

EAST AYRSHIRE SUPPORT TEAM

EAL Team Policy Statement

October 2020

English as an Additional Language Policy Document

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Introduction

The vision expressed for all citizens of East Ayrshire in the Community Plan (2015-2030) is that:

East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high-quality services, which are sustainable, accessible and meet people's needs.

Within that context:

"Getting it right for every child (GIRFEC), founded on the principles of early intervention, will continue to provide a framework for action for all children and young people and ensure an integrated approach across partner agencies. To get it right for every child, we must continue to tackle the inequality in outcomes these children and young people experience in relation to their education, their health and their social wellbeing."

<https://www.east-ayrshire.gov.uk/Resources/PDF/C/Community-Plan-2015-2030.pdf>

Mission Statement

East Ayrshire's English as an Additional Language (EAL) team works in partnership with children/young people, parents / carers, schools and other agencies to ensure equality of opportunity through the process of inclusion.

Aims

- provide support to children and young people who have little or no English, limited English or who appear fluent in English but are not achieving their full potential
- support all staff in meeting the individual needs of bilingual learners
- promote the health and well-being of bilingual learners within the school and community
- support inclusion and equality of access to the curriculum to enable bilingual learners achieve their full potential
- value diversity and bilingualism and support maintenance of home languages
- provide CLPL opportunities for colleagues to enhance their knowledge of strategies, advice and information regarding the learning needs of bilingual pupils

Context and Background

East Ayrshire Council is committed to a policy of inclusion for all learners. This ensures that bilingual learners are valued as individuals and as members of their particular ethnic or cultural group within the East Ayrshire community. Bilingual learners function in more than one language in their daily life. Those who require support from the EAL team to help access the curriculum more fully, do so in line with the Additional Support for Learning (Scotland) 2009.

East Ayrshire Perspective

- East Ayrshire has a core aim of meeting its obligations regarding the planning and delivery of inclusive, effective teaching and learning and the assessment and review procedures which comply with Getting it Right for Every Child (GIRFEC).
- East Ayrshire recognises that an effective EAL team should be flexible and responsive to the needs of East Ayrshire's children and young people and should encompass a holistic approach which encourages participation and engagement with families and the wider community.
- East Ayrshire recognises that bilingualism is an asset which can be instrumental in ensuring that, in line with Curriculum for Excellence, bilingual learners become:
 - Confident individuals.
 - Effective contributors.
 - Successful learners.
 - Responsible citizens.
- Bilingual pupils in East Ayrshire come from a wide variety of backgrounds ranging from well-established communities to those who are new to the language and culture of Scotland. East Ayrshire is also active in the resettlement of refugees and asylum seekers.
- Many of East Ayrshire's bilingual pupils are isolated learners and may be the only speaker of their language in their school.
- Currently over 20 languages are spoken in East Ayrshire schools.
- Bilingual pupils with additional needs have their needs met through East Ayrshire's multi-agency, staged-intervention approach.

Legislation and Guidelines

East Ayrshire recognises that in education there have been significant legislative changes to the planning and delivery of services to young people and their families and is committed to ensuring that the following form part of our service delivery:

The Standards in Schools etc. Act 2000 placed duties on all education authorities to ensure that schools meet the needs of all their pupils, encourage them to achieve their full potential and raise educational standards.

The Equality Act 2010 and ***The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012*** place a general duty on public authorities to:

- Eliminate unlawful racial discrimination, harassment and victimisation and any other conduct that is prohibited under these Acts.
- Promote equality of opportunity.
- Promote good relations between people in communities.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.legislation.gov.uk/sdsi/2012/9780111016718/contents>

The Education (Additional Support for Learning) (Scotland) 2009 introduced a new framework for children and young people who require some additional support with their learning. Bilingual learners are included in this group if they require support additional to that which might normally be provided in a school to ensure they make good progress with their learning.

Getting it Right for Every Child (GIRFEC) states: "As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them. "

The Getting it right for every child approach ensures that anyone providing that support puts the child or young person – and their family – at the centre.

A Curriculum for Excellence aims to ensure that our children and young people are:

- Successful learners.
- Confident individuals.
- Effective contributors.
- Responsible citizens.

The EAL team contributes to the **Service Improvement Plan (2018-2021) Education** which supports the implementation of Additional Support for Learning for Scotland.

<https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf>

The SEALCC Guidelines (Scottish EAL Co-ordinating Council) provide evidence of good practice in supporting bilingual Learners. This guidance is based on:

- ***Learning in 2(+)* Languages.**
https://education.gov.scot/media/y5jfn5gg/learning_in_two_languages.pdf
- ***HMIe How good is our school?-Inclusion and Equality, Part 4: Evaluating Educational Provision for Bilingual Learners (EEBPL)2006.***

A guide to self-evaluation which highlights effective ways in which schools can fully support bilingual learners.

- ***Count Us In - A sense of belonging. Meeting the needs of children and young people newly arrived in Scotland December 2009.***
This report outlines the outcomes of a survey exploring key issues in addressing the needs of migrant children and young people.

Learning in (2+) Languages identifies key issues when working with bilingual learners including:

- Effective teaching and learning - bilingual pupils may already have fully developed skills in their home language and possess a wide range of achievements and abilities.
- Communication with parents - interpreter/translator support may be required for parents. This ensures their full participation in the life of the school/educational establishment and helps encourage support from home for further development for learning.
- Valuing and promoting first language - schools and educational establishments should recognise and respect abilities in first language.
- Encourage further development to enhance personal achievement and aid success with learning in English.

