



PROSPECT HOUSE
SCHOOL

EAL POLICY

SEPTEMBER 2026

ENGLISH as an ADDITIONAL LANGUAGE POLICY

Introduction

The term EAL is used when referring to pupils who have a home language other than English and who use, or are learning to use, English as an additional language. This policy may also be applied to children who only speak English but may have learnt English from a parent or carer who does not have English as a first language.

This policy details the school's aims, objectives and strategies to meet the needs of such pupils. Throughout this policy, and in other related policies and documents, these pupils are referred to as EAL pupils.

Aims

The school is committed to making appropriate provision for pupils for whom English is an additional language.

The school aims to ensure that all EAL pupils are, over time, able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- where appropriate, make use of their knowledge of other languages
- feel safe, settled, valued, with a sense of belonging to their class, school and wider community
- It also aims:
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- to identify and make maximum use of opportunities for modelling fluent English, encouraging pupils to practise and extend their use of English
- to give all pupils the opportunity to overcome any language barrier
- to welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- to implement school-wide strategies to ensure that EAL pupils are supported in accessing the full curriculum
- to encourage and enable parental support in improving children's attainment
- to celebrate linguistic and cultural diversity across the school community

UNICEF Rights Respecting Context

As a school committed to children's rights, our EAL policy upholds several articles of the United Nations Convention on the Rights of the Child (UNCRC):

- Article 2 (Non-discrimination): Every child has rights, whatever their ethnicity, language or abilities
- Article 28 (Right to education): Every child has the right to an education

- Article 29 (Goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their own cultural identity, language and values
- Article 30 (Children from minority or indigenous groups): Every child has the right to learn and use the language, customs and religion of their family
- Article 12 (Respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them
- Our EAL provision ensures that language barriers do not prevent any child from accessing their right to education and from having their voice heard.

Principles of learning

The key principles of the school's approach to EAL are embodied in the school's primary aims. These are to:

- help pupils to develop their skills and abilities, intellectually, emotionally and socially
- provide inclusive teaching which makes learning challenging and engaging, enabling all pupils to reach their potential
- This policy is an integral part of the school's broader aims to provide maximum educational opportunity for all pupils and reinforces the school's commitment to equality and providing an environment in which all pupils are enabled to realise their potential.

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Key principles

- High expectations and tasks that stretch the child intellectually
- EAL pupils already speak at least one other language and should not be treated as less capable than any other pupil
- Language develops best when used in purposeful contexts across the curriculum
- Effective use of language is crucial to the teaching and learning of every subject
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understandings cannot always be assumed but need to be explored
- The use of support time for pupils is best seen as an integral part of curriculum and lesson planning
- All languages, accents and cultures are equally valued
- Parents and the wider community are positively encouraged to play a full part in the life and development of the school

Procedure on admission for EAL children

The school's normal admission procedures are followed. In addition, the following information is gathered about:

- the pupil's linguistic background and competence in other languages via a questionnaire completed by the parents on the child's entry to school
- the pupil's previous educational and schooling experience
- the pupil's family background
- the pupil's personality and interests
- the pupil's proficiency in their native language, and whether they have any issues with articulation or fluency
- the pupil's experience of language at home, including how proficient the pupil's parents/carers are in English

The school's EAL coordinator, in conjunction with the school registrar, will collate this information and may also conduct an informal oral interview, using an interpreter if necessary.

This initial meeting is important and will help us understand the pupil's starting point and context, and to get to know them as an individual. This will help us identify the skills that the pupil needs to develop in order to effectively access the curriculum and other parts of school life.

Initial Assessment

The school's EAL coordinator is responsible for ensuring that regular assessment of EAL children takes place and fluency is recorded using the assessment document for the school.

This helps us to:

Complete a language assessment
Set targets for language development
Track progress over time
Ongoing monitoring

Form teachers assess pupils' competence at the beginning of the autumn term and again at the end of the summer term. These assessments are conducted using the school's EAL 'stage' system and the results are recorded on the EAL register every academic year.

We monitor pupils' English skills approximately once every 6 weeks, especially if we've implemented any intervention programmes for them. Any assessment we carry out takes into account that pupils who have EAL may develop their understanding of word recognition before language comprehension.

