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First Language Assessment of Young EAL Learners

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Contents

Abstract

This project focuses on the development and piloting of a first language assessment tool for use with young children for whom English is an Additional Language (EAL). The intention is that this tool be used alongside existing statutory assessments that Early Years practitioners are required to carry out on children's developing skills in English and it should not replace these.

In England in Year R, the development of children aged 4–5 is currently assessed across 17 key areas – the Early Learning Goals (ELGs), as described in the Early Years Foundation Stage Profile. Most of these assessments can be carried out in any language but the assessments for the ELGs for Communication, Language and Literacy must be carried out in English. The new tool provides information about children's first language skills to practitioners in a format that is similar to that of the Foundation Stage Profile (FSP) and therefore familiar. Used alongside the FSP, it can provide practitioners with a fuller picture of young bilingual learners' language skills both in their first languages and in English. Because of the detail it provides about a child's abilities in first language, it can help practitioners understand whether or not a child's language development is progressing normally and support the early identification of those at risk of delay or disorder. Furthermore, it can provide evidence for children with a particular gift for language, bringing to light the abilities of a child who is developing skills that are in advance of age-related expectations.

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Background

What resources and guidance already exist in relation to this area of work?

Throughout the foundation stage, practitioners engage with an ongoing assessment process that covers in total the seven areas of learning and development that shape provision in all Early Years settings (EYFS Statutory Framework, March 2012). Of these seven areas, three are identified as the prime areas: 'Communication and Language'; 'Physical Development'; and 'Personal, Social and Emotional Development'. The remaining four areas comprise 'Literacy'; 'Mathematics'; 'Understanding the World'; and 'Expressive Arts and Design'. For the purposes of this piece of research, the focus will be on 'Communication and Language' and 'Literacy'.

The 2014 Early Years Foundation Stage Handbook (2013) includes reference to young bilingual learners and mentions the desirability of children's home languages being used in the setting to support access to and engagement with the full range of activities on offer:

> 'For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.' (Section 1.8)

There is no further guidance in the document on how settings might support and promote the development of children's first languages, which is a surprising omission given the continuing availability of resources such as *Supporting children learning English as an additional*

language: Guidance for practitioners in the Early Years Foundation Stage (DCSF, 2007) which covers this in some depth. This document, a product of the National Strategies era, recognises the importance of children's home languages and promotes bilingualism as an asset that can confer intellectual advantage. Drawing on twenty years' research into the language development of young bilingual learners, the document warns against an English-only approach to language learning which, it advises, may result in 'fragmented development where the child is denied the opportunity to develop proficiency in either language' (p.4). It identifies three key principles which should guide and shape practitioners' approaches to children for whom English is an additional language in the Early Years:

- Supporting continued development of first language and promoting the use of first language for learning enables children to access learning opportunities within the EYFS and beyond through their full language repertoire.
- Cognitive challenge can and should be kept appropriately high through the provision of linguistic and contextual support.
- Language acquisition goes hand in hand with cognitive and academic development, with an inclusive curriculum as the context. (p.4)

In the light of this, it is of concern, particularly to practitioners with an interest in issues relating to equality and diversity, that the 2014 EYFS Handbook explicitly promotes English above any of the other languages that children in the Foundation Stage may speak or have access to:

'Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does

not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.' (Section 1.8)

The requirement to focus only on bilingual children's use of English when assessing their communication, language and literacy skills and to consider a child's command of their first language only where there are concerns about a language delay has attracted criticism, not least because of the increased vulnerability of young bilingual learners to underachievement as measured against benchmarked age-related expectations. It also goes against the guidance issued in 2007 on supporting children learning EAL which stated as a key principle 'bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages' (DCSF, p.4) and the recommendations made in the Tickell report (2011) where the development of a child's first language skills is described as 'critical for children's progress in oral language and social understanding' (p. 26).

Additionally, there is implicit within this monolingual approach to language assessment an implicit acceptance of diglossia, a term used here in its broadest sense as defined by Tarone and Swain (1995, p.166). In a diglossic situation, the cultural capital resides with the dominant language, the language used for academic purposes, here English, whilst children's other languages are considered inferior, rendering what a child might be able to express in home language relatively unimportant. As Tarone and Swain (1995) suggest, drawing largely on anecdotal evidence, classrooms become increasingly diglossic as children progress through primary education and they note that, whilst children continue to use L2 in task-oriented situations, their

use of L1 actually increases over time in peer-to-peer interactions. Tarone and Swain suggest that one reason for this is that vernacular language functions become increasingly important as children become socialised and, whilst they have learned English for academic purposes, they do not learn vernacular English (as used for non-academic purposes) concurrently. Therefore, where there is an established, numerically significant L1 community, children increasingly tend towards first language use rather than English. Building on what Tarone and Swain document, it could be extrapolated that, since language cannot be separated from culture, there will develop a parallel schism between the child's cultural identity and the culture of the classroom, mirroring that which emerges between their language(s) and English, in such a diglossic situation.

Assessing English and other languages

In terms of language assessment tools, whilst there is no nationally agreed assessment system a number of schemes have been devised which describe the developmental stages of English language acquisition for bilingual learners. The 1990 Hilary Hester 4-Stage scale describes progression from Stage 1 'new to English' through to Stage 4, 'a very fluent user of English in most social and learning contexts'. When compared with other, more recent scales, this early one seems lacking in detail with the progression from one stage to the next requiring considerable advancement. If practitioners are interested in tracking progress over time and monitoring regularly, then the Hilary Hester scale does not provide the level of detail necessary to plot a child's developing skills in English in a meaningful way. Further examples based on the Hester scale but affording more detail in terms of progression include the

EAL assessment system produced by NASSEA; Derbyshire's Initial Language Assessment for Children with English as an Additional Language Early Years – KS1; Scotland's 'EAL Profile of Competence' (Primary and Secondary versions) amongst others. Attracting a fairly widespread take-up, the QCA Step Descriptors (2000), designed specifically for use with pupils learning English as an additional language, enabled practitioners to establish a baseline and to track progress through the early stages of English language acquisition. In essence, this tool breaks National Curriculum Level 1 down into a series of four smaller steps which describe progression in English language skills in the four areas of listening, speaking, reading and writing. The steps were never intended for use with pupils in the Early Years and, when compared with the language-related assessments carried out by Early Years practitioners on children's developing use of English, do not provide a comparable level of detail.

Although it focused on a monolingual sample, one of the key findings of a longitudinal study commissioned by the DfES was that language development at the age of 2 years predicts children's performance on entry to primary school. Children's understanding and use of vocabulary and their use of two- or three-word sentences at 2 years of age is very strongly associated with their performance on entering primary school (DfE ALSPAC research, 2011). This is true whatever the language of the child; hence, in order to truly understand the performance potential of a child at entry into Key Stage 1, it seems pertinent to take into account their first language proficiency. Yet despite the obvious call to do this, there is little available by way of tools which afford practitioners consistency in assessing young children's first language skills in a reliable, meaningful way. Hence the picture is one whereby Early Years

assessments on children's developing language skills yield a comprehensive, detailed picture of what young children can do in English, but what is lacking is a means by which a parallel assessment of their first languages can take place.