- Staff support and development - there is a requirement to support all school staff with respect to EAL issues and for training at all levels.

EAST EAL Team

EAST EAL team is part of the East Ayrshire Support Team and works in partnership with schools, parents/carers and other agencies in the community to promote equality and inclusion. The team is based at Altonhill Campus and is managed by the EAST Manager under the guidance of the Principal Teacher. There are two full time EAL teachers and two Bilingual Assistants (one in Cantonese/Mandarin, and one in Polish).

Bilingual Learners

Bilingual learners are not a homogeneous group and come from a range of different backgrounds. They differ in many ways:

- Their home languages.
- The number of other languages they speak.
- Their cultural or religious background.
- Their previous educational experience.
- Their level of proficiency in English and home languages.
- Their personalities, learning styles and other individual differences.
- Their other additional support needs, including for example the potential for high achievement, general or specific difficulties and sensory impairment
- Their pastoral needs.
- Their level of community and home support.
- The breadth of their exposure to English language and Scottish culture.
- Social and economic backgrounds.

Learning in 2(+) Languages

Role of the EAL Teacher

- Support EAL learners with English language development in Talking, Listening, Reading and Writing and help them access the curriculum
- Provide advisory support to schools and ECCs.
- Assess, track and monitor EAL pupils' skills and progress.
- Provide professional reports and attend TAC meetings.
- Collaborate with schools to support inclusion and transition.
- Support parental engagement with schools and ECCs.
- Work in partnership with other agencies eg SALT, Vibrant Communities, Educational Psychologists, Hearing Impairment and the Refugee Resettlement Team.

- Provide CLPL training to education staff and other agencies and help to build capacity.
- Network and maintain links with EAL services across Scotland eg SEALCC and SATEAL

Role of the Bilingual Assistant

- Support pupils to settle in their new environment and access the curriculum (ECC, Primary and Secondary).
- Support pupils' language and learning needs through the home language.
- Assess home language and help to monitor progress e.g. ELLAT
- Support young EAL learners in learning how to play/socialise
- Support with enhanced transition (home/ECC/P1) (P7/S1/Post16)
- Use dual language stories and games to support language learning in both home language and English.
- Provide home-link support.
- Support parents at enrolments and meetings.
- Liaise with other agencies as appropriate under the guidance of the EAL team.

'I develop an understanding of what is special, vibrant and valuable about my own and others' cultures and their languages'.

Literacy and English Experiences and Outcomes CfE

Enrolment Procedures

Enrolment is an opportunity to identify and gather information about new bilingual pupils.

When enrolling new non-English speaking families in schools and Early Childhood Centres, an interpreter should be present at the enrolment interview to ensure full understanding between all involved. The enrolment is also an opportunity to establish good partnership with parents from an early stage and to gather as much information about the pupil as possible. If it is not possible to gather all the information at enrolment, a professional meeting should be arranged as soon as possible when all key staff can attend.

It is important to place pupils in the age appropriate stage/class regardless of previous schooling or stage of English language acquisition.

At enrolment consider the following points:

- The correct spelling and pronunciation of the learner's name.
- The learner's preferred name.
- The language(s) spoken at home, by whom and to whom.

- The learner's experience of reading and writing (including pre-literacy experience) in their home language.
- Previous education, subjects studied, likes and dislikes and any previous experience of English.
- Any dietary, health or cultural requirements.
- Lines of communication with the home, whether communication should be verbal or written (or both), and the need for translators and interpreters.
- Whether the learner has any other additional support needs and any steps taken to identify these.

"Learning in 2(+) Languages"

The Role of Schools and Early Childhood Centres

Additional points to consider:

Pupils

- Provide a welcoming atmosphere and environment by valuing the first language and the culture of the new bilingual pupils.
- Establish a Child's Plan for all EAL learners on the school/ECC ASN log.
- Focus on helping the pupils settle and feel secure in the new environment.
- Ensure communication with parents and carers is effective.
- Adopt a zero tolerance policy to racism.
- Ensure all bilingual pupils have access to good models of English through appropriate groupings.
- Ensure all bilingual pupils are challenged through appropriate support and scaffolding activities.
- When possible, facilitate a mentoring approach where older bilingual pupils can support younger ones using their home languages.
- Be sensitive when selecting buddies and mentors.

Parents/Carers

- Provide a welcoming atmosphere for parents/carers and ensure their contribution is valued.
- Provide information about school routines, uniform, PE kit, punctuality, and absences procedure.
- Ensure parents/carers are aware that speaking their home language is essential to second language acquisition.
- Encourage and support parents in taking part in the school / ECC community.
- Consider and be aware that the educational system in other countries is different from the Scottish education system for example: guidance, curriculum, methodology and central role of parents.

Referral Procedure

If EAL input is required, a Request for Assistance Form (RFA) should be completed and sent to the Principal Teacher of the EAL team. Permission to share information has to be sought from a parent/carer before the form can be completed and submitted. A teacher from the EAL team will then arrange a suitable time for an initial assessment to be carried out with the pupil. This will determine any recommendations for support and next steps. The actions to be taken by the EAL team will then be filled in on the RFA form and returned to the school. Not every EAL pupil will require the same level of support and it may be appropriate for some to be supported with guidance on strategies and resources provided by the EAL team.

