

Supporting children with English as an additional language in the early years.

**Early Years Educational Effectiveness Team
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Introduction

This booklet has been written by the Early Years Educational Effectiveness Team to help early years practitioners feel confident when supporting children and families whose home language is not English.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'.¹

Learning more than one language is an asset and should be valued as a positive skill. Some practitioners may be multilingual themselves and have their own knowledge and experience to refer to, others will be less familiar with supporting children learning English as an additional language. Equally, every child and family are unique and will have differing needs. It is important practitioners do not make assumptions and gather as much information as possible about the child's background, the proficiency in their home language, as well as in English.

Practitioners must also have a good understanding of the similarities and differences children go through whilst learning a new language, not only to support them with learning English but to support their social and emotional development. This booklet aims to improve outcomes for children whose home language is not English and remove any barriers to them achieving a good level of development, it includes:

- Links to EYFS, Ofsted and other statutory duties
- Useful terms and abbreviations
- The importance of using home language
- Learning English as an additional language
- Supporting children who have English as an additional language
- Working with parents
- What to do if you are concerned that a child is not speaking in their home language and you are concerned about their progress.
- Signposting to other services
- Websites, books and resources
- References

English as an Additional Language- Links to EYFS Ofsted and other Statutory Duties

In order to fulfil the statutory duties when working with children within the early years, best practice considerations must have regard to the following frameworks and legislation.

¹ DfE (2017) *Statutory Framework for the Early Years Foundation Stage*, p5

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Statutory Framework for the Early Years Foundation Stage 2017

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Areas of Learning and Development

1.7. 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. Providers must also ensure that children have enough 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.

Safeguarding and Welfare Requirements

3.58 Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

Equality Act 2010

The Equality Act 2010 requires early years providers to make 'reasonable adjustments' to ensure that children with protected characteristics are not at a disadvantage.

In order to do this, settings need to consider their policies and practices, the physical environment and the need for additional equipment.

Early years settings need to consider what they may need to do to remove any barriers to inclusion and plan accordingly, to ensure that policies, practices and the environment are as inclusive as possible.

Early Years inspection handbook for Ofsted registered provision

Outstanding grade descriptor for Personal Development pg. 40

"Practitioners value and understand the practice and principles of equality and diversity. They are effective at promoting these in an age-appropriate way, which includes routinely challenging stereotypical behaviours and respecting differences. This helps children to reflect on their differences and understand what makes them unique".

The United Nations Convention on the Rights of the Child (Summary)

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Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether these are shared by the majority of the people in the country where they live

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Useful terms and abbreviations

EAL – abbreviation of 'English as an Additional Language'. Used where English is not the child (or family's) first language. We will use this term within this document, however it's important to recognise that 'EAL' as a term can be used interchangeably with the terms bi- or multi-lingual (see below).

Mother-tongue / home language – used to describe the language most often used at home between the family.

Bilingualism / multilingualism – the ability to speak and understand more than one language. A person who would identify as 'bilingual' usually has two languages, 'multilingualism' would include three or more languages.

Sequential bilingualism - where a second language develops after the first has established.

Simultaneous bilingualism – where additional languages develop alongside each other.

Fluency – a common term to describe how confident and comfortable a person is with their use of language. Fluency may include the ability to listen and understand, speak, read and write.

Code switching – the child's ability to inter-change words or phrases as they speak in the languages they are familiar with.

Silent period – a period where the child with EAL does not verbalise and speak. They will normally still be learning and developing during this time.

The importance of using home language

Why is home language so important to children and their families?

A child's mastery of a home language is directly linked to success for both School Readiness and Life Readiness. Research on bilingual learning has demonstrated its cognitive and cultural benefits. The use of home language should also be the benchmark for measuring a child's actual acquisition of home language to assess where they are in the age and stage of development as depicted in the EYFS.

It is important that when practitioners and key persons are supporting children, that they understand that children who have dual language are able to switch between languages and develop a flexible approach in terms of problem solving. Bilingual children have an ability to think in two different languages which promotes a higher level of abstract thought, which is critically important in learning (Diaz, 1985).