Creating a Welcoming Environment for EAL Pupils

Physical Environment

To help pupils who have EAL integrate successfully and access all areas of school life, we:

Where possible, send translation resources to pupils in advance of joining, giving helpful phrases, such as 'Hello', 'Can you Help Me',

Use Widgit visual resources including picture symbols next to important signs in our school, such as the toilets, playground, classrooms and school office. This benefits pupils who have EAL, but also younger pupils who are developing their vocabulary, and some neurodivergent pupils (as it reduces cognitive load)

Display visual timetables in all classrooms showing daily routines, using Widgit symbols. Teachers narrate any changes to routine to support understanding

Provide a welcome booklet with pictures, symbols and a map explaining the layout, rules and who's who in our school. Pupils help create this, and we add translations in specific languages when needed

Make staff accessible through staff pictures displayed around school, so pupils know who to go to when they need help

Provide communication cards that pupils can turn over on their desk to signal to the teacher or teaching assistant (TA) that they need support. For younger pupils or those with very little English, these include Widgit symbols for them to point to, such as a picture of the toilet or water

Use The Learning Village platform to provide additional support and resources for EAL learners, which pupils can access both in school and from home

Ensure all staff know the correct pronunciation of names - we write names out phonetically to help staff (including this on the register in our MIS where possible). This makes a big difference in helping pupils who have EAL feel valued and welcome

Cultural Celebration

We actively celebrate different languages and cultures by:

When pupils arrive: asking the pupil to teach the class new words in their language, if they are comfortable to do so

Marking festivals from the countries and backgrounds represented in our class, sharing facts at the start of the day

Inviting parents into school to share cultural experiences/festivals

Including festivals in our school calendar to help pupils and their families feel welcome, and to teach all pupils about diversity and world cultures

Include Diversity in our whole school assemblies

Involvement in UNICEF as a Silver Award Rights Respecting School

Provision for EAL Children

Assessment and Planning

- The literacy teacher of the child will assess the child's stage of English fluency using the tracking document for the school
- Class teachers in conjunction with other staff, including the EAL coordinator, will assess and identify needs and set teaching objectives and strategies appropriate to the pupil's stage of learning
- All teachers and support staff will implement the teaching strategies for children learning EAL

Placement in Ability Sets

- EAL pupils will have access to the whole curriculum
- Will be taught with their peers
- Will be placed in groups with fluent English speakers to provide them with good language models
- Will be placed in as high a set as possible i.e. with their intellectual/academic equals
- Will not automatically be placed with pupils with special needs
- Will not be subjected to standardised reading tests or VR tests in order to place them in sets
- The placement of EAL pupils in a lower year group may be considered but only after very careful consideration and consultation with parents

Seating Arrangements

- We do not seat all pupils who use EAL together in class, as this is a missed opportunity to help them develop their English language skills.
- We try to seat new pupils who have EAL with the most fluent English speakers in the class to provide good language models. However, support from another EAL learner with the same first language can be useful to a new pupil with little to no English, particularly where the other pupil has a much higher fluency in English. If there is another pupil in the class who speaks the same language, we may seat the new pupil with them initially.
- For those children with limited English proficiency, we may also provide them with a buddy from another class to support induction/wellbeing

Teaching and learning

It is the responsibility of all staff to ensure that the needs of EAL children are met, usually through differentiation. Best practice advocates that pupils will make the most rapid progress when engaged with their peers and not when working in isolation or being tutored one to one. However, some guided group work, TA support and occasional one to one/small group sessions may take place if deemed appropriate for the child concerned.

- Lesson plans should identify the fundamental objectives and provide differentiated opportunities matched to individual EAL pupil's needs.

Whole-Class Teaching Strategies

Class teachers maintain a high level of cognitive challenge for pupils who have EAL, while allowing them to access the same content as the rest of the class. Staff will use a wide range of practical activities and approaches, including:

- activities which create links between new learning and what is already known
- visual material, particularly material which communicates key concepts and interconnections (using Widgit resources where appropriate)
- activities which involve pupils in using language from an early point of the lesson onwards
- activities that involve sorting, matching, selecting, comparing and reasoning
- activities which involve pupils exploring and expressing concepts through practical and manipulative activities
- problem-solving tasks that are cognitively demanding and challenging even though the language for them may be reduced in length or grammatical complexity
- attention to the development of academic English skills, for example through the use of writing frames or through working with subject related texts
- collaborative group work to engage pupils in genuine communication and exploratory talk, and in order to assist them to internalise key concepts and specialist terminology
- grouping children to ensure that EAL pupils hear good models of English
- ICT activities that help communicate meaning, and that support the development of language and the learning of curriculum content at the same time (including The Learning Village platform)
- activities that require genuine communication, argument, thinking aloud and talking things through
- allowing children times when they can record in their own language, if appropriate, and to use translation tools

Adapting Whole-Class Activities

To allow pupils to express their learning in different ways, teachers use:

- Visual cues and Widgit symbols
- Gap-fill exercises
- Sentence frames
- Word cards
- Small group activities, for peer support

- A bilingual dictionary or an iPad with Google Translate
- Resources in their own language, especially when using IT equipment
- The Learning Village platform for differentiated support
- Allowing pupils to write in their own language, wherever appropriate
- Many of the techniques aimed at teaching pupils who use EAL can also be beneficial to pupils who don't have EAL, particularly in a primary school setting where all children are learning literacy and language.