Developing an approach to first language assessment in the Early Years

The London REAL Project in collaboration with the Hounslow Language Service produced assessment materials designed for use with children in the early years. Their Speaking and Listening materials suggest various short tasks with which a child might engage, which will give practitioners an idea about their receptive and expressive language, their use of different tenses, their knowledge of a range of verbs, their use of prepositions and their ability to use language to describe, to express preferences and to make predictions, for example. In terms of an outcome, this tool yields qualitative information about the child's language skills at a point in time. A strength of the materials is that the tasks suggested are based on experiences common to the vast majority of children, e.g. themselves, their families and homes, although there are some issues arising from the choice of visual stimuli included in the resource. For example, there are some pictures provided of different fruits and vegetables, items of clothing, and animals and their young. The particular items depicted may be less familiar to an individual child who may be unable to name, group or classify them in consequence. A picture of a living room is provided to assess a child's knowledge of prepositional language where it may be preferable to use a less abstract activity to do this, e.g. placing a familiar object on/under/next to the chair/table and talking about it with the child. In order to assess children's engagement with story and skills such as retelling using the past tense and predicting using the future tense, the REAL project materials include a sequence of three pictures which form a story. The practitioner tells the first part of the story to the child using the first picture, which is of a yellow school bus. The child is asked to predict what they think might happen next and then look at the second and third

pictures and to tell the remainder of the story. There are some difficulties arising from the choice of pictures. Firstly, the bus in the picture is neither representative of a bus in the UK nor of the type of minibus which may provide transport to school in this country so a child may not recognise it nor interpret that the setting for the story is a journey to school on a dedicated school bus. The following two pictures show an image of an angry confrontation between a boy and a girl, both Caucasian, and friendly resolution depicted symbolically as holding hands (the hands are those of people with different skin tones), respectively. Again, these images may not be meaningful to the child or relevant to their prior experience and the child may not perceive the intended link between them, as the children arguing are not the same children whose arms are depicted in the third picture, thus the child's engagement with the activity may be restricted and the language they produce limited. As an alternative to using this task, which a young child unfamiliar with the assessor and unable to make links between the pictures and their own life experiences might be reluctant to do, I used a dual-language picture book with a link to the child's interests and/or prior experiences and at various points the child was asked (in first language) to predict, recount, talk about the illustrations, etc. Fundamentally, however, the REAL materials do provide some useful ideas for ways to explore young children's language skills and the materials can be used to assess a child's English as well as any other language of which they have experience.

Drawing on the Early Years Foundation Stage assessments, the age-stage bands that are used by practitioners to assess children's development across the three prime areas of 'Listening and Attention', 'Understanding' and 'Speaking' as per the Early Learning Goals were

adapted by EAL specialists working with a member of the Early Years Advisory Service. Using ideas adapted from the London REAL Project to provide concrete contexts for assessment, the aim was to make best-fit judgements about children's first language skills by highlighting the descriptors each child demonstrated. This information was then compared with the child's EYFSP to see if judgements made about the child's English by their class teacher matched what was found about their first language. It was anticipated that, where there were concerns about a child's language development, information from the first language assessment would either confirm or refute the SEN hypothesis. If successful, this would mean that class teachers would be able to identify earlier and with greater accuracy children with potential language delays or disorders, enabling appropriate, targeted interventions to be put into place more quickly where these were needed. This early identification of need is something called for in the Bercow Review of 2008 which sought 'a more consistent and replicable approach to identifying and understanding need' in order that appropriate support can be put into place more quickly (in Commissioning Support Programme, p.1).

Methodology

A predominantly qualitative methodology frames this research. For the purposes of piloting the first language assessment tool, it was decided to focus on three children. Selection of the focus children was determined through conversation with school-based colleagues who identified two children about whom there were concerns in terms of their progress over time in acquiring speaking and listening skills in English and one other whose English language skills were not of concern. School-based colleagues thought it would be useful to have detailed information about the pupils' first language skills available as a comparison with their skills in English. The individual assessment of the three children chosen for this research can be found in Appendices 2 to 4. An additional example of the tool's use with an older child who had special educational needs and was being put forward for statutory assessment is included in Appendix 5:5. This child's first language skills were so delayed that the descriptors included in the new tool seemed the most appropriate way of providing information to support the application for statutory assessment.

In all four cases, discussions with the children's parents provided background information about each child's first language development and their experiences of different languages leading up to the present, together with parental feedback on their observations of their child's first language skills. Following this, observation of each child as they engaged with simple, short tasks supported by an experienced Bilingual Assistant who shared their first language was the primary way of gathering information and making judgements about the child's skills in listening and attention, understanding and speaking. The activities were similar but not identical for each of the three Year R children. Each drew

a picture of themselves and their family and talked about the various members of their family, drawing on information supplied by parents during the initial meeting. There was then a story, which the child chose from a selection based on their interests and/or prior knowledge. The Bilingual Assistant engaged the child in discussion about the story and the pictures, read the story to the child and at various points asked the child what (s)he thought might happen next. The child then chose one of three practical, play-based activities and the Bilingual Assistant, prompted by the researcher, asked further questions as the child carried out the activity.

Working with the Bilingual Assistant, the assessment tool developed with the Early Years Advisory Teacher, the descriptors each child had demonstrated during the course of the assessment session were then highlighted.

The highlighted descriptors were shared with the children's class teachers, who compared the first language assessments with the children's English language assessments for the same areas (listening and attention, understanding and speaking). This was done using a semi-structured interview schedule (Appendix 6:6). Feedback from the EMTAS Bilingual Assistants who collaborated on the piloting of the use of the assessment tool was also gathered in this way (Appendix 7:7), with key points made included in the findings section of this project.

Findings

Using the First Language Assessment Tool

Some of the descriptors were relatively easy to make a decision about but others may be less so for non-Early Years specialists or for speakers of particular languages. This was reflected in feedback from the Bilingual Assistants who collaborated on the fieldwork phase of this project. Terminology such as 'single-channelled attention', which is familiar to Early Years specialists, would need an explanation and examples as well as training in order for the Bilingual Assistant to be able to make that judgement. That said, experienced Bilingual Assistants commented that with a step-by-step guide detailing what to look for and training on how to carry out the assessment, with the appropriate resources provided, they would be able to highlight the statements themselves. This assertion would need further testing and moderation to establish whether or not this is indeed the case.

It may not be relevant to apply the same descriptors to all languages that may be spoken by children in Year R. For example, the descriptor 'Uses intonation, rhythm and phrasing to make the meaning clear to others' may not be relevant in a comparable way where the child speaks a tonal language such as Mandarin or Vietnamese, so use of the tool would not necessarily transfer to all languages. It would be necessary to explore the use of the tool with a broader range of language families, the tonal languages being of particularly relevance in Hampshire where numbers are significant.

Another issue identified was that children in Reception are not always able to maintain their concentration for long periods, which limited the time available for the assessment. The REAL Project suggested an assessment could be carried out in its entirety in 90 minutes, but it was found that this was rather optimistic with a shorter timescale of a maximum of about 45 minutes being a better guideline. This was particularly the case with the children whose first language development was atypical, i.e. where there were problems. It would have been preferable with these children to have carried out the assessment over several sessions in order to counteract the impact caused by this issue. However, in terms of practicality, this would not be either time- or cost-effective. For more able, confident children with well-developed first language skills, concentration spans were better and they could have continued for longer and engaged with additional activities.

To expect a child to engage with an unfamiliar adult in an unfamiliar context, observed by a second unfamiliar adult (the researcher) is identified as another potential issue. Where they do not feel comfortable and relaxed, children do not open up and respond as freely as they might with a familiar, trusted adult. This may have impacted negatively on the outcome of the assessment in that what the child was willing to express in an unfamiliar context with unfamiliar adults may not be a true reflection of their first language skills.