Speaking a home language, particularly in the home environment, amongst family and friends, provides children with a sense of self and a sense of belonging both at home and in their community and culture. For a child continuing to speak their home language they retain those vital connections with family members such as grandparents, aunts and uncles, who perhaps do not speak English at all. It is also important to remember that the child also may become the language broker within the family, becoming the parent's teacher of English, particularly where both parents have no English at all.

Learning English as a second language at home can also instil a sense of pride in the child as well as the family member for that child. It retains a connection and kinship like nothing else. The pride of being a child able to be the connector for their parents and grandparents to the outside community is something that a person never forgets.

Many studies have advocated that children who are bilingual have certain benefits when it comes to social understanding. This is because they must in some ways, steer through a social world which is complex where different sets of their community and friends at their pre-school have different language knowledge. Young children particularly learn to navigate through complex social interactions. This is because research suggests that children in the early years have enhanced sensitivity to certain characteristics of communication as they pick up on for example the tone of a person's voice along with subtle nuances and articulation giving them heightened awareness of language and how and when to implement new words learnt ([Yow & Markman, 2011](#)). It is also important to understand that parents shape and guide their children's lives, often in their first language, therefore it is essential that practitioners encourage the continual use of home language with parents at home and in the setting.

The key person in a setting plays a vital role in reassuring parents that maintaining and developing their home language will benefit their children and support their developing skills in English.

It is vital that practitioners and the key person understand that children learning EAL are as able as any other child in the setting and therefore the curriculum, activities and planning for these children should still remain challenging. Practitioners when they stop and observe children with EAL, will begin to see that these children will pick up and connect and link their knowledge as they begin to repeat single words and phrases. Practitioners should also see that children with EAL will slowly begin to join in with songs, rhymes and stories.

Learning English as an Additional Language:

You are likely to have children in your setting who are learning English as an Additional Language (EAL). But what does this really mean for the child and their family? How does this benefit them and how can you help them in your setting?

Some children may have learnt and spoken one language, which isn't English, at home with their family from birth and may not have experienced a second language at all. In this example, a child might attend your setting with good language skills in their home language, but with little, or no, experience of English. They would begin to learn English by being around English-speaking people, listening, watching and sharing experiences with adults and other children. This situation can be called 'sequential bilingualism'.

The language most used by the child (or adult) is usually called 'mother tongue' or 'home language'. It is the language that holds the most positivity for the child, they are usually freely able to communicate with that language and be understood by those closest to them before starting at an early years setting.

Other children may have learnt two, or more, languages from birth in their family home and community. This is often known as being bi- (2) or multi-lingual (more than 2). Where children learn multiple languages as they grow and develop from birth this is usually known as 'simultaneous bilingualism'. You may also hear the term "L1 or L2". This is a shortened version of 'Language 1' usually used for the home-language and 'Language 2' for a second language.

Children may have one parent who speaks one language and one parent who has a different language. For example, Mum speaks Polish and Dad speaks Hungarian. A general 'rule' is for each parent to speak to their child in the language they are most confident with themselves. This helps young children to know which parent speaks which language, as well as giving the child the best experience and practice at hearing and using that language from birth. Children need to develop language from a firm foundation, so a parent's confidence in their home language will help the child later in their learning and education having set down strong language skills early in their development. Maintaining the home language at home, is particularly important for cultural identity, language fluency and confidence.

Did you know?

- Having English as an Additional Language (EAL) does not confuse children, it does not lead to children having speech and language difficulties.
- 70% of people in the world speak more than 2 languages.

Learning a second (or more) language should add to the child's first language, not detract from it. Where a child is developing their language(s) in an age appropriate way any additional languages being learnt should add to and support the first language(s). This is called 'additive bilingualism'. The opposite of this is called 'subtractive bilingualism', where the use of and development of the second language overtakes and gradually erodes the use of the first language. In this scenario the loss of mother tongue is a great loss to the family, child, culture and community. There is growing evidence and research into bilingualism and how it relates to culture, history, and heritage and should be celebrated. Being bi- or multi-lingual might involve speaking, listening, understanding, writing and reading. It may also include thinking. It's important that you understand how families use their languages in their family homes and day-to-day life so you can value this within your early years setting.