Teacher Practice

In addition, staff will:

- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives
- recognise that EAL pupils need more time to process answers
- allow pupils to use their mother tongue to explore concepts
- give newly arrived children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- narrate what they do as much as possible, to expose pupils to lots of different vocabulary
- not force pupils to speak in class, but remember that they will be picking up language all the time
- focus on the vocabulary pupils who have EAL need, including subject-specific vocabulary, to help them understand new concepts
- keep explanations clear and precise
- develop and extend the language of pupils who have EAL carefully and deliberately, with plenty of repetition
- provide opportunities for pupils who have EAL to talk with staff and peers during lessons
- help pupils who have EAL articulate what they know and understand by scaffolding, modelling, extending and developing their ideas

Phonics and Reading

Read Write Inc Programme

Pupils who can't read or speak English are placed on our Read Write Inc systematic synthetic phonics programme to teach them core reading skills. We make sure pupils have a grasp of a simple phonic code before we introduce them to literacy.

While other pupils have literacy lessons, pupils who have EAL can participate in Read Write Inc phonics/reading lessons to teach them how to decode English words and understand books suitable for their reading level. These lessons instruct pupils about:

Phonics and word decoding

Word comprehension

Basic sentence construction

Inferential comprehension

Pupils progress through the Read Write Inc programme at a pace appropriate to their needs, ensuring they develop strong foundations in reading English. They may also use the Learning Village platform to support their literacy skills

Targeted Interventions

It's important to integrate pupils who have EAL into whole-class teaching sessions as much as possible. However, there will be times when they'll benefit from a more focused language intervention away from the rest of the class. For example, a small group session might introduce vocabulary and context that they'll need for the main lesson.

Planning Interventions Carefully

- We plan interventions carefully so pupils aren't missing out on other learning experiences:
- We make sure pupils aren't always missing subjects like music, art and PE, which are good social and language-learning opportunities and shouldn't be missed
- Periods for extended silent reading or writing activities may be a good chance to work on pupils' language targets away from the rest of the class
- We use The Learning Village platform to provide additional support that can complement classroom learning

Support Staff

Teaching assistants and support staff work with pupils who have very low levels of English. We ensure they have the appropriate training to help them effectively support pupils who use EAL, using guidance from the Bell Foundation on classroom strategies for teachers and TAs as a starting point.

EYFS Provision

Our EYFS provision for pupils learning English as an additional language is guided by the current EYFS framework (2021) and best practice guidance from the Bell Foundation.

In the EYFS, pupils learning English as an additional language are supported by:

- building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- the provision of a range of opportunities for children to engage in meaningful speaking and listening activities with native speakers and peers

- the provision of activities which build on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- the provision of a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- the provision of bilingual support, where possible, to extend vocabulary
- the provision of opportunities for children to hear their home languages as well as English
- visual timetables and Widgit symbols to support understanding of routines
- The Learning Village platform adapted for early years learners where appropriate

ICT Links

ICT will be used, where appropriate, to enhance teaching and learning.

Pupils will use ICT to:

- find things out
- develop ideas and make things happen
- exchange and share information
- review, modify and evaluate work as it progresses.

Pupils will be given opportunities to apply and develop their ICT capability by using ICT tools to support their learning through a variety of ICT based tasks and involvement in weekly ICT lessons.

Such activities may include:

- the use of an interactive whiteboard to introduce or reinforce concepts
- the use of IPADS and/or laptops to aid research and presentation of work
- the use of presentation software to improve pupils understanding and create a real life audience for work
- the use of internet resources to develop and enhance both learning and teaching
- the use of communication devices to encourage speaking, listening and interaction

Subject coordinators will be responsible for sourcing appropriate resources to develop ICT links within their subject, the ICT coordinator will provide support and offer advice to support cross-curricular ICT.

Social Integration and Pastoral Support Buddy System

We operate a buddy system to help new EAL pupils settle into school:

- We encourage pupils to think about being a buddy as a reward and a privileged position
- Pupils can rotate being the buddy on different days

Preparing buddies for their role:

We make sure we prepare pupils for their role as a buddy. They understand:

- Specific responsibilities involved, such as helping new pupils find their classroom
- The importance of being welcoming and inclusive
- That they should invite pupils to join them in the playground, at lunch and in activities such as playing sport
- That they might not get much of a response from the pupil who has EAL at first, due to language barriers or anxieties
- We reassure buddies that they're doing a good job and they shouldn't stop being friendly, even if the initial response is limited.

Additional Pastoral Support

Where pupils who use EAL show behavioural issues, this might be a sign that they're frustrated with trying to communicate their thoughts and feelings. Having a member of pastoral staff that the pupil can talk to can encourage them to express how they're feeling in a safe space. That member of staff can then help other staff to understand and support the pupil better.