Assessment

East Ayrshire's approach to assessment is a holistic one. Consideration is always given to the learner's background, including for example, home language(s), previous learning experience, culture and current situation. The assessment of bilingual pupils, therefore, is a multi-layered process and is best carried out by EAL staff in collaboration with mainstream colleagues, families, other agencies and the children and the young people. Assessments which are designed for monolingual English speakers and are delivered in English may be unreliable for bilingual pupils. The most effective approach is to build up a profile of a pupil. This should include:

- Home language proficiency and use in learning.
- Identification of any transferable skills (e.g. literacy skills in the home language, transfer of skills used in the structured environment of the classroom to independent reading and writing).
- Evidence of the development of English language skills from samples of work in different contexts and subject areas built up over time.
- Collation of information from different staff who are working with the pupil.
- Information from the individual pupil and parents/carers.

"Learning in 2+ Languages"

Initial Assessment

Following the enrolment, the EAST/EAL teacher will carry out an initial assessment. The outcome of this assessment will help determine the stage of English language acquisition and level of support. This assessment will be used to inform collaborative forward planning. Strategies will then be implemented in school to assist the learner in achieving their potential.

Profile of Competence

This is carried out twice yearly to assess the progress of English language development in accordance with the four elements of Talking, Listening, Reading and Writing and in line with the EAL stages of language development:

Stage 1 - New to English

Stage 2 - Becoming familiar with English

Stage 3 - Becoming confident as a user of English

Stage 4 - A competent user of English in most social and learning contexts

Stage 5 - A fluent learner of English

First Language Assessment

This is a holistic assessment carried out by a Bilingual Assistant in a child's pre-school year in Cantonese/Mandarin, and Polish. This helps to inform home language proficiency and may highlight any potential additional barrier to learning.

Professional dialogue

This can be seen as part of the on-going assessment between EAL and mainstream staff in order to effectively plan and evaluate the learner's needs. This helps to inform tracking and monitoring processes.

Assessing EAL and Additional Support Needs

"When a bilingual child is failing to make expected progress it is important to identify as early as possible whether that child also has another additional need that is affecting academic or social development. For example, some pupils could have a physical disability, a sensory impairment, a specific language disorder, social, emotional and behavioural difficulties. Some bilingual learners may be particularly able and will need a more challenging curriculum. "

"Learning in 2+ Languages"

The tracking, monitoring and assessments may help to identify a bilingual learner as having an additional barrier to learning. In this instance, the EAL team will work with appropriate agencies to undertake further assessments and planning under the staged intervention model.

It should be noted that new to English pupils may have a 'silent period' when they do not speak or attempt to speak for a period of time which could last up to a year. This is part of that learner's process of English acquisition and is not unusual. (A checklist for the silent period in ECCs can be found in the appendix.)

Early Childhood Centres

The EAST/EAL team can offer advice and CLPL for all staff in early years' settings. We work collaboratively to support the ECCs in meeting the needs of young bilingual learners. We support through:

- Visits by the EAL teacher which can involve observations, discussions and monitoring of progress.
- Direct EAL support which is needs-led.
- Support of home language by Bilingual Assistants in Cantonese, Mandarin and Polish.
- Home language assessments in the above languages to inform progress in language acquisition and to highlight additional needs as a form of early intervention.
- Support in the use of assessments eg ELLAT in Polish
- Support parental engagement.
- Contribution to Care Plans, Childs' Plan and TAC meetings.

Primary Schools

EAST/EAL team work collaboratively to support the school in meeting the needs of bilingual learners. We support through:

- Direct EAL teaching in class and on an individual basis.
- Assessing and monitoring progress of bilingual pupils.
- Providing advice on tracking and monitoring of bilingual pupils and determining the stage of English language acquisition.
- Offering advice to schools on the stages of English language acquisition for SEEMIS.
- Contributing to Child's Plans and TAC meetings.
- Advising schools on pupil placement, teaching strategies and resources.
- Working in partnership.
- Supporting parental engagement within the school community.
- Supporting in home language in Cantonese, Mandarin and Polish.
- Offering CLPL.

Secondary Schools

EAST/EAL Team work collaboratively to support the school in meeting the needs of bilingual learners. We support through:

- Direct EAL teaching in class and on an individual basis.
- Assessing and monitoring progress of bilingual pupils.
- Providing advice on tracking and monitoring of bilingual pupils and determining the stage of English language acquisition.
- Offering advice to schools on the stages of English language acquisition for SEEMIS.
- Contributing to Child's Plans and TAC meetings.
- Advising schools on pupil placement, teaching strategies and resources.
- Supporting parental engagement within the school community
- Supporting in home language in Cantonese, Mandarin and Polish.
- Offering CLPL.
- Offering advice on SQA exam arrangements.

Appendices

1. Stages of English Language Acquisition.
2. EAL Profile of Competence (Primary).
3. EAL Profile of Competence (Secondary).
4. Early Years Assessment/ English/First Language.
5. Check list for "the silent period" in Early Childhood Centres.