Code Switching

Within the time that children are learning their first and additional languages there are two further key aspects for practitioners to be aware of within their language development. The first aspect is known as 'code switching'. As children are growing in their use of words and language, they may suddenly alternate between using one language and then swap to another. This can seem strange to adults around the child but is in fact a normal part of the child's development when learning EAL.

Did you know?

- Children as young as 2 years old usually know which language they need to speak and to who.
- Children can be surprised to know that you only speak one language!
- Even adults code switch sometimes. Some words don't exist to describe thoughts, feelings or objects in some languages. Bi- or multi-lingual speakers will usually prefer to use a language where the word describes their feeling or object that they are familiar with to help them express themselves, even though those around them may not understand.

The silent period

The second aspect which is also important to understand is called the 'silent period'. This can sometimes cause anxiety for Early Years practitioners and parents while the child is at a setting. This is a normal part of development for the child learning EAL. This period can also vary in length, depending on the child. Some children have very long periods of not wanting to verbally communicate, although they are likely to be taking the language in around them and learning. Other children have very short silent periods, or none.

Useful information:

- Having EAL is not a sign of a special educational additional need.
- If a child's first (home) language is not developing along the 'normal' lines that you would expect then this can be a reason to seek additional support.

How does a second language develop?

As you have read above, learning English as an Additional Language is a rich experience, but can be complex. Most children learning EAL will already have a secure foundation in their home language, this has provided the 'building blocks' for them to gain the second (or more) language. Practitioners can usually see some clear stages that children go through while learning EAL. You should be able to watch and listen for these within your observations of children and make notes in a child's learning journey (or documentation) to share with parents about their development.

The table below gives a guide to how second language may develop:

Phase of development	Key features
Silent period	In many cases there is a silent/quiet period, although children may understand some of what they hear. This can last up to 12months. Although the child may not use verbal language you should be able to see that they are settling in, playing and communicating through body language with peers and adults. The longer the child has attended the setting the higher the likelihood that they are able to understand a lot more than they are verbally communicating at this stage. They will gain understanding from the routine, adult body language, peer interactions and play, visual prompts and day-to-day experiences. These are all important. You should also be able to

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	see the child's responses to your verbal communication, for example if you asked "Get your coat" when they want to go outside, they would be able to follow the instruction.
Echoing / repeating back	At this stage children may repeat much of what they hear from adults and peers e.g. If you ask a child "do you need the toilet?" they may repeat the word "Toilet". They are trialling key words and learning how they sound and how to form them. Positive reinforcement at this stage is useful and plenty of repetition of key words for children. Once children have learnt how to say words that are important for them this is usually the 'kickstart' that they need to build their confidence using spoken language (moving onto the stages below). There is a natural gap between children's 'receptive' and 'expressive' language skills, but once their expressive language starts, it should continue to build gradually, the silent phase doesn't usually return.
Formulaic language – how we use words together to form meaning	This is where a child may use some language for meaning e.g. 'mummy gone' / 'my turn'. Children are learning about the word order in English as well as using two (or more) key words together. Depending on the age and developmental stage of the child they may also be going through the same process with their home language. In some languages the word order might be different to how English is used, so this can take time and will be useful to talk to parents about.
Joining in refrains – aspects of language that are repetitive	Songs and familiar books would be the most common examples of this beginning to happen, along with children echoing adult's words and copying other children during play. These are all likely to happen alongside each other and would be useful to listen out for while you are playing and interacting alongside a child learning EAL. It is important for stories and songs to be repeated many times so child(ren) can become familiar and confident to join in.
Use of basic questioning	A child might begin to ask basic questions. Just as with all children, simple 'what, where, who' questions will start to be asked. This shows that the child is taking on more around them and is keen to communicate with others.
Development of independent phrases / short sentences	Such as their like and dislikes or beginning to talk about things at home or places they have been.
Extended phrases	May start to use phrases with nouns (label words, objects), verbs (doing words / actions) and adjectives (descriptive words)
Leading on to eventually using longer sentences and verbal competence	Although some irregularities may still occur, and children may code-switch for some time when talking to others.

What do we need to know?

As a practitioner working in an Early Years setting you will need to have a good understanding of the child's previous experiences. Children with EAL, just like all children, have had a variety of experiences in their childhoods that they will be bringing with them into your setting.

You should take time to get to know the child and their family.