Triangulation of the data gathered from observation of the child working with the Bilingual Assistant with the information provided by parents did demonstrate a correlation, with most parents being very open about their child's early development. For this reason, parental involvement in the

process is seen as an essential component of this approach to first language assessment. There was similarly a correlation found between the child's language development in English and their first language development, with Early Years practitioners noting that those children about whom there were concerns demonstrated underdeveloped language skills in both first language and English whilst those whose acquisition of English seemed to follow the expected pathway also had securely developed, age-appropriate first language skills.

Conclusions

The findings from the pilot showed that it is possible to assess a child's first language skills and from this assessment to identify particular issues that may require follow-up, as well as to highlight strengths. The first language assessments carried out during the pilot phase of this research project were well received by practitioners who commented that on the whole these matched their own judgements about the children's developing language skills in English. Andrei's assessment (

Appendix 4:) was reassuring to his teacher who had been concerned about his emotional vulnerability and lack of engagement; she felt reassured by the information yielded by his first language assessment which demonstrated that his cognitive and linguistic functioning in L1 was age-appropriate, with the net result being a revised focus on his social and emotional needs and how these might be addressed in the classroom. The assessment of Kalpana's first language skills (Appendix 5:) was especially valued as it provided a level of detail that the SENCo was pleased to be able to include in the application for statutory assessment. However, there are a number of cautions that should be heeded by staff in relation to this work.

Firstly, there is the question of the accuracy of the outcome. It was found that highlighting the descriptors often did not result in the identification of a definitive age-stage banding and so the outcome was pretty broad compared with the judgements a practitioner might make about a child's use of English. Reasons for this include the Early Years practitioner being able to draw on a far broader range of observations of a child's use of English and to carry out their assessments ongoing over a

protracted period of time. In contrast, the time available to carry out the first language assessment with the children was short and the assessment outcomes were therefore based on comparatively little evidence. This raises questions about the validity of the outcome. However, where there were concerns about a child's progress in acquiring English, these were matched by concerns expressed by parents of two of the focus children (see Appendix 3: and Appendix 5:) whilst the child about whose English acquisition staff had no such concerns was found to be similarly competent in her first language (see Appendix 2:). Hence the triangulation exercise is seen as an important aspect of first language assessment using the new tool.

Secondly, there are issues relating to practicalities. For example, in Hampshire the majority of referrals to EMTAS made by schools for assessment of children for whom English is an additional language are for children in Reception class. If Bilingual Assistants were required to carry out a first language assessment of this level of detail with each child referred, it would be very time-consuming and likely to result in capacity issues for the Service. In addition to this, EMTAS does not have a Bilingual Assistant to cover every one of the languages spoken by the Year R children referred for assessment, which would mean the assessment process would have a built-in bias with children who speak those languages less commonly found in Hampshire schools less well-catered for. Furthermore, there are operational difficulties contacting some parents, e.g. those who work shifts, those who speak very little English and those whose first language is not covered by EMTAS staff. This would impact negatively on the information-gathering and also on the triangulation element of the process already identified as necessary to render the assessment valid.

Overall, however, the benefits of being able to identify at an early stage the existence of an issue with any aspect of a child's development clearly outweighs any issues associated with the exercise. Early and accurate identification of a support need enables better targeting of support and intervention, whilst the opportunity to engage parents in the process means a shared understanding of the difficulties and how schools and families can work together to address these.

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Appendices

Appendix 1:

First Language Assessment Tool

This first language assessment tool was developed collaboratively with the researcher working with an Early Years Advisory Teacher. Here, the tool is presented in its entirety including all the guidance notes and references to the Early Years Foundation Stage Framework. The tool was used by the researcher during the pilot phase to assess the first language skills of three children in Year R and one further child with Special Educational Needs in Year 4. Worked examples of the assessment outcomes for these focus children can be found in Appendices 2 to 5.

Excerpt from EYFS Framework:

3.2 Children for whom English is not their home language

The communication skills of children for whom English is not their home language are not all the same. These children will be at different stages of learning English and one or more other languages. Learning English as an additional language is not a special educational need. Practitioners need to find out as much as they can about a child's prior language experience and any education experienced elsewhere. Parents, as the first educators, are an important source of information.

Underpinning the EYFS Profile assessment is the understanding that language is central to our sense of identity and belonging to a community, and that linguistic diversity is a strength that is recognised and valued. Practitioners may need to help parents understand that a child's home language development will help them learn English.

Parents also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting. Practitioners will need to observe the child over time and raise questions with the parents, and/or bilingual support assistants, to be confident about what the child knows and understands.

There are three aspects specific to the assessment of children for whom English is not their home language:

- development in their home language;
- development across areas of learning, assessed through their home language; and
- development of English.

Within the EYFS Profile, the ELGs for communication and language and for literacy must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including the child's home language and English.

This has implications for provision. The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success, and where they can participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning, their environment must reflect their cultural and linguistic heritage and their learning be supported by a wide range of stimuli and experiences.

Rationale For Trialling Tracking System:

Members of the EMTAS team met with a CCST from the Early Years Advisory Team to look at ways to support settings and schools in tracking EAL children. Excerpt 3.2 from the EYFS framework provided a basis for this discussion. It was felt that there were several key points to address:

- Increasing practitioner understanding of EAL as separate and distinct from a special educational need, and therefore just because a child's English is at a low level does not mean they have speech, language and communication difficulties or difficulties in other areas of learning.
- Supporting practitioner confidence in how to assess and track children's Communication and Language development in their home languages.
- Ensuring practitioners are also aware that they must assess and track children's Communication and Language development in English, and that judgements for the Early Learning Goals for Communication and Language must be made based on English.

As a result of this the members of the working party looked through the Communication and Language statements in Early Years Outcomes, and decided which of these were appropriate for use to track home language development and which needed extra information adding. They also agreed to compile the relevant statements for English development labelled in stages 1, 2, 3, … rather than age/stage bands, as EAL children will be working through these at different times.

For settings and schools who would like to trial this system, it is suggested that they use these documents to track both the child's home language <u>and</u> their development with English periodically when they make their assessments for the other areas of learning, which is usually four times a year.

Overview of Communication and Language Development in English and in home language

Name……………………………   Date of Birth………………

Home Language/s…………………………………………………………

Length of time in English-speaking environment…………………………

Date	Home Language			English		
	Listening and Attention	Understanding	Speaking	Listening and Attention	Understanding	Speaking

English
Listening and Attention – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Understanding – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Speaking – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal

Home Language
Listening and Attention – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Understanding – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Speaking – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal

Remember, the Early Learning Goals must be reported for children's development in English.

Communication and Language – Home Language Development

Name……………………………………………………………
Date of Birth……………………………………………………...

Home Language/s…………………………………………

The following tables set out what you should be observing the child doing at each stage, if they are developing typically for their age. There are still examples included in English to support understanding of the statements; however, the child must be displaying this behaviour in their home language. For assessing home language development it may be difficult to observe some of this in your setting/school, so it is important to <u>observe the children with their parents and other home language speakers</u>, and to <u>talk to parents about their child's communication and language development</u>. If needed this could be done through an interpreter from EMTAS or the local community, with agreement from the parent.

You could highlight or tick statements which you are confident the child is displaying in their behaviour. You could also annotate whether you have observed a particular behaviour (O) or have been told about it by parents (P). Then you can make a best fit judgement about which age/stage band the child is for each of the three aspects, each time you update your tracking.

Please pass on both this tracking and that of the child's Communication and Language development in English to their next setting/class as part of transition.