Stages of English language acquisition – general descriptions¹

Pupils made broad progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a 'best fit' basis. Progression from stage one to stage five can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at one time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

Levels 1- 5	1. New to English	2. Early Acquisition - becoming familiar with English	3. Developing Competence- becoming confident as a user of English	4. Competent -user of English in most social and learning contexts	5. Fluent- user of English
Communication	<ul style="list-style-type: none"> ▪ Silent period – may participate in activities but not speak ▪ Relies on gesture to indicate meaning ▪ Beginning to learn 'survival' language ▪ Uses home language to communicate – spoken and written 	<ul style="list-style-type: none"> ▪ Understands more English than he/she can use ▪ More interested in communication than correctness ▪ Increasing vocabulary ▪ Moving between two languages 	<ul style="list-style-type: none"> ▪ Shows growing confidence in using English in most social situations. ▪ May choose to use home language but less reliant on this for understanding 	<ul style="list-style-type: none"> ▪ Competent is use of spoken English in many different contexts 	<ul style="list-style-type: none"> ▪ Fluent communicator in English
Accessing the Curriculum	<ul style="list-style-type: none"> ▪ Literacy in home language appropriate to age/stage and background ▪ May be able to decode English written texts but without comprehension ▪ Watches and copies other pupils 	<ul style="list-style-type: none"> ▪ Oral skill exceed literacy skills ▪ In the early stages of developing literacy in English ▪ Learns best with concrete, contextualised tasks 	<ul style="list-style-type: none"> ▪ Obvious gap between social language levels and ability to access and use academic language ▪ Beginning to cope with more abstract learning ▪ May under-perform in formal tests, exams and written assessments 	<ul style="list-style-type: none"> ▪ Able to express and develop ideas orally but not always transferred so fluently into writing ▪ Able to access information in complex texts 	<ul style="list-style-type: none"> ▪ Able to access all aspects of the curriculum
Technical aspects of language	<ul style="list-style-type: none"> ▪ Beginning to put words into phrases 	<ul style="list-style-type: none"> ▪ Phrases becoming more grammatically correct ▪ Increasing awareness of tenses but still limited ▪ Starting to self correct ▪ Requires structures to support writing 	<ul style="list-style-type: none"> ▪ Widening vocabulary but still gaps, often, but not necessarily, subject specific ▪ Able to use a variety of tenses and more complex grammar ▪ Can write independently but requires support for extended writing or more complex structures 	<ul style="list-style-type: none"> ▪ Still developing understanding of genre, nuances of style, register voice and purpose, linking and structuring ideas ▪ Written work still shows grammatical errors such as prepositions, articles, verb endings and agreements 	<ul style="list-style-type: none"> ▪ Confident using higher order language skills
Support Requirements	<ul style="list-style-type: none"> ▪ Pupil will require considerable support in order to access the curriculum 	<ul style="list-style-type: none"> ▪ Pupil will still need a significant amount of support in order to access the curriculum 	<ul style="list-style-type: none"> ▪ Can operate independently but requires support to access the curriculum fully 	<ul style="list-style-type: none"> ▪ Works well independently but requires support with developing higher order language skills 	<ul style="list-style-type: none"> ▪ No additional support required

¹ Based on the work of Barrs M, Ellis S, Hester H and Thomas A, Patterns of learning, London Centre for Language in Primary Education 1989 and Cameron L Writing in English as an Additional Language at Key Stage 4 and post-16. London OFSTED 2003 (for summary, see www.naldic.org.uk/docs/NN295.doc) In Scotland these descriptions should be used in conjunction with 5-14 attainment targets for Listening and Talking P.23 Adapted from Learning in (2+) Languages

EAL Profile of Competence

Primary

Name:	Date of Birth:	Languages spoken:
Date started UK education:	Other Additional Support Needs Yes / No	Literate in:

Profiles should be updated twice a year.

	P1	P2	P3	P4	P5	P6	P7
L&T							
Reading							
Writing							

- Enter the month (M) & year (Y) achieved in the right hand column. If not achieved, leave blank.
- Where there are Lower (L) and Upper (U) versions of a descriptor, select the one appropriate to the learner's age.
- A learner is working at a given stage when they begin to achieve descriptors at that stage and have achieved most of the descriptors at the previous stage.
- Terms in bold are explained in the glossary.

Listening and Talking

L&T STAGE 1		M/Y
1	Watches others and joins in activities and routines	
2	Follows simple routine instructions	
3	Echoes words and phrases modelled by other pupils and adults	
4	Participates in very basic, short, formulaic spoken exchanges (e.g. <i>Good morning, How are you?</i>) and may respond non-verbally (e.g. with a gesture or smile)	
5	Understands and names some familiar classroom/everyday objects	
6	Expresses need using gesture/1-2 words/home language	
7	Shows understanding of simple information, given with visual support and gesture	
8	Beginning to communicate meaning using known vocabulary in single words/short phrases	
9	Responds to yes/no and either/or questions	
L&T STAGE 2		M/Y
1	Beginning to interact in group activities	
2	Follows a short sequence of instructions	
3	Beginning to use a wider range of basic vocabulary and some mature and subject-specific vocabulary	
4	Requests support when needed and asks simple questions to aid understanding and participation	
5	Shows some understanding of curriculum topics, presented with visual/contextual support and rephrasing	
6	Communicates meaning using basic vocabulary in simple phrases and sentences, though with some inaccuracies	
7	Beginning to use plurals, articles, pronouns and prepositions, though with some inaccuracies	
8	Uses present simple tense appropriately, (he/she, it - s, e.g. I dance but he dances) although with some inaccuracies	
9	Beginning to use past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs (e.g. I went, I did, I had, I got) appropriately although with some inaccuracies	
10	Responds verbally to closed and simple open questions	
L&T STAGE 3		M/Y
1	Beginning to contribute to whole class discussion e.g. giving group feedback, sharing opinions, etc.	
2	Understands and uses a wide range of basic vocabulary and an increasing range of mature and subject-specific vocabulary	
3	Shows understanding of the detail of curriculum topics, with visual/contextual support and repetition	
4	Communicates meaning using some extended/more complex sentences with increasing accuracy	