Parent and Carer Engagement Regular Communication

We maintain regular communication with parents and carers of EAL pupils by:

Sending notes with their child's homework or planner to explain the homework and keep them updated about their child's progress

Using web translation services (such as Google Translate) for these notes – they might not be perfect, but will usually get the message across for short, simple communications, and show parents/carers that we're making the extra effort to communicate in their language

Creating a bank of important letters and emails, such as absence letters, in different languages

Inviting parents/carers of new pupils into school to explain what support we're putting in place for their children, to reassure them

Using these visits as opportunities to explain how schools in England work

Supporting Family Integration

We help families integrate by:

Introducing them to other parents/carers at drop off and parents' evenings, especially if they speak their language

Providing information about The Learning Village platform so parents can support their child's learning at home

Sharing information about how they can support their child's development in both English and their home language

Providing regular social opportunities within school for parental/carer integration with other families

Holding a whole school International Day annually for families to celebrate their culture and diversity

Special educational needs and gifted and talented pupils

The school recognises that most EAL pupils need additional support but do not have SEN needs. However, should SEN needs be identified during assessment, EAL pupils will have equal access to the school's SEN provision.

Similarly, the school recognises that there may be EAL pupils who are gifted and talented even though they may not be fully fluent in English. Such children will have their needs met as stated in the Gifted and Talented policy.

Immersion Programme

The school currently runs a short-term immersion programme for children from overseas to study here temporarily whilst visiting London on a visitors visa. Children can join for any timeframe from one week to two terms subject to places being available in the relevant year group.

Children studying in the school as part of the short term immersion programme will be assessed for entry on a by-case basis. Teachers will follow the guidance set out above in the section titled 'Provision for EAL Children' with the exception that very short-term students (i.e. joining for one - four weeks) may join the year group below their age in order to assist with English acquisition. Where practically possible, lessons are adapted to suit the EAL needs of the child, using online resources, such as Widgit, together with provision of key vocabulary. Children will also be given access to a subscription to an online platform, 'Learning Village' which can then support in school and at home. This programme can be accessed before a child starts at Prospect House

Staff development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and coordinated.

Key Resources for Staff Development:

- All teachers have access to The Dukes Hub for EAL training and resources
- All staff have access to guidance from The Bell Foundation, a charity which aims to promote intercultural understanding through language education. The foundation provides:

Key features of EAL pedagogy with underlying teaching principles
'Great ideas' and strategies for teachers to try
Guidance on using additional teachers in the classroom
Tips for using homework effectively
Subject-specific guidance for teaching pupils who have EAL in maths and science, including:
Subject-specific challenges for pupils who have EAL
Supporting pupils who have EAL to tackle unfamiliar language
Assessing progress and attainment for pupils who have EAL

