happen next</td>
<td>Pose open-ended questions to encourage children to explain/justify</td>
<td></td>
</tr>
<tr>
<td>• Listen with enjoyment, and respond to stories, songs and other music rhymes and poems. Make up their own stories, songs rhymes and poems</td>
<td>• Understands the detail of a more complex story</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>• Enjoy listening to and using spoken and written language, and readily turning to it in their play and learning</td>
<td>• Understanding comparable to that of English speakers</td>
<td>Use tape recorders for children to record stories and other information</td>
<td></td>
</tr>
<tr>
<td>• Sustain attentive listening, responding to what they’ve heard by relevant comments, questions, or actions</td>
<td>• 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</td>
<td>Set up different and more complex opportunities for role play and drama</td>
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</tr>
<tr>
<td>• Listen with enjoyment, and respond to stories, songs and other music rhymes and poems. Make up their own stories, songs rhymes and poems</td>
<td>• 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’</td>
<td></td>
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<tr>
<td>Using words and understanding their meaning</td>
<td>Stepping Stones</td>
<td>Additional Observations of EAL Development</td>
<td>Some suitable Practitioner Interventions</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td><strong>FSEAL 1</strong></td>
<td>Use familiar words, often in isolation, to identify what they do and do not want.</td>
<td>Gives evidence of understanding some words</td>
<td>Listen to children intently, tuning in to their interests</td>
</tr>
<tr>
<td></td>
<td>Use vocabulary focused on objects and people who are of particular importance to them.</td>
<td>Is beginning to use single words and simple phrases to express needs and ask for help</td>
<td>Observe children closely and talk with their parents so you can plan for interests</td>
</tr>
<tr>
<td></td>
<td>Uses words and short phrases from familiar books and rhymes in a number of contexts</td>
<td>Beginning to label objects in the environment</td>
<td>Play turn-taking games that have lots of repetitive phrases e.g. Go to sleep Mr Bear</td>
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<tr>
<td></td>
<td></td>
<td>Uses words and short phrases from familiar books and rhymes in a number of contexts</td>
<td>Play alongside children in role play offering language to go with scenarios</td>
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<td>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</td>
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<td>Provide dual language books for parents to share at home with their child</td>
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<tr>
<td><strong>FSEAL 2</strong></td>
<td>Build up vocabulary that reflects the breadth of their experiences</td>
<td>Widening vocabulary from stories, the natural world, and other aspects of the curriculum, but still limited</td>
<td>Repeat new vocabulary lots of times through using the same objects/words in different contexts, games and songs. Use photographs to revisit experiences</td>
</tr>
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<td></td>
<td>Begin to experiment with language describing possession</td>
<td>Beginning to use descriptive language e.g. colour, size and quantity</td>
<td>Play simple games e.g. lotto, snap, memory games, track games</td>
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<td>Use open ended questioning, modelling, demonstration, and using meaningful objects, to encourage communication/interaction</td>
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<td>Model use of possessive language in a variety of ways, e.g. ‘Whose ball is that? Is it yours or mine?’</td>
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<tr>
<td><strong>FSEAL3</strong></td>
<td>Extend vocabulary, especially by grouping and naming</td>
<td>Growing vocabulary for naming objects/events</td>
<td>Provide animals, shapes, people, etc with difference, for grouping e.g. sort animals into those with fur, feathers, scales, skin, wool etc.</td>
</tr>
<tr>
<td></td>
<td>Use vocabulary and forms of speech that are increasingly influenced by experience of books</td>
<td>Begins to describe in more detail</td>
<td>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’</td>
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<td>Recognises nonsense talk, deliberate mistakes etc.</td>
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<tr>
<td><strong>FSEAL4</strong></td>
<td>Extend their vocabulary, exploring the meaning and sounds of new words</td>
<td>Widening vocabulary from listening to stories and poems and from being involved in other curriculum areas</td>
<td>Ensure children encounter more detailed, correct vocabulary in a comprehensible context e.g. roses and tulips instead of flowers</td>
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<td></td>
<td>Plan to use more complex stories, poems and playground rhymes, etc.</td>
</tr>
<tr>
<td><strong>Using conventions of talk and speaking with confidence</strong></td>
<td><strong>Stepping Stones</strong></td>
<td><strong>Additional Observations of EAL Development</strong></td>
<td><strong>Some suitable Practitioner Interventions</strong></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
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</tbody>
</table>
| **FSEAL 1**                                              | • Uses isolated words, phrases and/or gestures to communicate with those well known to them | • Responds non-verbally to simple questions  
• Answers yes/no  
• Exchanges hello/goodbye  
• May use first language only in most contexts | • 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  
• 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  
• 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  
• 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 |
| **FSEAL 2**                                              | • Beginning to use sentences that are more complex  
• Use a widening range of words to express or elaborate ideas | • 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  
• Use the same word in a variety of contexts e.g. words about difference, size, sameness, in different play activities and lunchtime etc.  
• 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  
• Use the same word in a variety of contexts e.g. words about difference, size, sameness, in different play activities and lunchtime etc. |
| **FSEAL 3**                                              | • Link statements and stick to main theme or intention  
• Consistently develop a simple story, explanation or line of questioning  
• Use language for an increasing range of purposes  
• Confidently talk to people other than those who are well known to them | • Shows growing competence in the use of English  
• Conveys meaning efficiently but may still use non-standard features  
• Beginning to sort out details e.g. she/he  
• Beginning to use tenses appropriately | • 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  
• 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 |
| **FSEAL 4**                                              | • 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’ | • 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 stress and intonation patterns  
• 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 pupils to use them  
• Plan activities where pupils 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/audiences e.g. language to retell a story or talk about an experience  
• Plan the use of more complex tense structures, including conditionals e.g. what could we have done if….  
• Continue to model new sentence structures and [provide opportunities for pupils to use them  
• Plan activities where pupils 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/audiences e.g. language to retell a story or talk about an experience |
Appendix 7: 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.
Appendix 8: Pupil engagement observation