5	Uses plurals, articles, pronouns and prepositions with increasing accuracy	
6	Uses present simple and continuous tenses appropriately and accurately (he/she, it - s, e.g. I dance but he dances; we are dancing)	
7	Uses past simple regular verb forms and a wider range of irregular forms (e.g. I played, they caught, you bought), with increasing consistency and accuracy	
8	Beginning to use a wider range of tenses: past continuous, future and conditional (e.g. I was playing, I will go, I would like)	
9	Beginning to use structures to express higher order thinking: express prediction, probability and hypothesis (might, may, could, would be)	
10	Responds appropriately to a variety of questions	
L&T STAGE 4		M/Y
1	Contributes to whole class discussion, e.g. giving group feedback, sharing opinions, etc.	
2	Understands and uses a wide range of basic, mature (including less common words) and subject-specific vocabulary	
3	Shows understanding of the detail of curriculum topics, with reduced visual/contextual support, by answering a variety of questions	
4	Speaks at length and with accuracy on curriculum and social topics, e.g. debating, presenting, evaluating, summarising, etc.	
5	Uses plurals, articles, pronouns and prepositions accurately	
6	Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught)	
7	Uses other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) appropriately and mostly accurately	
8	Uses structures to express higher order thinking: prediction, probability and hypothesis (might, may, could, would be) accurately	
9	Communicates meaning, including more complex ideas and concepts, using extended/more complex sentences, with accuracy	
L&T STAGE 5		M/Y
1	Speaks confidently, fluently and accurately on a variety of topics, both informal and academic with no more non-standard features than a monolingual speaker of English of similar age and ability	
2	Understanding is commensurate with that of a monolingual speaker of English of similar age and ability	

Reading

Reading STAGE 1		M/Y
1	Recognises own name (Eng/L1)	
2	L Knows some letter sounds	L
	U Knows most English letter names and sounds	U
3	L Starting to accurately correspond letter shapes (initial sounds) with sounds	L
	U Can accurately correspond letter shapes (initial sounds) with sounds	U
4	Starting to decode simple words (e.g. CVCs)	
5	Recognises high frequency common words	
6	Handles English language books with correct directionality (front cover, left to right, top to bottom) <i>if new alphabet/script</i>	
7	Starting to engage with and gain meaning from short familiar texts using: contextual information (e.g. pictures, illustrations); prior knowledge; dual language dictionary (age-appropriate)	
8	Starting to read and understand a range of basic vocabulary (age-appropriate)	
9	Starting to recognise some subject-specific vocabulary using: contextual information (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary (age-appropriate)	
Reading STAGE 2		M/Y
1	L Knows all letter sounds	L
	U Knows all letter names	U
2	L Starting to decode longer words (e.g. words with consonant blends/vowel digraphs)	L
	U Can decode longer words (e.g. words with consonant blends/vowel digraphs)	U
3	Reads high frequency common words with some accuracy	
4	Starting to read and follow simple written instructions	

5	Shows some understanding of a variety of short fiction and non-fiction texts using: contextual information (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary (age-appropriate)	
6	Reads and understands a range of basic and some mature vocabulary (age-appropriate)	
7	Reads and understands some subject-specific vocabulary using: contextual information (e.g. pictures, illustrations, diagrams); prior learning; dual language dictionary (age-appropriate)	
8	Starting to demonstrate an understanding of the functions of basic punctuation (e.g. capitalisation, full stop, question mark)	
9	L Starting to show understanding of the function of connectives (and, but) and pronouns (he, she, it)	L
	U Shows understanding of the function of connectives and pronouns	U
Reading STAGE 3		M/Y
1	L Knows letter names and sounds	L
2	Reads familiar age-appropriate texts fluently, accurately and with understanding	
3	Reads high frequency common words accurately, with understanding	
4	Shows understanding of a variety of short fiction and non-fiction texts with the support of: contextual information (visuals); prior learning; dual language dictionary (age-appropriate)	
5	Reads and understands a wider range of basic and mature vocabulary (age-appropriate)	
6	Shows understanding of most subject-specific vocabulary using: contextual information (e.g. pictures, illustrations); prior learning; dual language dictionary (age-appropriate)	
7	U Shows understanding of the functions of a wider range of punctuation (e.g. speech marks, parentheses)	U
8	Beginning to make simple inferences and draw conclusions when reading	
9	Can identify and use a range of cohesive markers to establish the meaning in text (e.g. connectives, pronouns)	
10	L Reads and follows simple written instructions	L
Reading STAGE 4		M/Y
1	Reads unfamiliar age-appropriate texts fluently and accurately, with understanding	
2	Shows understanding of most of the detail of a variety of fiction and non-fiction texts (age-appropriate) without visual support/explanation	
3	Shows understanding of most age-appropriate mature vocabulary and most taught subject-specific vocabulary	
4	L Makes simple inferences and draws conclusions when reading	L
	U Makes inferences and draws conclusions independently when reading	U
5	Understands a wide range of cohesive markers e.g. pronouns, connectives (age-appropriate)	
Reading STAGE 5		M/Y
	Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability.	

