

Tracking language development of children learning EAL – Exemplar

Class:

Term:

Name	Stage of English language development	Next steps	Possible provision / activities
Y	1 / 2 / 3	<p>(1) Makes contact with another child in the class</p> <p>(3) Copies talk that has been modeled and begins to use short phrases</p>	<ul style="list-style-type: none"> • Keyperson • Use descriptive commentary • Provide support during unstructured / free flow time • Give her jobs where she needs to communicate
A Y	3	<p>(4) Can speak about matters of immediate interest in familiar settings, using 4-5 word sentences</p> <p>(4) Can extend what they say with support</p>	<ul style="list-style-type: none"> • Make photo books and scribe for him • Small group / paired 'challenges'
N	1 / 2 / 3	<p>(1) Makes contact with another child in the class</p> <p>(3) Copies talk that has been modeled and begins to use short phrases</p>	<ul style="list-style-type: none"> • Give him jobs that require him to interact without having to speak at first eg passing the fruit around, while adult asks the children which they would like • Introduce songs for routines using familiar tunes eg 'Wash your hands and dry your hands' (to Twinkle twinkle?) or for tidy up time, or lunchtime
M	1 / 2 / 3 / (4)	<p>(2) Joins in repeating language in a story or rhyme</p> <p>(3) Copies talk that has been modeled and begins to use short phrases</p> <p>(4) Can speak about matters of immediate interest in familiar settings, using 4-5 word sentences</p> <p>(4) Can extend what they say with support</p>	<ul style="list-style-type: none"> • Model key vocabulary in routines and small group work • Descriptive commentary, model clear sentences in structured situations / chosen play • Extend language in contextualized activities • Give him tasks that require him to speak • Encourage social and cognitive language in paired activities

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