<u>Remember, the Early Learning Goals must be reported for children's development in English.</u>

Strategies used for collecting information about child's Communication and Language development in their home language:

Listening and Attention

Stage	Typical Behaviour
1	• Turns towards a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words or finger plays. • Fleeting attention – not under child's control, new stimuli take whole attention.
2	• Moves whole body to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking.
3	• Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear.
4	• Listens with interest to the noises adults make when they read stories. • Recognises and responds to (not necessarily verbally) many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single-channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
5	• Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listens or does, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).
6	• Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span.
Early Learning Goal	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Additional Notes:

Understanding

Stage	Typical Behaviour
1	• Stops and looks when hears own name. (Ensure pronunciation is correct.) (Also some children may have two names, for example those from Chinese families.) • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. (Take into account cultural differences in gestures, for example waving.)
2	• Developing the ability to follow others' body language, including pointing and gesture. (Take into account cultural differences in gesture.) • Responds to the different things said when in a familiar context with a special person. • Understanding of single words in context is developing, e.g. cup, milk, daddy (in home language).
3	• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.').
4	• Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). • Developing understanding of simple concepts (e.g. big/little).
5	• Understands use of objects (e.g. 'What do we use to cut things?'). • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.
6	• Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. (Very important to take cultural differences into account.) • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.
Early Learning Goal	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Additional Notes:

Speaking

Stage	Typical Behaviour
1	• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba', 'nono', 'gogo'.
2	• Uses sounds in play, e.g. 'brrrm' for toy car. (These sounds may vary in different languages, e.g. the sounds animals make.) • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
3	• Copies familiar expressions. • Beginning to put two words together (e.g. 'want ball', 'more juice'). (In some languages this may be joining two bits of meaning to extend a word.) • Uses different types of everyday words (nouns, verbs and adjectives). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.
4	• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences.
5	• Beginning to use more complex sentences to link thoughts. • Can retell a simple past event in correct order. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. • Uses a range of tenses. (Not all languages express time and tense in the same way as English.) • Uses intonation, rhythm and phrasing to make the meaning clear to others. (In some languages intonation changes meaning, so check that the child's meaning is clear to others.) • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play.
6	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

	• Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.
Early Learning Goal	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Additional Notes:

First Language Assessment of a Year R Nepali-speaking girl 'Kheena'

Confidential

Hampshire Ethnic Minority and Traveller Achievement Service

Early Profiling Report

School: **An Infant School**

DFE Number:

Pupil Name: **Kheena**

Year Group: **R**

EMA Number:

EMTAS Staff: **Kamala, Sarah Coles**

Date of Visit(s):

   27/01/2015
   03/02/2015

Hampshire EMTAS – Initial Pupil Profile

Pupil: Kheena	**Gender:** F	**DoB:** March 2010	**Year Group:** R
Language(s) Spoken at home: Nepali, English	**Language(s) Written/Read by pupil:** Developing English		
Pupil's Country of Origin or UK born: UK born	**Ethnic Code:** AOTH		
Parents' Country of Origin: Nepal	**Religion:** Christian		
UPN No:	**Date of admission to school**: 08/09/2014		
School: An Infant School	**Date of arrival in UK:** UK born		
School Staff, role and email: Stephanie B EAL Coordinator	**EMTAS Staff and email:** Kamala Sarah Coles		

Previous Schooling: Kheena attended a nursery school in Nepal for 4 months prior to joining her family in the UK in April 2014. She did not attend any pre-schools in the UK.

Any immediate concerns/comments: *For example, any known SEN, any emotional or settling in*:
NONE

Any issues raised by school: NONE

Any dietary/health concerns: NONE

	Date assessed	Speaking	Listening	Reading	Writing
Initial levels in English	10/02/2015	Step 1	Step 1	Step 1	Step 1

Hampshire EMTAS

Initial observations on use of language

Pupil: Kheena	Year Group: R
First language (L1): Nepali	**English** using QCA Step Descriptors where appropriate
Listening and Speaking	**Listening and Speaking**
• Uses short simple sentences and phrases to express her likes and dislikes • Speech is clear and understandable • Quite talkative and friendly • Understands simple instructions very well	• Speaks using simple sentences and phrases • Speech is clear and understandable • Able to follow simple instructions accurately • Very chatty and friendly
Reading	**Reading**
• Not yet able to read Nepali	• Able to recognise initial sounds in a word • Able to read most CVC words • Able to recognise and read numbers up to 10 • Developing knowledge of shapes
Writing (sample attached) Click here for drop down	**Writing (sample attached)** Yes
• Not yet able to write Nepali	• Able to write her first name neatly and correctly • Able to write the initial sounds of CVC words correctly • Letters are very well formed and has a very good pencil control • Produced a neat drawing of Peppa Pig's family

Overview of Communication and Language Development in English and in home language

Name: Kheena   Date of Birth: March 2010

Home Language: Nepali

Length of time in English-speaking environment: UK born but spent 18 months living in Nepal with grandparents (from the age of 2 years)

Date	Home Language			English		
	Listening and Attention	Understanding	Speaking	Listening and Attention	Understanding	Speaking
Feb 2015	ELG achieved	ELG achieved	ELG achieved			

English

Listening and Attention – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Understanding – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Speaking – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal

Home Language

Listening and Attention – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Understanding – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Speaking – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal

Remember, the Early Learning Goals must be reported for children's development in English.

Communication and Language – Home Language Development

Name: **Kheena**

Date of Birth: **March 2010**

Home Language: **Nepali**

The following tables set out what you should be observing the child doing at each stage, if they are developing typically for their age. There are still examples included in English to support understanding of the statements; however, the child must be displaying this behaviour in their home language. For assessing home language development it may be difficult to observe some of this in your setting/school, so it is important to observe the children with their parents and other home language speakers, and to talk to parents about their child's communication and language development. If needed this could be done through an interpreter from EMTAS or the local community, with agreement from the parent.

You could highlight or tick statements which you are confident the child is displaying in their behaviour. You could also annotate whether you have observed a particular behaviour (O) or have been told about it by parents (P). Then you can make a best fit judgement about which age/stage band the child is for each of the three aspects, each time you update your tracking.

Please pass on both this tracking and that of the child's Communication and Language development in English to their next setting/class as part of transition.

Remember, the Early Learning Goals must be reported for children's development in English.

Strategies used for collecting information about child's Communication and Language development in their home language:
  - **Discussion with mother** - **Activities with child carried out in first language**

Listening and Attention: Nepali	
Stage	**Typical Behaviour**
1	• Turns towards a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words or finger plays. • Fleeting attention – not under child's control, new stimuli take whole attention.
2	• Moves whole body to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking.
3	• Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear.
4	• Listens with interest to the noises adults make when they read stories. • Recognises and responds to (not necessarily verbally) many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single-channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
5	• Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listens or does, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).
6	• Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span.
Early Learning Goal	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Additional Notes: Kheena listens and responds appropriately in conversation in Nepali. She enjoys listening to stories and she participates actively in talk, making relevant comments, asking relevant questions and following up with appropriate actions. She can sustain her engagement with conversation whilst simultaneously doing something else.