Name: ...........................................  School: ....................... Class/form: .................
Date: .................................  Subject area: ..........................................................

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>5</td>
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<td>10</td>
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<td>25</td>
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<td>30</td>
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</table>

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

<table>
<thead>
<tr>
<th>Establishing the learning</th>
<th>Is the pupil clear about the learning outcomes of the lesson?</th>
<th>EAL strategies employed</th>
<th>Further ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are the success criteria presented and modeled?</td>
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<td>Is there reference to learning in previous lessons?</td>
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<td></td>
<td>Are pupils encouraged to think meta-cognitively about their learning, e.g. are KWL grids used?</td>
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<td>Is the classroom environment reflective of the pupil’s cultural experiences?</td>
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<tr>
<td>Building on previous experience</td>
<td>Activating prior knowledge (context and cultural reference)</td>
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<td>Drawing on first language</td>
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<table>
<thead>
<tr>
<th>Language</th>
<th>Subject-specific vocabulary</th>
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<tbody>
<tr>
<td></td>
<td>Key language: Inclusion in medium and short term planning</td>
<td>language functions</td>
<td></td>
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<td></td>
<td>language structures: phrases and grammatical features necessary to demonstrate learning</td>
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<td></td>
<td>provision of opportunities for pupils to record key language in preparation for writing</td>
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<td>Fostering language awareness including different registers, codes and dialects in English</td>
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</table>

<table>
<thead>
<tr>
<th>Scaffolding</th>
<th>language modelling by: adults (including exploratory and informal talk, reading and writing)</th>
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<tbody>
<tr>
<td></td>
<td>expert peers (including grouping with good English language role models.)</td>
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<tr>
<td>Speaking and Listening</td>
<td>Modelling and involvement in practical activities.</td>
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<td></td>
<td>Visuals (images, artefacts and picture dictionaries)</td>
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<td>Key visuals (diagrams/graphic organisers)</td>
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<td>Active reading strategies (text marking, annotation, text re-organisation)</td>
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<td>Bilingual dictionaries</td>
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<td>Writing frames</td>
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<td>Partner talk: using preferred language (including first language)</td>
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<td>rehearsal and repetition, such as Dictogloss</td>
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<td>Collaborative activities, such as barrier games</td>
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<td></td>
<td>Guided talk</td>
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<td>Plenary</td>
<td>Pupils are involved in reviewing: curricular learning</td>
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<td></td>
<td>language learning</td>
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<td></td>
<td>the next steps for learning</td>
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<tr>
<td>Use of additional adults</td>
<td>Plans shared in advance</td>
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<td></td>
<td>Pre-tutoring</td>
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<td></td>
<td>Targeted groups are identified, including more advanced EAL learners</td>
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<td></td>
<td>Use of bilingual/multi-lingual skills</td>
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</table>

