

Learning EAL in the Early Years: Child Observation

Name of child: _____ D.O.B: _____ Name of observer: _____
 Date: _____ Time of observation from: _____ to: _____
 Context (e.g Where? Alone or in a group? Child-initiated or adult-led): _____

<p>Stage 1</p> <ul style="list-style-type: none"> • Makes contact with another child in the class • Joins in with other children but may not speak • Uses non verbal gestures to indicate meaning – particularly needs, likes or dislikes • Watches carefully what other children are doing and often imitates them • May talk in first language to other children who share it, or in play 	<p>Stage 2</p> <ul style="list-style-type: none"> • Listens attentively for short periods of time (<i>see EYFS 30-50m</i>) • Uses non verbal gestures to respond to greetings/questions about self • Joins in repeating language in a story or rhyme (<i>see EYFS 30-50m</i>) • Echoes words and phrases of other children and adults, particularly used in social interaction • Shows confidence in speaking in first or other language • Able to express self in English, using one or more common words 	<p>Stage 3</p> <ul style="list-style-type: none"> • Understands simple conversational English • Understands more words than can express • Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations (<i>see EYFS 30-50m</i>) • Copies talk that has been modeled and begins to use short phrases • Spoken language shows English word order • Pronunciation can generally be understood • Can name a range of common objects in the home/school environment
<p>Stage 4</p> <ul style="list-style-type: none"> • Can speak about matters of immediate interest in familiar settings, using 4-5 word sentences • Can convey meaning through talk and gesture • Can answer simple questions about self and objects around • Uses some personal pronouns correctly eg he/she/I • Can extend what they say with support • Increasingly confident in taking part in activities with other children through English • Listens attentively during whole class teaching time (<i>see EYFS 40-60m</i>) • Uses some common prepositions correctly eg in, under, on, next to, behind, in front 	<p>Stage 5</p> <ul style="list-style-type: none"> • Uses basic sentences with a widening range of vocabulary and some correct grammar eg articles(a, the) plurals, possessive adjectives (her, his) • Able to follow and understand what others say in a group discussion • Can speak confidently to individual, friends and small groups about things that are of interest. • Can ask questions to clarify understanding • Can describe an event/personal experience using simple sentences 	<p>Stage 6</p> <ul style="list-style-type: none"> • Can tell a familiar story in simple language and in correct sequence to a small group • Is beginning to use appropriate tenses in speaking • Use of connectives such as “when” or “because” to express relationships between ideas and sequences of events • Can make verbal inferences • Uses language to solve problems aloud • Can explain why something happened or might have happened • Can justify predictions and decisions

Stages adapted from ‘Stages of English Learning’ by Hilary Hester, from *Patterns of Learning*, CLPE 1990.

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Observation

Where next?

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