Understanding: Nepali	
Stage	**Typical Behaviour**
1	• Stops and looks when hears own name. (Ensure pronunciation is correct.) (Also some children may have two names, for example those from Chinese families.) • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. (Take into account cultural differences in gestures, for example waving.)
2	• Developing the ability to follow others' body language, including pointing and gesture. (Take into account cultural differences in gesture.) • Responds to the different things said when in a familiar context with a special person. • Understanding of single words in context is developing, e.g. cup, milk, daddy (in home language).
3	• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.').
4	• Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). • Developing understanding of simple concepts (e.g. big/little).
5	• Understands use of objects (e.g. 'What do we use to cut things?'). • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.
6	• Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. (Very important to take cultural differences into account.) • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.
Early Learning Goal	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Additional Notes: Kheena understands and follows instructions which involve several ideas or actions. She asks and answers 'how' and 'why' questions about her own experiences and in response to stories or events.

Speaking: Nepali

Stage	Typical Behaviour
1	• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba', 'nono', 'gogo'.
2	• Uses sounds in play, e.g. 'brrrm' for toy car. (These sounds may vary in different languages, e.g. the sounds animals make.) • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
3	• Copies familiar expressions. • Beginning to put two words together (e.g. 'want ball', 'more juice'). (In some languages this may be joining two bits of meaning to extend a word.) • Uses different types of everyday words (nouns, verbs and adjectives). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.
4	• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences.
5	• Beginning to use more complex sentences to link thoughts. • Can retell a simple past event in correct order. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. • Uses a range of tenses. (Not all languages express time and tense in the same way as English.) • Uses intonation, rhythm and phrasing to make the meaning clear to others. (In some languages intonation changes meaning, so check that the child's meaning is clear to others). • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play.
6	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

Early Learning Goal	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Additional Notes: Kheena talks at length about her interests and experiences. She uses talk to accompany her imaginative play, developing different characters in her teacher–pupil play, for example. She can talk about events in the past, present and future using full, grammatically correct and complete sentences in Nepali. She has a broad and varied working vocabulary.

Hampshire EMTAS – Early Profiling Information

Pupil: Kheena	**Year Group**: R

L1: Nepali

Context of visit: *where observed, when, number of visits, parent meeting arranged*

I met Kheena outside her class on my first visit. She appeared to be a very happy, chatty girl. I was also able to assess her English and Nepali language skills on a one-to-one basis and gain some background information. During my second visit I had an opportunity to observe her in class and I spoke to her mother to discuss any concerns and gather further background information.

Background Information:

Family background:

Kheena's father served in the Army and lived in A Town for a number of years. He is now retired from the army and works full time. Her mother works part time. Kheena was born in the UK and lived with her parents until the age of 2 years. She went to live with her grandparents in Nepal for one year and six months while her mother was expecting another baby. She came back to the UK in April 2014 and joined An Infant School in September 2014. Both parents are very supportive towards her education. She has one elder sister in A Junior School and a younger brother approaching 2yrs.

Current school: preferred subjects, settling in, friendships

Kheena seems to have settled into her new school very well. She appears to be very happy around her peers. She has made a circle of good friends around her. She appears to be quite a confident girl.

Likes/dislikes/hobbies/gifts/talents:

At home Kheena likes to play with her sister mostly and sometimes enjoys watching TV. She also likes to play with her toys. According to her mother she is very confident and has no problem interacting with her friends. She enjoys teacher/student role play with her sister and often likes to be the teacher. She often finds ways to occupy herself playing with her imaginary friends.

Recommendations:

*See sheet in EMTAS pupil record file for main **general recommendations** for pupils within this Key Stage*

Please consider EMTAS training for your staff. Much of our training is free, can take place in your school and can be adapted to your needs.

Priority recommendations for this pupil:

Any other information:

Recommendations:

1. Encourage parents to continue using first language at home as research shows that the continued development of first language has a positive impact on English language development.
2. Send details of current topics home for parents to talk through in Nepali, to aid Kheena's understanding of new concepts in class.
3. Involve Kheena in as many collaborative activities as possible with pupils who can provide good models of spoken and written English.
4. Encourage interaction with other children through games and role plays.
5. Kheena will not need any in-class bilingual support at present. However, if the situation changes please contact EMTAS.

First Language Assessment of a Year R Nepali-speaking boy 'Puran'

Confidential

Hampshire Ethnic Minority and Traveller Achievement Service

Early Profiling Report

School: **An Infant School**

DFE Number:

Pupil Name: **Puran**

Year Group: **R**

EMA Number:

EMTAS Staff: **Kamala; Sarah Coles**

Date of Visit(s):
         13/01/2015
         05/02/2015

Hampshire EMTAS – Initial Pupil Profile

Pupil: Puran	**Gender:** M	**DoB:** April 2010		**Year Group:** R
Language(s) Spoken at home: Nepali	**Language(s) Written/Read by pupil:** Developing English			
Pupil's Country of Origin or UK born: Born in Brunei	**Ethnic Code:** AOTH			
Parents' Country of Origin: Nepal	**Religion:** Hindu			
UPN No:	**Date of admission to school:** 08/09/2014			
School: An Infant School	**Date of arrival in UK:** 2012			
School Staff, role and email: Stephanie B EAL Co-ordinator	**EMTAS Staff and email:** Kamala Sarah Coles			

Previous Schooling: Puran attended B pre-school. According to his mother the pre-school did not show any concerns over his behaviour except for his very quiet and reserved personality.

Any immediate concerns/comments: *For example, any known SEN, any emotional or settling in*: According to his mother Puran sometime projects some challenging behaviour (wanting things in his way) and with his grandparents living together with the family his mother often finds it difficult to manage his challenging behaviour (grandparents giving in to his demands).

Any issues raised by school: very quiet and reserved

Any dietary/health concerns: Puran has had his front eight teeth taken out following decay.

	Date assessed	Speaking	Listening	Reading	Writing
Initial levels in English	08/02/2015	Step 1	Step 1	Step 1	Step 1

Hampshire EMTAS

Initial observations on use of language

Pupil: Puran	**Year Group:** R
First language (L1): Nepali	**English** using QCA Step Descriptors where appropriate
Listening and Speaking	**Listening and Speaking**
• Speech not clear – able to sound out initial sounds clearly • Found difficult to pronounce short phrases clearly • Able to pronounce single words accurately • Able to understand simple conversational phrases and sentences • Not yet able to use a full simple sentence in Nepali • Listened well with some understanding	• Speech not clear – able to sound out initial sounds clearly • Found difficult to pronounce short phrases • Able to pronounce single words accurately • Able to understand simple conversational phrases and sentences • Listened well with some understanding
Reading	**Reading**
• Not yet able to read Nepali	• Able to talk about a picture book using words and phrases, e.g. doctor, uncle and boy go • Able to count up to 10 in a sequence however not yet able to recognise numbers • Able to recognise some basic shapes – circle, square and triangle
Writing (sample attached) Click here for drop down	**Writing (sample attached)** Click here for drop down
• Not yet able to write Nepali	• Able to write initial sound for his name • Good pencil hold • Able to draw shapes to represent people and put some details, e.g. eyes, ears, nose, mouth, hands and legs

Overview of Communication and Language Development in English and in home language

Name: Puran   Date of Birth: April 2010

Home Language: Nepali

Length of time in English-speaking environment: Around 2 years

Date	Home Language			English		
	Listening and Attention	Understanding	Speaking	Listening and Attention	Understanding	Speaking
Feb 2015	Stage 5-6	Stage 4-5	Stage 3 with some features from next 2 stages up			

English

Listening and Attention – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Understanding – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Speaking – Birth to 11 months – 8 to 20 months – 16 to 26 months – 40 to 60+ months – Early Learning Goal

Home Language

Listening and Attention – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Understanding – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Speaking – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 (odd elements of these 2 latter stage descriptors) – Stage 6 – Early Learning Goal

<u>Remember, the Early Learning Goals must be reported for children's development in English.</u>

Communication and Language – Home Language Development

Name: Puran

Date of Birth: April 2010

Home Language/s: Nepali

The following tables set out what you should be observing the child doing at each stage, if they are developing typically for their age. There are still examples included in English to support understanding of the statements; however, the child must be displaying this behaviour in their home language. For assessing home language development it may be difficult to observe some of this in your setting/school, so it is important to observe the children with their parents and other home language speakers, and to talk to parents about their child's communication and language development. If needed this could be done through an interpreter from EMTAS or the local community, with agreement from the parent.