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

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

   Object 2
   Object 3
   Object 4
   Object 5

(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)
**Memory**

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

<table>
<thead>
<tr>
<th></th>
<th>2 numbers</th>
<th>3 numbers</th>
<th>4 numbers</th>
<th>5 numbers</th>
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<tr>
<td></td>
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<td>5,9</td>
<td>1,9,4</td>
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**Comments by the assessor**

<table>
<thead>
<tr>
<th>Assessed by:</th>
<th>Date:</th>
<th>Time of day:</th>
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</table>

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:**

<table>
<thead>
<tr>
<th></th>
<th>Name/s</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
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<tr>
<td>parent or guardian</td>
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<td>EMASS</td>
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<td>ESS</td>
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<tr>
<td>Educational psychologist</td>
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<tr>
<td>Other</td>
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</tr>
<tr>
<td>Age in months</td>
<td>Listening and attention</td>
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</tbody>
</table>
| 0-11          | - 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 |
<table>
<thead>
<tr>
<th>Age in months</th>
<th>Understanding</th>
</tr>
</thead>
</table>
| 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 |
| 8-20         | - 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"  
- 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?" |
| 16-26        | - Anticipates what might happen next because of what other people say, e.g. shows anticipation in relation to key phrases in games, eg. "I'm coming" in hide and seek or chasing games  
- 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  
- Will point to smaller parts of the body such as chin, elbow or eyebrow |
| 30-50        | - 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 |
<table>
<thead>
<tr>
<th>Age in months</th>
<th>Expression</th>
</tr>
</thead>
</table>
| 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, e.g. 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, e.g. 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  
<pre><code>| Remembers a sequence of activities and events and 'tells' parents what they |
</code></pre>
<table>
<thead>
<tr>
<th>22-36 contd</th>
<th>have done or seen, e.g. &quot;Mummy train ice-cream&quot;</th>
</tr>
</thead>
</table>
| **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 |
<table>
<thead>
<tr>
<th>Age in months</th>
<th>Speech</th>
</tr>
</thead>
</table>
| **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  
• 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  
<table>
<thead>
<tr>
<th>Age in months</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 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 |
| 22-36         | 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  
|               | 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Listening and attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Almost age appropriate. May still tire easily and can sometimes appear distracted*</td>
</tr>
</tbody>
</table>
| 2     | - May need specific prompt to maintain attention in a large group  
       | - May demonstrate better attention for practical than verbal activities* |

<table>
<thead>
<tr>
<th>Level</th>
<th>Understanding</th>
</tr>
</thead>
</table>
| 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* |

<table>
<thead>
<tr>
<th>Level</th>
<th>Expression</th>
</tr>
</thead>
</table>
| 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 drewed 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

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

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

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

*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
<table>
<thead>
<tr>
<th>Level</th>
<th>Speech</th>
</tr>
</thead>
</table>
| 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 |

<table>
<thead>
<tr>
<th>Level</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Listening and attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Can be fairly easily distracted in class, but essentially age appropriate*</td>
</tr>
<tr>
<td>2</td>
<td>- Distractible at times and may need reminders to listen in a group*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Understanding</th>
</tr>
</thead>
</table>
| 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 related 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* |

<table>
<thead>
<tr>
<th>Level</th>
<th>Expression</th>
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| 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.*
<table>
<thead>
<tr>
<th>Level</th>
<th>Speech</th>
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</table>
| 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 |

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<tr>
<th>Level</th>
<th>Interaction</th>
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| 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