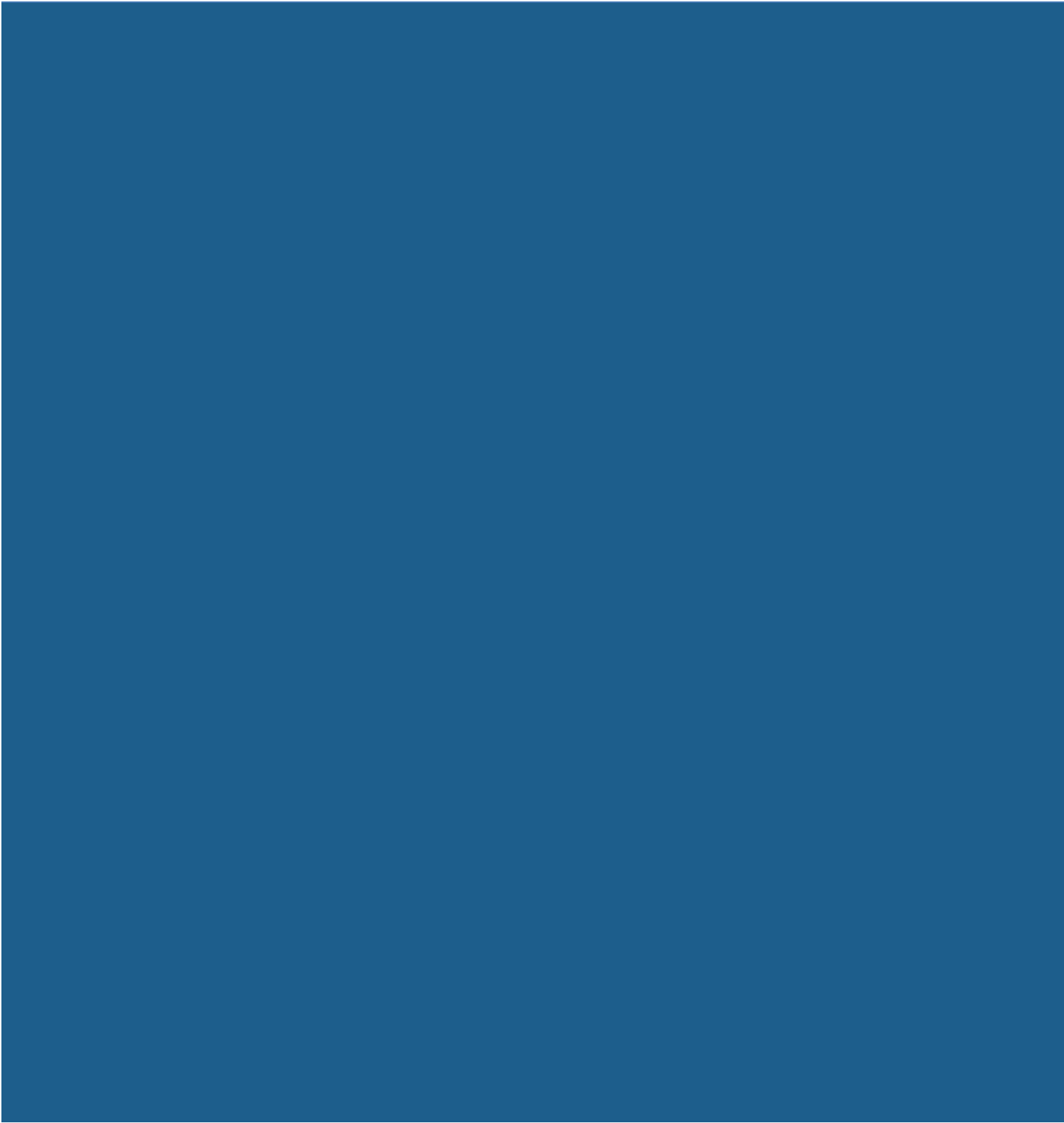
Our Commitment to Children's Rights

Through this policy, we commit to:

- Ensuring every child can access their right to education (Article 28)
- Treating every child fairly, without discrimination (Article 2)
- Respecting and celebrating every child's language and culture (Articles 29 and 30)
- Listening to and valuing every child's voice (Article 12)
- Developing every child's abilities to the full (Article 29)
- Creating a safe, welcoming environment where every child feels they belong (Article 19)
- Working in partnership with parents and families (Articles 5 and 18)

Other policies for reference:

SEND
EHC Plans
Equal Opportunity & Cultural Diversity
Safeguarding



EAL TRACKER KS1 & KS2

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

[illegible]

Assessment Scores

	Y1			Y2			Y3			Y4			Y5			Y6		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
NGRT																		
NGST																		
WRiting																		
MALT																		
CATS Verbal																		

Additional support needed? YES / NO

Comments:

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
A BEGINNING	May have a few isolated words · learnt prior to arrival	Can hold a pencil correctly.	May have no previous experience of reading
	May be silent	Is learning the letters of the alphabet and their sounds	Can identify some letters of the alphabet by shape and sound
	May attempt to communicate using gesture or first language	Is using English letters like forms to convey meaning but these may be inaccurately formed	Beginning to hear rhyme
	May use single/two word utterances to express themselves . e.g. <i>'Me finished', 'No milk'</i>	Can write from left to right	Can sequence a supported text e.g. story or instructions using pictures or other visuals
	May echo words or phrases said to them without understanding	Can copy their own names	May be able to use a bilingual dictionary to aid understanding
	Is heavily reliant on gestures/ pictures to follow instructions or understand information	They can copy and match simple sentences	
	Will observe what others are doing and copy them.		
	Can lose concentration if talk is not supported by visuals		

Pupils will need considerable support in class

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
B EMERGING	Is beginning to identify and remember words and combining these into simple phrases to convey meaning e.g. <i>me no pencil</i> (sometimes with accompanying gestures)	Able to link some letters and sounds	Can read a range of familiar words
	Has little control over word order.	Able to write some high frequency independently.	Able to read back own writing
	May repeat words and phrases taken from songs/rhymes/stories and set phrases used by other children.	Can write simple repetitive sentences to a given model when supported by oral work and a sequence of pictures	Can identify initial and final sounds in unfamiliar words
	Can understand some peer talk but still relying on some gesture	Able to write some short sentences independently	Beginning to use decoding and contextual clues as a reading strategy
	Can understand very simple instructions based on classroom routines, still relying on visual or contextual clues.	Can use upper/lower case and full stops with some accuracy	With support, is able to read and understand simple texts with controlled vocabulary and repetitive structure
	Can understand some lessons with visual support and clear simple patterns of language. Can access lessons with explicit teaching and reinforcement of some subject related vocabulary.		Beginning to engage with texts i.e. read and understand simple familiar sentences, name accompanying pictures and sequence them
Pupils will continue to need support in class to access the curriculum.			