- Some children are born in the UK, but start your setting speaking little, or no, English and may have limited or no experience of literacy (reading and writing) in their first language.

- Some children are born in the UK but enter school speaking little, or no, English but they have some experience of literacy in their first language(s) if they have been read to and witnessed adults around them reading and writing in their home language.
- Some children may arrive in the country without verbal or literacy skills in English, but they do have age appropriate verbal and literacy skills in their first language(s), and sometimes in other languages too.
- Some children start nursery without verbal or literacy skills in English and with limited or no literacy skills in their first language due to not having attended an Early Years setting previously or having experienced disrupted education.
- Some children have suffered emotional and psychological stress as a result of family loss or social and economic disruption to their lives in their countries of origin.

Things you need to consider when helping children who are learning EAL

- Knowledge about the child's previous language experience and learning
- Ability to get to know the child and family, developing strong home – school relationships.
- Practitioners knowledge and understanding of second / additional language development and how long this can take.
- Practitioners ability to help parents understand that first language is important and help to foster this.
- Understanding the importance of assessing children's individual needs and help to plan for language learning.
- Sharing information with parents about supporting the child's language learning and encouraging their role at home with this.
- The setting's policy and practice regarding racial equality and inclusion. Being sensitive to the needs and wishes of people from different communities and cultures, valuing heritage and being curious to explore this with families to learn more.

Creating a familiar environment for the child and making links with home:

- Ensure correct pronunciation of child's and parent's names. This is essential for welcoming them to the setting and their identity.
- Ask parents to provide key words from home to help staff hear and understand these. These can be written down but remember to check the correct pronunciation.
- Try to find a way for the parent to record key words for you onto a recordable device so you can hear the words back several times and the child can also hear their parent's voice.
- Set up a 'my word book' during settling in period for key words e.g. Mum, Dad, food, drink, toilet etc. This can be added to as part of the child's learning journey.
- Reassure the parent about how important it is that the child and family continue to use their first language together.
- Even if you don't understand, the child's attempts to speak to you are important and alongside body language can help the relationship and trust to develop.
- Ask parents to bring in comfort items for the child if they use them, or familiar items from home.
- Try to find out about customs, culture and heritage and use this knowledge to adapt your EYFS practice.
- Ask the parent to share their knowledge of music and stories with your setting and children.
- Can the parent visit and read to the children in their home language? Or could they make a video recording and share this with you via email or upload a video to an online learning

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journey? It doesn't matter that English-speaking children may not understand, the experience of hearing a story, looking at the pictures together and taking part in the experience will be important.

- Music may be an important part of children's lives, sharing music and dance together will offer all children chance to move and listen, creating acceptance and allowing social connections to be made.
- Sharing food together – food is an important part of any culture and is often used as an offer of hospitality, social connection and rich teaching experience.
- Ask all families to share foods they love and recipes from home for the children to try at the setting.
- Cookery - ask families to visit to teach children a simple recipe – a sensory and language rich experience that can often be achieved with simple pictures and body language if necessary. You might be able to use video call to share this if the parent cannot attend the setting.
- Create a picture book or photo album with photos from home and the setting – include pictures of staff and children (with permissions) so the child can share this with their family, this creates a bridge between home and setting.
- Where children in the setting share the same language, allow them to use it together. This is something to be fostered and allowed within the EYFS.

Environment & Resources:

- Use your setting routine as a starting point for introducing key words about what happens. These should be accompanied by visuals to help children to understand and become familiar with what happens next.
- Value staff in your setting who speak the same languages as children. This should be encouraged widely, and other children allowed to hear the language difference.
- Use additional puppets, props and pictures to accompany stories, taking part in stories by using props and actions helps children to feel valued and engaged.
- Try to access resources for your home-corner that reflect different cultural cookery / home environments.
- You could buy foods from local supermarkets to reflect different populations, so children see print in different languages as well as being able to explore the content of the packages within a sensory experience, or the role play area.
- Borrow books from the library or access BookStart to find relevant dual language books.
- Set up a lending library of dual language books for families to look at together at home.
- Staff working at your setting who speak and read in the child's home language are important to support the child. Allow them to read to the children in their home language, or additional, languages too.
- Use rhymes and songs to help children to learn. Singing rhymes offers plenty of repetition of words and language and are easy to pick up. Looks for the child mouthing along before they are making sounds.
- Ask parents to audio-record their own family rhymes for everyone to share and allow the child to take the lead in singing and teaching the rhyme. Ask the parent to visit and sing with the group if possible.
- Literacy and print in the environment, including print and hand-written labels.
- Try to include hand-written text in different areas, for example within the role play area as well as in the writing area and as labels for where the child could store their belongings.
- It would be important to understand whether the child and family use their language in a written form before doing this.