You could highlight or tick statements which you are confident the child is displaying in their behaviour. You could also annotate whether you have observed a particular behaviour (O) or have been told about it by parents (P). Then you can make a best fit judgement about which age/stage band the child is for each of the three aspects, each time you update your tracking.

Please pass on both this tracking and that of the child's Communication and Language development in English to their next setting/class as part of transition.

Remember, the Early Learning Goals must be reported for children's development in English.

Strategies used for collecting information about child's Communication and Language development in their home language:
Conversation with mother **First language conversation about family with drawing activity** **First language storytelling (with question prompts)**

Listening and Attention: Nepali

Stage	Typical Behaviour
1	• Turns towards a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words or finger plays. • Fleeting attention – not under child's control, new stimuli take whole attention.
2	• Moves whole body to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking.
3	• Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear.
4	• Listens with interest to the noises adults make when they read stories. • Recognises and responds to (not necessarily verbally) many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single-channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
5	• Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listens or does, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).
6	• Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span.
Early Learning Goal	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Additional Notes: Puran can maintain his focus on a task supported and led by an adult for over half an hour. He can listen to talk about familiar experiences and to a story told in first language. He can recall key events in a story he has heard.

Understanding: Nepali

Stage	Typical Behaviour
1	• Stops and looks when hears own name. (Ensure pronunciation is correct.) (Also some children may have two names, for example those from Chinese families.) • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. (Take into account cultural differences in gestures, for example waving.)
2	• Developing the ability to follow others' body language, including pointing and gesture. (Take into account cultural differences in gesture.) • Responds to the different things said when in a familiar context with a special person. • Understanding of single words in context is developing, e.g. cup, milk, daddy (in home language).
3	• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.').
4	• Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). • Developing understanding of simple concepts (e.g. big/little).
5	• Understands use of objects (e.g. 'What do we use to cut things?'). • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.
6	• Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. (Very important to take cultural differences into account.) • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.
Early Learning Goal	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Additional Notes: Puran understands simple, very straightforward spoken Nepali where the language is supported by non-verbal cues such as pictures, gestures, etc. and/or rooted in familiar, concrete contexts. His responses to simple questions e.g. 'Can you see Tommy in this picture?', 'How many windows are there?' are not always appropriate.

Speaking: Nepali

Stage	Typical Behaviour
1	- Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. - Makes own sounds in response when talked to by familiar adults. - Lifts arms in anticipation of being picked up. - Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba', 'nono', 'gogo'.
2	- Uses sounds in play, e.g. 'brrrm' for toy car. (These sounds may vary in different languages, e.g. the sounds animals make.) - Uses single words. - Frequently imitates words and sounds. - Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). - Uses pointing with eye gaze to make requests, and to share an interest. - Creates personal words as they begin to develop language.
3	- Copies familiar expressions. - Beginning to put two words together (e.g. 'want ball', 'more juice'). (In some languages this may be joining two bits of meaning to extend a word.) - Uses different types of everyday words (nouns, verbs and adjectives). - Beginning to ask simple questions. - Beginning to talk about people and things that are not present.
4	- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. - Holds a conversation, jumping from topic to topic. - Learns new words very rapidly and is able to use them in communicating. - Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. - Uses a variety of questions (e.g. what, where, who). - Uses simple sentences.
5	- Beginning to use more complex sentences to link thoughts. - Can retell a simple past event in correct order. - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Questions why things happen and gives explanations. - Uses a range of tenses. (Not all languages express time and tense in the same way as English.) - Uses intonation, rhythm and phrasing to make the meaning clear to others. (In some languages intonation changes meaning, so check that the child's meaning is clear to others.) - Uses vocabulary focused on objects and people that are of particular importance to them. - Builds up vocabulary that reflects the breadth of their experiences. - Uses talk in pretending that objects stand for something else in play.
6	- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to a main theme or intention. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduces a storyline or narrative into their play.

Early Learning Goal	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Additional Notes: Puran uses a mixture of Nepali and English when responding in conversation. He speaks in phrases, not full sentences, and uses gesture to support him to communicate meaning, e.g. pointing. His speech is not always clear and he is not always able to make himself understood.

Hampshire EMTAS – Early Profiling Information

Pupil: Puran	**Year Group**: R

L1:   Nepali

Context of visit: *where observed, when, number of visits, parent meeting arranged*

I met Puran outside his class. I also had a chance to do some in-class observation after the meeting. On another occasion I had an opportunity to meet with his mother to gain some additional background information. I also worked with Sarah Coles to carry out a full assessment of Puran's first language skills.

Background Information:

Family background:

Puran was born in Brunei and initially arrived in the UK in 2012. He attended B pre-school in A Town for 2 years. He is the only child in the family. He lives with his mother, father and his paternal grandparents. His father is in the army and mother also works full time. The family speak Nepali at home.

According to his mother Puran's speech development was delayed. Puran has not had a hearing test yet, therefore I advised mother to have his hearing and eyesight checked.

Current school: preferred subjects, settling in, friendships

Puran has begun to settle in his new class. According to the school he is a quiet and caring member of the school and is beginning to form friendships. He said he has quite a few friends who he loves playing with. He enjoys fine-motor activities such as using the play-dough and magnets. He also likes playing outside.

Likes/dislikes/hobbies/gifts/talents:

Puran loves playing games on his iPad and drawing monsters and Mummy and Daddy. He also enjoys watching his favourite cartoons and looking at picture books.

Recommendations:

See sheet in EMTAS pupil record file for main **general recommendations** *for pupils within this Key Stage*

Please consider EMTAS training for your staff. Much of our training is free, can take place in your school and can be adapted to your needs.

Priority recommendations for this pupil:

Any other information:

Recommendations:

1. Ensure Puran is seated in a position where he has a clear view of the board/teacher/resources and use his name to attract his attention.
2. Continue to support input given in English with pictures, illustrations, gestures, etc.
3. To give Puran access to instructions in child-friendly language, break them into single-stage instructions and have another child repeat them back.
4. Use recasting to model correct, grammatically complete English in context.
5. Use praise and rewards (stickers) to motivate and to promote participation.
6. Refer on to speech and language for a full assessment of Puran's language-learning support needs as it would appear there are problems with his first language development as well as with his English.
7. Ensure regular contact with mum is maintained. Send home key words to practise, pictures to talk about (linked to class/topic work or to Puran's interests), talk-based games to play with family (in Nepali or English). Grandparents may be willing to assist where activities can be done in Nepali and mum would appreciate some support in providing opportunities for everyone at home to work with Puran in constructive ways.