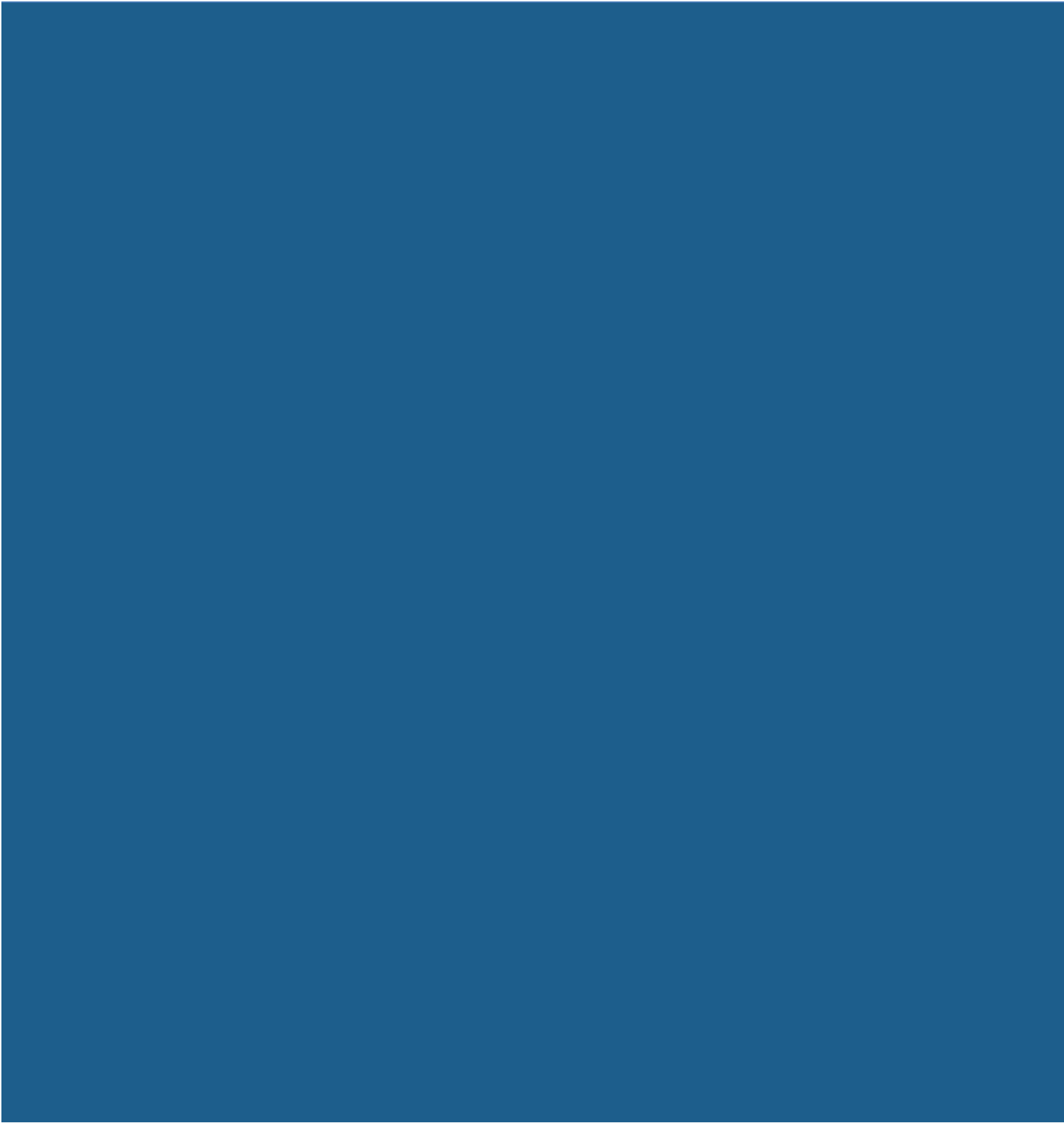
EAL STAGE	LISTENING & SPEAKING	WRITING	READING
C DEVELOPING 1	May attempt longer phrases and sentences but many grammatical errors * will still be apparent in these areas	Attempts simple sentences independently, given a clear model and vocabulary bank	Able to use knowledge of letters, sounds and words to establish meaning when reading a familiar text, sometimes with prompting
	Can give a recount using a modelled structure and visual cues.	Able to identify an increasing number of letters and sounds	Can engage with story texts in more extended ways e.g. predict outcomes
	May use more extended speech that is beginning to have some cohesion e.g. <i>I eat breakfast and comb hair.</i>	Beginning to use known phonic strategies in their spelling with some accuracy	Able to draw meaning from texts with less reliance on pictures
	Can understand basic classroom and social language	Beginning to use a small range of punctuation but not with accuracy.	Reading of simple texts is generally accurate
	Beginning to develop some subject specific vocabulary	Phrases and simple sentences written independently will show many grammatical errors*	Beginning to select appropriate sections of texts to answer simple questions
	Can understand simple questions		
	Can listen with understanding to stories and simple teacher talk but still relying on some non - verbal cues		