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- Use ICT resources such as talking buttons' and ICT story sequencers can be used to enhance story telling sessions.
- YouTube has stories and rhymes in different languages available for you to use.
- Audio recording devices are useful for families to record their voices onto for replaying in the setting.

Useful tips and strategies:

- Use visual prompts to help children to understand your words and allow them to learn to use the visuals to communicate.
- Visual pictures are useful for all children, but if pictures don't work try to use the real objects where possible as children are more likely to understand when they see the real item.
- Don't assume that the child won't answer if you ask them about something. Give them time and a long pause (up to 10 seconds) to allow them time to understand, think and produce a response.
- Emphasise or repeat key words or phrases regularly during play and practical experiences with children, linking words to physical actions and objects.
- Encourage opportunities to speak in any language. This can be with adults or other children. Playful, fun interactions will go beyond any spoken language.
- Adults should provide a commentary about the child's play. This allows the child to hear words spoken that match their actions in a sequence.
- When children are using single words, try to add additional words onto their one-word for example the child might say "car" and the adult would repeat "Car" and maybe add "You want the blue car" while 'driving' the car towards the child playfully. This is familiar to how you would interact with any child during play. Using language normally for children learning EAL is important to their sense of identity as English learners.
- Try to limit asking questions. Questions can put pressure on children to provide an answer, which if they are not sure about the words, or still in the 'silent phase', could make them feel uncomfortable. Building confidence and relationships is central to children being able to express themselves in time.
- Staff should learn how to recognise key words in the child's home language, for example the use of words 'toilet', 'drink', 'snack', 'Mummy/Daddy/family', 'home'. There are likely to be other words that families will share with you that are important to their child to help them to settle in.
- Remember that some words can be linked to cultural differences, for example the use of pleasantries such as 'please' or 'thank you'. There may be words that families are not familiar with. This would be important to discuss with families, so you understand their values.
- Staff should use clear consistent English words, especially when the child is new to your setting. Agree common words and ensure everyone uses them, for example agree with parents whether 'drink' or 'water' is to be used or 'toilet' or 'wee-wee'.

Observation, Assessment & Planning:

- Make observations of the child's use of body language, verbal or non-verbal communication attempts when they first start with you.
- Use information from parents, or other people who may speak the same language as the child's home language to gather information about their language abilities.
- Think about the key stages of language development within the 'learning EAL' section of this guidance and look out for them during your play and interaction with the child.
- Try to help the child to build relationships with peers. This is especially useful for helping children to play together and learn words from each other. Children may also prefer to speak

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in front of their peers during play but be less confident around adults. You can observe for this and help the child to build trusting relationships with adults too.

- Include within your planning opportunities for new vocabulary to be introduced and for children to take part in small group games together.

Working with parents

To work in partnership effectively with parents an awareness of what parents/carers want for their children and their expectations of you and the setting is needed. This involves listening to parents, respecting their way of life, value what they tell you and establishing trust. This is no different to working with parents of children whose first language is English but just taking into consideration there may be some additional barriers if the parent's home language is not English. In order to achieve this time needs to be taken to build a good relationship with the parents from the beginning.