First Language Assessment of a Year R Romanian-speaking boy 'Andrei'

Confidential

Hampshire Ethnic Minority and Traveller Achievement Service

Early Profiling Report

School: **An Infant School**

DFE Number:

Pupil Name: **Andrei**

Year Group: **R**

EMA Number:

EMTAS Staff: **Kamala, Sarah Coles, Laura**

Date of Visit(s):
            13/01/2015
            11/02/2015

Hampshire EMTAS – Initial Pupil Profile

Pupil: Andrei	**Gender:** M	**DoB:** March 2010	**Year Group:** R
Language(s) Spoken at home: Romanian	**Language(s) Written/Read by pupil:** Developing English		
Pupil's Country of Origin or UK born: Romania	**Ethnic Code:** WOTH		
Parents' Country of Origin: Romania	**Religion:** Christian		
UPN No:	**Date of admission to school:** 08/09/2014		
School: An Infant School	**Date of arrival in UK:** 2014		
School Staff, role and email: Stephanie B EAL Coordinator	**EMTAS Staff and email:** Kamala Sarah Coles		

Previous Schooling: None

Any immediate concerns/comments: *For example, any known SEN, any emotional or settling in*:
Andrei becomes tearful very quickly where there is an unexpected change to his routine.

Any issues raised by school: Andrei is a sensitive boy who does not cope well with changes to his routine. He becomes tearful easily.

Any dietary/health concerns: None

	Date assessed	Speaking	Listening	Reading	Writing
Initial levels in English	08/02/2014	Step 1	Step 1	Step 1	Step 1

Hampshire EMTAS
Initial observations on use of language

Pupil: Andrei	**Year Group:** R
First language (L1): Romanian	**English** using QCA Step Descriptors where appropriate
Listening and Speaking	**Listening and Speaking**
• Andrei appears to have sound understanding of his first language • Often mixed English and Romanian while answering my questions and talking about the pictures	• Listens for a very short burst of time • Speaks softly: mixture of Romanian and English • Appears to be a very chatty boy • Pronunciation not clear at times, e.g. et for ear, chip for lip • Able to follow simple instructions
Reading	**Reading**
• Not yet able to read Romanian	• Developing knowledge of basic shapes • Made effort to talk about the pictures, e.g. 'frog jumping in water', 'I am writed my name' and 'finish'
Writing (sample attached) No	**Writing (sample attached) No**
• Not yet able to write in Romanian	• Good pencil hold • Able to draw some lines and shapes to represent pictures of his family

Overview of Communication and Language Development in English and in home language

Name: Andrei   Date of Birth: March 2010

Home Language: Romanian

Length of time in English-speaking environment……………………………

Date	Home Language			English		
	Listening and Attention	Understanding	Speaking	Listening and Attention	Understanding	Speaking
Feb 2015	Stage 5-6, elements of ELG	Stage 4-5 with elements of Stage 6	Stage 3-5			

English

Listening and Attention – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Understanding – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal
Speaking – Birth to 11 months – 8 to 20 months – 16 to 26 months – 22 to 36 months – 30 to 50 months – 40 to 60+ months – Early Learning Goal

Home Language

Listening and Attention – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Understanding – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal
Speaking – Stage 1 – Stage 2 – Stage 3 – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal

Remember, the Early Learning Goals must be reported for children's development in English.

Communication and Language – Home Language Development

Name: **Andrei**

Date of Birth: **March 2010**

Home Language: **Romanian**

The following tables set out what you should be observing the child doing at each stage, if they are developing typically for their age. There are still examples included in English to support understanding of the statements; however, the child must be displaying this behaviour in their home language. For assessing home language development it may be difficult to observe some of this in your setting/school, so it is important to <u>observe the children with their parents and other home language speakers</u>, and to <u>talk to parents about their child's communication and language development</u>. If needed this could be done through an interpreter from EMTAS or the local community, with agreement from the parent.

You could highlight or tick statements which you are confident the child is displaying in their behaviour. You could also annotate whether you have observed a particular behaviour (O) or have been told about it by parents (P). Then you can make a best fit judgement about which age/stage band the child is for each of the three aspects, each time you update your tracking.

Please pass on both this tracking and that of the child's Communication and Language development in English to their next setting/class as part of transition.

<u>Remember, the Early Learning Goals must be reported for children's development in English.</u>

Strategies used for collecting information about child's Communication and Language development in their home language:
  - **Talking about family in Romanian** - **Story-sharing in Romanian** - **Discussion about the story** - **Play: Andrei chose the Duplo and made a train**

Listening and Attention: Romanian

Stage	Typical Behaviour
1	• Turns towards a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words or finger plays. • Fleeting attention – not under child's control, new stimuli take whole attention.
2	• Moves whole body to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking.
3	• Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear.
4	• Listens with interest to the noises adults make when they read stories. • Recognises and responds to (not necessarily verbally) many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single-channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
5	• Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listens or does, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).
6	• Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span.
Early Learning Goal	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Additional Notes: Once he had calmed down, Andrei responded well to Romanian and paid good attention to the story, *The Enormous Turnip*, shared with him by Laura Donea. He was able to anticipate key events in the story. Whilst building his train out of Duplo, he was focused and engaged.

Understanding: Romanian	
Stage	**Typical Behaviour**
1	• Stops and looks when hears own name. (Ensure pronunciation is correct.) (Also some children may have two names, for example those from Chinese families.) • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. (Take into account cultural differences in gestures, for example waving.)
2	• Developing the ability to follow others' body language, including pointing and gesture. (Take into account cultural differences in gesture.) • Responds to the different things said when in a familiar context with a special person. • Understanding of single words in context is developing, e.g. cup, milk, daddy (in home language).
3	• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.').
4	• Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). • Developing understanding of simple concepts (e.g. big/little).
5	• Understands use of objects (e.g. 'What do we use to cut things?'). • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.
6	• Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. (Very important to take cultural differences into account.) • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.
Early Learning Goal	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Additional Notes: Andrei's understanding of Romanian is generally good and he was able to respond appropriately to most of Laura's questions, often by pointing or using other non-verbal gestures.

Speaking: Romanian

Stage	Typical Behaviour
1	- Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. - Makes own sounds in response when talked to by familiar adults. - Lifts arms in anticipation of being picked up. - Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba', 'nono', 'gogo'.
2	- Uses sounds in play, e.g. 'brrrm' for toy car. (These sounds may vary in different languages, e.g. the sounds animals make.) - Uses single words. - Frequently imitates words and sounds. - Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). - Uses pointing with eye gaze to make requests, and to share an interest. - Creates personal words as they begin to develop language.
3	- Copies familiar expressions. - Beginning to put two words together (e.g. 'want ball', 'more juice'). (In some languages this may be joining two bits of meaning to extend a word.) - Uses different types of everyday words (nouns, verbs and adjectives). - Beginning to ask simple questions. - Beginning to talk about people and things that are not present.
4	- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. - Holds a conversation, jumping from topic to topic. - Learns new words very rapidly and is able to use them in communicating. - Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. - Uses a variety of questions (e.g. what, where, who). - Uses simple sentences.
5	- Beginning to use more complex sentences to link thoughts. - Can retell a simple past event in correct order. - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Questions why things happen and gives explanations. - Uses a range of tenses. (Not all languages express time and tense in the same way as English.) - Uses intonation, rhythm and phrasing to make the meaning clear to others. (In some languages intonation changes meaning, so check that the child's meaning is clear to others.) - Uses vocabulary focused on objects and people that are of particular importance to them. - Builds up vocabulary that reflects the breadth of their experiences. - Uses talk in pretending that objects stand for something else in play.
6	- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to a main theme or intention. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduces a storyline or narrative into their play.

Early Learning Goal	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Additional Notes: Andrei was reluctant to speak much so this was a difficult area to assess fully and accurately. I would say it is likely that he can do more than is indicated above but, because of his shyness and difficulties coping with new situations and new people, he was fairly reticent today.