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
C DEVELOPING 2	Extended speech has greater cohesion because of better grasp of English grammar but inaccuracies are still apparent	Able to link most letters and sounds .Will make use of known phonic strategies in their spelling with greater accuracy.	Able to draw on a range of strategies e.g. phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning
	Beginning to provide some descriptive detail in their language	Sentence structure is more varied and extended. However, may still lack complex sentences and EAL errors will be apparent	Beginning to show comprehension and demonstrating this through asking and answering 'Who', 'what', 'where' 'when' and 'why' questions
	Respond with increasing appropriateness to what others say	May form letters which are accurate and consistent in size	Beginning to engage with texts in a deeper way i.e. understanding inferences and deductions in a text
	Can understand most peer talk but may misunderstand some cultural references in lessons.	May use a range of punctuation with some accuracy	Beginning to understand concrete references with support e.g. What are the pronouns or determiners referring to in a text.
	Beginning to follow some abstract language e.g. <i>punishment, metal</i> , but this may continue to cause difficulty	May use a limited range of pronouns more confidently . Prepositions continue to be limited and inaccurate. Can use a small range of conjunctions	
	Can listen with increasing understanding to whole class interaction	Has increasing control of the English tense system.	
	Although functioning well in most social and classroom interactions, pupils still need support to develop grammatical and appropriate language choices in academic language in order to access the curriculum fully. This is because progress in this stage can take a long time as mastery of the grammatical features of language is not linear and needs to be explicitly modelled and taught. Learners need to rehearse academic language orally before they can use it in writing with confidence.		

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
D CONSOLIDATING 1	Operates from a wider range of structures with less repetitive patterns and a more varied vocabulary, but features of L1 may still be apparent	Shows a growing accuracy in free writing but EAL errors may still be apparent *	Able to draw meaning from text without reliance on pictures
	Can communicate most ideas with clarity using some of the features of academic writing e.g. explaining, deducting, justifying, evaluating.	May overuse past continuous (progressive) tense e.g. <i>instead of 'bought' uses 'was buying' or instead of 'went', 'was going'</i>	Able to read texts from a range of genres on familiar topics
	Is beginning to respond appropriately to extended teacher talk with relevant comments and questions.	May lack the use of modal verbs e.g. <i>would, could, might</i>	May need support to understand more complex texts and unfamiliar topics
	Pupils' spoken language is reflected in their writing and they need oral rehearsal of patterns of academic language which are not used in day to day interactions .	Able to use a wider range of vocabulary for variety, interest and different contexts. Attempts more complex sentence structures with linking clauses.	Able to engage with texts in a deeper way i.e. understanding inferences and deductions in a text
		Can produce different styles of writing according to purpose and audience with greater independence but may require targeted support	May be less familiar with the cultural contexts of reading material

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
D CONSOLIDATING 2	Consolidating the use of language over a wide range of higher order language functions. May still need support in understanding figurative and idiomatic language as well as nuances and play on words	Pupils' free writing may show the very occasional EAL error in the following areas: • Complex tense forms e.g. past progressive, perfect tense • Use of appropriate genres in terms of vocabulary choices and collocation • May need support in understanding and using subtle nuances of metaphor and formulaic phrases	Shows understanding of the main points when reading both fiction and non-fiction. Able to distinguish between fact and opinion Able to summarise key points of fiction and non-fiction texts
	Able to use abstract vocabulary but may need occasional support		Able to understand abstract references e.g. <i>'Many cheap catering soaps have fillers added. This makes them so hard that they last a long time</i>
	Able to respond appropriately to extended decontextualized teacher talk		Able to understand and respond to the organisational features of different text types
	Able to adapt what they say to the needs of the listener		
	Although able to access most of the curriculum, targeted support to help master complex academic language can make a difference to achievement outcomes.		

EAL STAGE	LISTENING & SPEAKING	WRITING	READING
E FLUENT	Can talk with confidence using a wider range of language across the curriculum No intervention needed	Can produce different styles of writing according to purpose independently No intervention needed	Will read a range of age appropriate material with fluency, understanding and expression No intervention needed



EAL TRACKER EARLY YEARS

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

Name:			Date of Birth:	
Start date at PHS:			Home Language:	
	N		Rec	
EAL Stage	Aut	Sum	Aut	Sum
A Beginner				
B Emerging				
C Developing				
D Consolidating				
E Fluent				

EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
BEGINNER A	May join in with other children but not speak	Speaks no English		This stage is a non-verbal period In English as children collect information about new language and perhaps spend some time in sound experimentation (Tabors, 1997)
	Watches carefully and often imitates peers	May attempt to interact in home language with peers and adults when the opportunity arises		
	Listens attentively for short bursts of time	Uses gestures and facial expression to communicate		
	Following peer example for interpretation of instructions			
EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
BEGINNER A	Listens to others in small groups for short periods of time where activity interests them.	Imitates / echoes words and phrases of peers and adults.		<i>"Snack time, yeah"</i> <i>"Well done"</i>
	Relying on props and visuals to gain meaning from stories and teacher talk.	Copies familiar expressions, e.g. "Oh dear", "All gone".		