Writing

Writing STAGE 1		M/Y
1	Can write own name	
2	Beginning to form letters and copy words	
3	Consistently writes from left to right (if new alphabet/script)	
4	Copies text reasonably accurately (if new alphabet/script)	
5	Writes letters accurately when sounds are given orally	
6	Writes some high frequency common words with some accuracy	
7	Writes short, simple sentences with support	
Writing STAGE 2		M/Y
1	Copies text accurately (if new alphabet/script)	
2	Writes simple familiar words (e.g. hat, sun) using phonic knowledge with some inaccuracies	
3	Writes some high frequency common words accurately (age-appropriate)	
4	Writes short, simple sentences without adult support, though with some inaccuracies	
5	Beginning to use basic vocabulary and some taught subject-specific vocabulary	
6	L or new alphabet/script Beginning to use basic punctuation (capital letter, full stop)	L

	U Uses basic punctuation (capital letter, full stop)	U
7	L Beginning to use basic connectives (e.g. and, but) to build longer sentences	L
	U Uses basic connectives (e.g. and, but) to build longer sentences	U
8	Beginning to use plurals, articles, pronouns, prepositions, though with some omissions and inaccuracies	
9	Beginning to use present simple tense appropriately (uses third person -s inconsistently)	
10	Beginning to use past simple tense regular forms (e.g. I played, I listened) and common irregular forms (I went, I saw)	
11	Beginning to monitor own writing for spelling and omissions, with support	
Writing STAGE 3		M/Y
1	Copies text accurately and at a steady age-appropriate pace (if new alphabet/script)	
2	Writes familiar words using phonic knowledge independently with accuracy	
3	Writes unfamiliar words using phonic knowledge, with increasing accuracy	
4	Writes most high frequency common words accurately (age-appropriate)	
5	L Writes a paragraph of at least 2-3 sentences with contextual/visual support/frames/models	L
	U Writes a longer paragraph with contextual/visual support/frames/models	U
6	Uses a wider range of basic vocabulary and some mature and taught subject-specific vocabulary	
7	L Uses basic punctuation regularly and appropriately (e.g. capital letters, full stop)	L
	U Uses a range of punctuation regularly and accurately (e.g. capital letters, full stop, comma, question mark, exclamation mark)	U
8	L Beginning to use a wider range of connectives and structures to write longer and more complex sentences	L
	U Uses a wider range of connectives and structures to write longer and more complex sentences	U
9	Uses plurals, articles, pronouns, prepositions with increasing accuracy	
10	Uses present simple and continuous tenses appropriately and accurately (third person -s - I dance, he is dancing)	
11	Uses past simple regular verb forms (e.g. I played, he walked) and a wider range of irregular forms (e.g. they caught, you bought) with increasing consistency and accuracy	
12	Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies	
13	Monitors own writing for spelling, omissions and grammar with support	
Writing STAGE 4		M/Y
1	Writes with accuracy and at length for different purposes using features of different text types e.g. lists, labels, letters (age-appropriate)	
2	L Writes stories/accounts/reports of at least a short paragraph independently	L
	U Writes stories/accounts/reports of at least 2 paragraphs independently	U
3	Uses a wider range of mature and subject-specific vocabulary (age-appropriate)	
4	Uses a wider range of punctuation more accurately (age-appropriate)	
5	Uses a wide range of structures to write longer and more complex sentences	
6	Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught)	
7	Uses other tenses (e.g. past continuous, present/past perfect, conditional) mostly appropriately and with increasing accuracy	
8	Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age-appropriate)	
9	U Independently monitors own writing for spelling, omissions and grammar	U
Writing STAGE 5		M/Y
1	Copes confidently and competently with the writing demands of all areas of the curriculum with no more errors or difficulties than a monolingual speaker of English of similar age and ability	
2	Demonstrates age-appropriate control of language (vocabulary, structures, punctuation) to produce a variety of text types (age-appropriate)	

Appendix 3

EAL Profile of Competence

Secondary

Name:	Date of Birth:	Languages spoken:
Date started UK education:	Other Additional Support Needs Yes / No	Literate in:

The profile should be updated twice a year.

	P7	S1	S2	S3	S4	S5	S6
L&T							
Reading							
Writing							

- Enter the month (M) & year (Y) achieved in the right hand column. If not achieved, leave blank.
- Where there are Lower (L) and Upper (U) versions of a descriptor, select the one appropriate to the learner's age.
- A learner is working at a given stage when they begin to achieve descriptors at that stage and have achieved most of the descriptors at the previous stage.
- Terms in bold are explained in the glossary

Listening and Talking

L&T STAGE 1		M/Y
1	Watches others and joins in activities and routines	
2	Follows simple routine instructions	
3	Beginning to echo words and phrases modelled by other pupils and adults	
4	Can participate in very basic, short, formulaic spoken exchanges (e.g. good morning, how are you/) and may respond non-verbally (e.g. with a gesture or smile)	
5	Understands the names of some familiar classroom/everyday objects	
6	Expresses needs using gesture/1-2 words/home language	
7	Shows understanding of simple information by responding to yes/no, either/or questions, with visual support and gesture	
8	Beginning to give information on familiar topics (e.g. self/home) using basic vocabulary, single words and short phrases	
L&T STAGE 2		M/Y
1	Beginning to interact in group activities	
2	Can follow a short sequence of instructions relating to familiar classroom procedures	
3	Shows understanding and is beginning to use a wider range of basic and some mature and subject-specific vocabulary.	
4	Requests support when needed and asks simple questions to aid understanding and participation	
5	Shows understanding of some details of teacher's oral presentation, with visual support and rephrasing	
6	Communicates meaning using basic vocabulary, simple phrases and sentences, though with some inaccuracies	
7	Uses present simple tense appropriately, with some inaccuracies (e.g. he/she/it -s, e.g. I dance, but he dances)	
8	Beginning to use past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs (e.g. I went, I did, I had, I got) appropriately	
9	Beginning to use some grammatical features though with some inaccuracies (plurals, articles, pronouns and prepositions)	
10	Responds verbally to closed and simple open questions.	
L&T STAGE 3		M/Y
1	Communicates meaning using a wider range of vocabulary and structures with increasing accuracy to express complex ideas and concepts	
2	Engages in informal everyday conversations	
3	Beginning to contribute to whole class discussion	
4	Understands and uses a wide range of basic vocabulary and an increasing range of mature and subject-specific vocabulary	
5	Shows understanding of most of the detail of a teacher's oral presentation including abstract concepts, with some visual support and repetition	