Andrei's speech in Romanian is characterised by the use of simplified sounds with some consonant sounds missing. He uses 'baby' words for some objects but on the whole his vocabulary is close to that expected for a child of his age. As he became more relaxed, Andrei talked more, saying things like 'The train goes to the station then the train goes home' and 'The train went with great speed' (when talking about his own experiences of going on a train with his mum) and 'The fire car is bigger' (Andrei's contribution to a conversation about Lego vehicles when choosing a sticker).

Hampshire EMTAS – Early Profiling Information

Pupil: Andrei	**Year Group**: R

L1: Romanian

Context of visit: *where observed, when, number of visits, parent meeting arranged*

We met Andrei at school and worked with him in withdrawal to assess his language skills in Romanian.

Background Information:

Family background:

Andrei is the only child in the family unit. He lives with his parents.

Current school: preferred subjects, settling in, friendships

.

Likes/dislikes/hobbies/gifts/talents:

Recommendations:

*See sheet in EMTAS pupil record file for main **general recommendations** for pupils within this Key Stage*

Please consider EMTAS training for your staff. Much of our training is free, can take place in your school and can be adapted to your needs.

Priority recommendations for this pupil:

Any other information:

Recommendations:

1. Continue to use praise to promote target behaviours.
2. Continue to accept non-verbal responses and single words/short phrases,
3. Use recasting to provide a model of a grammatically complete spoken response.
4. Try providing (orally) sentence starters to support Andrei to develop longer utterances in English.
5. Send home pictures/topic words in advance so Andrei can discuss these with parents prior to the lesson (in Romanian).
6. Encourage parents to continue to use Romanian at home so that Andrei continues to develop his first language.

First Language Assessment of a Year 4 Nepali-speaking girl 'Kalpana'

Overview of Communication and Language Development in home language

Name: Kalpana   Date of Birth: August 2006

Home Language: Nepali

Length of time in English-speaking environment: 1 year

Home Language

Listening and Attention – Stage 1 – Stage 2 – <mark>Stage 3 – Stage 4</mark> – <mark style="background:yellow">Stage 5</mark> – Stage 6 – Early Learning Goal

Understanding – Stage 1 – <mark>Stage 2 –</mark> <mark>Stage 3 –</mark> <mark style="background:yellow">Stage 4</mark> – <mark style="background:yellow">Stage 5</mark> – Stage 6 – Early Learning Goal

Speaking – Stage 1 – <mark>Stage 2 – Stage 3</mark> – Stage 4 – Stage 5 – Stage 6 – Early Learning Goal

Key

Green Highlighting: all or most descriptors in this banding met

Yellow Highlighting: a couple of descriptors in this banding met – working towards this banding

Listening and Attention: Nepali

Stage	Typical Behaviour
1	- Turns towards a familiar sound then locates range of sounds with accuracy. - Listens to, distinguishes and responds to intonations and sounds of voices. - Reacts in interaction with others by smiling, looking and moving. - Quietens or alerts to the sound of speech. - Looks intently at a person talking, but stops responding if speaker turns away. - Listens to familiar sounds, words or finger plays. - Fleeting attention – not under child's control, new stimuli take whole attention.
2	- Moves whole body to sounds they enjoy, such as music or a regular beat. - Has a strong exploratory impulse. - Concentrates intently on an object or activity of own choosing for short periods. - Pays attention to dominant stimulus – easily distracted by noises or other people talking.
3	- Listens to and enjoys rhythmic patterns in rhymes and stories. - Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. - Rigid attention – may appear not to hear.
4	- Listens with interest to the noises adults make when they read stories. - Recognises and responds to (not necessarily verbally) many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. - Shows interest in play with sounds, songs and rhymes. - Single-channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.
5	- Listens to others one to one or in small groups, when conversation interests them. - Listens to stories with increasing attention and recall. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Focusing attention – still listens or does, but can shift own attention. - Is able to follow directions (if not intently focused on own choice of activity).
6	- Maintains attention, concentrates and sits quietly during appropriate activity. - Two-channelled attention – can listen and do for short span.
Early Learning Goal	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Additional Notes: Kalpana likes 'Frozen' (Disney film) and 'joins in' with the songs, according to her mother (makes noises while listening). Kalpana was able to maintain focus on a book-related activity in Nepali led by Smita Neupane for 10 minutes. She liked looking at the pictures

but when it was her turn to talk about them, she repeated the same phrase 'This comes' whilst matching the small cameos to the main pictures.

Sometimes, even when staff call her name several times, Kalpana is not able to shift her attention from what she is doing.

Understanding: Nepali

Stage	Typical Behaviour
1	• Stops and looks when hears own name. (Ensure pronunciation is correct.) (Also some children may have two names, for example those from Chinese families.) • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. (Take into account cultural differences in gestures, for example waving.)
2	• Developing the ability to follow others' body language, including pointing and gesture. (Take into account cultural differences in gesture.) • Responds to the different things said when in a familiar context with a special person. • Understanding of single words in context is developing, e.g. cup, milk, daddy (in home language).
3	• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.').
4	• Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). • Developing understanding of simple concepts (e.g. big/little).
5	• Understands use of objects (e.g. 'What do we use to cut things?') • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.
6	• Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. (Very important to take cultural differences into account.) • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.
Early Learning Goal	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Additional Notes: Kalpana understands and responds appropriately (usually non-verbally) to familiar, routine, single-stage instructions given in Nepali.

Speaking: Nepali

Stage	Typical Behaviour
1	• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba', 'nono', 'gogo'.
2	• Uses sounds in play, e.g. 'brrrm' for toy car. (These sounds may vary in different languages, e.g. the sounds animals make.) • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
3	• Copies familiar expressions. • Beginning to put two words together (e.g. 'want ball', 'more juice'). (In some languages this may be joining two bits of meaning to extend a word.) • Uses different types of everyday words (nouns, verbs and adjectives). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.
4	• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences.
5	• Beginning to use more complex sentences to link thoughts. • Can retell a simple past event in correct order. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. • Uses a range of tenses. (Not all languages express time and tense in the same way as English.) • Uses intonation, rhythm and phrasing to make the meaning clear to others. (In some languages intonation changes meaning, so check that the child's meaning is clear to others.) • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play.
6	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

Early Learning Goal	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Additional Notes: Kalpana's speech in Nepali is not always clear and at times it can be difficult for even a familiar listener to understand what she is trying to say. Kalpana tends to use single words or short phrases to communicate and relies heavily on gesture and other noises (pointing, making car noises, etc.) to support her expression of meaning. Where Kalpana uses longer utterances, there are frequent problems with word order and grammar. Her working vocabulary is not well developed and she still uses a number of 'baby' words in her speech, e.g. the baby word for food and for clothes.

Appendix 6:

Semi-Structured Interview Questions (for Teachers)

1. What in your opinion are the strengths of the new First Language Assessment tool?

2. What in your opinion are the weaknesses of the new First Language Assessment tool?

3. Does the assessment of x (pupil's name)'s first language skills add anything to the overall picture of her/him you have built since she/he joined your class?

4. Any other comments?

Semi-Structured Interview Questions (for Bilingual Assistants)

1. What in your opinion are the strengths of the new First Language Assessment tool?

2. What in your opinion are the weaknesses of the new First Language Assessment tool?

3. Does the assessment of x (pupil's name)'s first language skills add anything to the overall picture of her/him you have built since she/he joined your class?

4. Any other comments?