	Responds to simple one-part instructions accompanied by gestures.	Uses single words or phrases to express basic needs.		<i>"Please water"</i>
	Developing understanding of simple concepts (e.g. big /little).	Beginning to use isolated words and phrases.		
		Beginning to put two words together.		<i>"I bananas"</i>
EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
EMERGING B	Can understand more English than she/he is using – needs time to process questions.	Uses actions combined with limited talk relating to current activity (here and now)		<i>"Let's see, I making..." We building a house, we making here house"</i>
	Understands who, what, where in simple questions.	Beginning to ask simple questions.		
	Understands simple conversational English.	Expresses likes/dislikes in simple terms.		<i>"Car me very like" "Me very like lego car." "I like it blocks"</i>
	Listening and beginning to join in with repeated patterns of language from rhymes, stories and songs.	Growing vocabulary for naming everyday objects.		
		Beginning to describe more detail e.g. colour, size.		<i>"Bear is come" "Daddy sleep"</i>
		Simple phrases may be combined or expanded to		<i>'Small doggie eat this, big doggie this..."</i>

		communicate ideas more clearly.		
		Uses different types of everyday words (nouns, verbs, adjectives)		<i>"Apple is round" "It fluffy, it's flower pink"</i>
		Increasing confidence to take part in verbal interactions with children using English.		<i>"You can't have it, not all time play" "Mine now turn"</i>
		Uses a combination of first language and English.		<i>"Apple, orange , jabłko"</i>
EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
DEVELOPING C	Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations.	Uses talk to recall and relive past experiences. May substitute words to make meanings clear.		<i>"I builded blocks" "Here it fell"</i>
	Listens to stories with increasing attention and recall.	Articulates feelings and preferences.		<i>"I love this story" "This the bear, this the hippo, the lion is eating"</i>
		Beginning to use language to explain what is happening and what might happen next in an activity.		<i>"This is light for someone not go in" "It's got a hole" "It's going down drain"</i>

EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
DEVELOPING C	Following instructions with more than one element.	Attempts retelling of their own news, events or stories with simple sequence. (EAL errors will be apparent)		Reporting News: <i>"On Sunday, I went to the chicken egg, the chicken hatching"</i>
	Understands more complex sentences e.g. "put your toys away and then we'll read a book"	Demonstrates a wider vocabulary from listening to stories/poems and from being involved in curriculum talk.		Describing how caterpillars turn into butterflies <i>"Butterflies put their skin up, they move so hard and they crack, they push with their wings"</i>
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Beginning to use word endings to create meaning. Attempting positional language.		<i>"My sister holded a frog"</i> <i>"I play on the garden"</i>
	Listens to others in one to one or small groups.	Shows greater confidence using English in social situations.		

EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
CONSOLIDATING D	Can make verbal inferences.	Speech is sometimes grammatically correct at word and phrase level.		<i>"When the giraffes get their mouths on it they will die because they're very sharp and their neck can have a hole in it"</i> (Explaining cause and effect)
	Beginning to understand "why" and "how" questions.	Using more complex sentences but EAL errors will be apparent.		
	Understands instructions containing sequence words e.g. first, then, etc.	Beginning to use appropriate vocabulary in different areas of learning.		
	Shows understanding of prepositions such as under, on, behind, etc.	Uses talk to explain why events happen or might happen.		
		Uses connectives such as when or because.		<i>"We need to wash them because they're dirty"</i>
		Uses a variety of questions		

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EAL STAGE	LISTENING WITH ATTENTION AND UNDERSTANDING (RECEPTIVE LANGUAGE)	SPEAKING (EXPRESSIVE LANGUAGE)	COMMENTS *Write a comment or put a tick if appropriate.	TALK SAMPLES
FLUENT E	Can listen with sustained attention and confidence.	Questions why things happen and can justify predictions about what may happen next.		Has extensive vocabulary and a range of oral language skills necessary to participate fully and achieve on parity with peers of similar ability. EAL errors will be less apparent.
	Able to understand whole class instructions.	Uses English to imagine and recreate roles and experiences.		
	Responds appropriately to extended talk with relevant comments and questions.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.		
	Able to follow a story without pictures or prompts.	Introduces a storyline or narrative into play.		
	Children follow instructions involving several ideas or actions. They answer “how’ and “why” questions about their experiences and in response to stories or events			