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6	Shows understanding by responding appropriately to a variety of questions	
7	Communicates meaning using extended/more complex sentences and vocabulary, with increasing accuracy	
8	Uses present simple tense appropriately and accurately (e.g. he/she/it -s, e.g. I dance but he dances)	
9	Uses past simple tense regular forms (e.g. I played, I listened) and irregular forms (e.g. I bought, I caught) appropriately	
10	Beginning to use a wider range of tenses (e.g. future, conditional, present and past continuous)	
11	Uses plurals, articles, pronouns and prepositions with increasing accuracy	
L&T STAGE 4		M/Y
1	Contributes to whole class discussion	
2	Uses a wide range of mature vocabulary, including less common words, and subject-specific vocabulary	
3	Shows understanding of the detail of a teacher's oral presentation, including abstract concepts	
4	Shows understanding of the detail of a complex topic by responding to a variety of questions	
5	Communicates meaning, including more complex ideas and concepts, using a wide range of mature vocabulary and extended more complex sentences, with accuracy	
6	Speaks at length and with accuracy on curriculum topics, e.g. presentations, feedback, debates	
7	Uses plurals, articles, pronouns, prepositions accurately	
8	Uses past simple tense regular and irregular forms appropriately and accurately	
9	Uses other tenses (e.g. conditional, future, present and past continuous) with some accuracy	
10	Uses structures to express prediction, probability and to hypothesise (e.g. might/may /could/would be)	
L&T STAGE 5		M/Y
1	Speaks fluently and accurately on a variety of topics, both informal and academic with no more non-standard features than a monolingual speaker of English of similar age and ability	
2	Understanding is commensurate with that of a monolingual speaker of English of similar age and ability	

Reading

Reading STAGE 1		M/Y
1	Knows most English letter names and sounds	
2	Understands class signs and labels in context	
3	Beginning to decode text but with limited understanding	
4	Beginning to read and understand simple text with some familiar vocabulary, with clear context and visual support	
5	Understands the gist of curriculum texts with clear context, visual support (pictures, diagrams etc.) and use of a dictionary or key word glossary	
6	Understands a range of basic vocabulary and beginning to recognise some subject-specific vocabulary	
Reading STAGE 2		M/Y
1	Knows all letter names and most sounds	
2	Decodes text with some accuracy and understanding	
3	Reads and understands some information in curriculum texts, with clear context and visual support	
4	Understands a range of basic vocabulary, some mature vocabulary and an increasing range of subject-specific vocabulary	
5	Beginning to use contextual clues to establish meaning of unfamiliar words	
6	Understands function of basic punctuation (full stop, comma, question mark, exclamation mark, speech marks)	
7	Beginning to identify common cohesive markers e.g. connectives (firstly, then, finally) and pronoun referents	
8	Shows awareness of different text types	
9	Beginning to use texts for research purposes with guidance and collaboration with supportive peers	
Reading STAGE 3		M/Y
1	Knows all letter names and all sounds	
2	Decodes accurately and with understanding	
3	Understands most of the detail of curriculum texts, with some support/explanation	
4	Understands a wider range of mature vocabulary and subject-specific vocabulary	
5	Uses contextual clues to establish the meaning of unfamiliar words	

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6	Understands function of a range of punctuation, including colon, semi-colon and dash	
7	Makes some inferences and draws conclusions independently	
8	Understands a range of cohesive markers (although, however, whilst) and can identify some pronoun referents	
9	Can identify some of the language features of different text types	
10	Beginning to use text independently for some research purposes	
Reading STAGE 4		M/Y
1	Reads unfamiliar texts fluently and accurately	
2	Understands much of the detail of complex curriculum texts without visual support or explanation	
3	Understands most mature vocabulary, including less common words, and most taught subject-specific vocabulary	
4	Makes most inferences independently	
5	Understands most cohesive markers (nevertheless, despite, on the other hand) and can identify most pronoun referents	
6	Can identify the language features of most text types	
7	Uses texts independently for most research purposes with reference to index and glossary	
Reading STAGE 5		M/Y
	Reads (decodes), understands and responds appropriately to a range of age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability. Growing cultural awareness allows understanding of cultural references in texts.	

Writing

Writing STAGE 1		M/Y
1	Beginning to form letters and copy words (<i>if early literacy or new alphabet/script</i>)	
2	Consistently writes from left to right (<i>if early literacy or new alphabet/script</i>)	
3	Copies text reasonably neatly and accurately (<i>if early literacy or new alphabet/script</i>)	
4	Writes words when spellings are given orally	
5	Writes short, simple sentences with support using basic punctuation (capital letter, full stop)	
6	Writes short phrases without support	
7	Uses basic vocabulary and beginning to use taught subject-specific vocabulary	
Writing STAGE 2		M/Y
1	Writes familiar words using phonic knowledge, with some inaccuracies	
2	Writes short, simple sentences with limited but correct sentence structure, with some inaccuracies (e.g. omission, word order)	
3	Uses basic punctuation (capital letter, full stop, comma, question & exclamation mark, speech marks) independently	
4	Uses basic vocabulary, some mature and subject-specific vocabulary	
5	Writes a short paragraph with support	
6	Uses present simple tense appropriately (he/she/it -s, e.g. I dance but he dances) with some inaccuracies	
7	Beginning to use past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs (e.g. I went, I did, I had, I got)	
8	Uses basic connectives (e.g. and, but) to build longer sentences	
9	Beginning to use plurals, articles, pronouns, prepositions, though with some omission and inaccuracies	
10	Beginning to monitor own writing for spelling and omissions with support	
Writing STAGE 3		M/Y
1	Writes unfamiliar words using phonic knowledge, with increasing accuracy	
2	Writes a longer text with paragraphing, supported by prompts/frames/ models	
3	Uses a range of punctuation including colon, semi-colon, dash	
4	Uses a wider range of mature vocabulary and taught subject-specific vocabulary	
5	Uses a range of structures to write longer, more complex sentences	
6	Uses present simple tense appropriately and accurately (e.g. he/she/it -s, e.g. I dance but he dances)	
7	Uses past simple tense (regular and irregular forms) appropriately and accurately (e.g. played, listened and caught, bought)	
8	Beginning to use a wider range of tenses (e.g. future, conditional, present and past continuous)	

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9	Uses plurals, articles, pronouns, prepositions with increasing accuracy	
10	Monitors own writing for spelling, grammar and omissions with support	
Writing STAGE 4		M/Y
1	Writes with accuracy and at length using language features appropriate to the text type	
2	Texts have logical overall structure and paragraphing	
3	Uses a wide range of mature vocabulary including less common words and subject-specific vocabulary	
4	Uses a wide range of structures to write longer and more complex sentences	
5	Moves between simple tenses appropriately	
6	Uses other tenses (present/past continuous, present/past perfect, conditional) mostly appropriately and with increasing accuracy	
7	Uses a range of punctuation appropriately and effectively	
8	Independently monitors own writing for spelling, grammar and omissions	
Writing STAGE 5		M/Y
	Copes competently with the writing demands of all areas of the curriculum with no more errors or difficulties than a monolingual speaker of English of similar age and ability. Demonstrates age-appropriate control of language (vocabulary, structures and punctuation) to produce a variety of text types	



ENGLISH AS AN ADDITIONAL LANGUAGE TEAM

East Ayrshire Support Team

Early Years Assessment

First Language/English

Early Childhood Centre: _____

Child's Name: _____

Date of Birth: _____

Date started ECC: _____

Intended Primary: _____

Language(s) Spoken at Home: _____

Handed: **Left** **Right**

Not yet established

Literacy

	Not Yet		Emerging		Consistent	
	L1	L2	L1	L2	L1	L2
I can label everyday items						
I can communicate needs						
I can make a request						
I can give personal information						
I can talk about my experiences						
I can form simple sentences independently						
I can express feelings						
I can ask questions						
I can describe main ideas in a picture						
I can carry out an extended conversation						
I can follow simple spoken instructions						
I can listen to stories and retell them						
I can recognise my own name						
I can tell the difference between words and pictures in books						
I can recognise rhyming words						

Health & Wellbeing

	Not Yet		Emerging		Consistent	
	L1	L2	L1	L2	L1	L2
I can jump						
I can hop						
I can use a pencil						
I can draw a person (head, body, arms, legs)						
I can cut with scissors						
I can work and play well alongside other children						
I can work and play well with other children						
I can wait for my turn						
I can share toys when I am playing						
I can work on a task until it's finished when an adult helps me						
I can work on a task until it's finished on my own						
I can follow rules and instructions						
I can choose activities by myself						
I can choose different activities by myself						

Numeracy/Mathematics

	Not Yet		Emerging		Consistent	
I can match 8 colours						
I can name 8 colours						
I can recite from 1 to 5						
I can recite from 1 to 10						
I can count out 5 objects						
I can match 4 shapes (circle, square, triangle, rectangle)						
I can name 4 shapes						
I can sort into big and little						

Comments:

Monitoring Second language development during the silent period

Check list for observing the progress of young children learning English as an additional language during the silent period

Name of child _____

Date of birth _____

Date of entry to nursery/reception/child care _____

Write the date of observation in the appropriate column

	Not at all	Occasionally	Regularly
Uses the first language with other children			
Uses the first language with staff			
Makes eye contact with staff			
Seeks attention of other children			
Observes other children			
Uses gestures! facial expressions to communicate			
Imitates nonverbal actions of other children			
Responds to children with gestures			
Responds to requests by staff			
Responds with gestures to requests to join in			
Requests help from other children or staff by using gestures			
Request help by making signs			
Protests at aggression directed by other children			
Follows instructions given nonverbally			
Follows instructions given verbally			
Indicates likes and dislikes			
Takes an active role (nonverbal) in a story			
Does the actions in singing			
Offers objects to staff or other children			
Joins in play without speaking			

Moving out of the silent period

Name of child _____

Write the date of observation in the appropriate column

	Not at all	Occasionally	Regularly
Whispers a response			
Speaks under their breath			
Repeats a few words			
Joins in singing			
Responds with single words			
Experiments with sounds in English			
Is happy to speak in the first language			
Follows instructions			

References

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Siraj-Blatchford, I and Clarke, P. 2000. Supporting identity, diversity and language in the Early Years. Open University Press. Bucks. England.

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An earlier version of this handout was distributed at the conference organised by Children in Scotland: Inviting Play: Creating Positive Environments for Bilingual Children