Key points to consider

- Firstly, and foremost is to remember that each child is unique so any child with EAL should not be regarded as a whole group with other EAL children.
- If not doing so already consider having a face to face meeting to complete the initial forms, parent contracts, one-page profile/all about me.
- Value the parent's input and draw on their experience and knowledge of their child.
- Ask the parent for familiar words in the child's home language that can be used in the setting. It's especially important to be aware of key phrases for yes/no/ the toilet/food/upset/in pain/mummy/daddy
- Consider using a home/nursery book for updates, messages and opportunity to share successes.
- If needed, consider translating the all about me forms/newsletters/information sent home. Use a translator for meetings. Make any reports clear and jargon free.
- Include parents on parent help rotas.
- Ask them to share their specialist knowledge or skills with the setting
- Encourage parents to keep using the language which is most natural to them with their children. Give reassurance that their child will learn English better if they continue to develop their own language and have a strong foundation in this. Learning more than one language does not confuse children or delay speech and language development. Research shows that continuing to use home languages alongside their new language acquisition will make the process of learning English faster and easier.
- Parents and carers should be encouraged to read stories and sing songs and rhymes in home languages as well as using home languages to discuss what their children have been doing at pre-school. Children learning English as an Additional Language should have opportunities to hear and use their home languages in the Early Years Foundation Stage
- Listening to songs and rhymes and stories in the home language (ask parents to record some for you), learning a few key words yourself, and providing extra support through gestures and photographs can all help the settling-in process.

What to do if you are concerned that a child is not speaking in their home language and you are concerned about their progress

This guidance document has been written to support the overall practice within an early years setting for children learning EAL. It is also important to be aware of whether the child is showing a good level of development in their first language. From research there seems to be a point at which if a child's home language is not developing as would be expected then there may need to be a renewed

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focus on how best to support that child for their educational provision in this country. NALDIC say “It would seem that there needs to be a minimum level of linguistic and conceptual knowledge in the first language to successfully add a second and develop bilingually”

Children learn to speak by first listening to the people around them. The parents/carers need to be speaking mainly in their home language with their child. The more a child listens, the more they will begin to understand, and then start to use the language themselves. This would be the same process for a child with or without EAL. If a child is not speaking in their home language, this could potentially identify a delay in speech and language which may affect other areas of development. Most children are very susceptible to learning multiple languages when they are young.

When a child first starts at a setting, it is best practice to identify if the child has EAL, what language they speak at home, how well the child is communicating in that language, have they introduced English, and if the parents have any concerns. Over a period, you should have the opportunity to observe a child during play and document any language spoken.

“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.” (DfE, 2017)

You may use the non-statutory Development Matters with the parent/carer to identify if there is a delay in the child’s home language, or other assessment tools. The Early Language Monitoring Tool, (ECAT) or the Communication Trust’s Universally Speaking document are both assessment tools that can help a practitioner ascertain if the child’s communication and language skills are age appropriate in their home language.

You can go through either of the Early Language Monitoring tool or the Universally Speaking document with the parents or ask them to fill it out for the child in their home language. There are certain check points within the Early Language Monitoring tool that should alert a practitioner to potential need for intervention. There are strategies within the Universally Speaking document for practitioners or parents to use to support communication and language skills.

The earliest stage of identification is best. This could be the two-year check that is completed when the child is between 2-3 years old, termly/yearly formal assessments, or the Foundation Stage Profile check. But the ECAT form can be used at any time if the keyperson or parent feels there is a delay, however you must gain permission from the parents to use this form.

If, by using either of these assessment tools you highlight a delay in speech and language in the child’s home language, and they currently aren’t able to speak English either, you will need to invite the parents in for a conversation about what support can be put in place. Once permission has been granted from the parents, you may consider using the Speech and Language Therapy Pack or other useful resources. The Early Years Graduated Response provides you with advice around assessing, and planning appropriate interventions for children who may be experiencing a delay in their communication and interaction skills.

You can contact Surrey’s Graduated Response Early Years Team, (GREYT), for support and or/use the One Stop portal to make a referral to The Speech and Language Therapy Service. Let the parents know what the process will entail, and that the Graduated Response Advisor for the setting, and the child’s key person will be there to support the child’s needs and wellbeing.

If, by using the assessment tools you highlight a delay in speech and language in the child’s home language, but the child has no delay in speaking English, you will need to be able to offer parents/carers advice on how to support the child to use their home language. It is important for the

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child to gain understanding in their home languages, as this is part of their identity. Please see further guidance within this booklet of resources you can offer to parents for support.

Other Consideration to think of whilst making assessments

- Within some cultures not giving eye contact is a sign of respect.
- Within some cultures children and adults will avoid physical contact such as hand shaking or being touched on the head.
- Within some cultures when eating they use different types of utensils or no utensils. So, some children may avoid eating within the setting.

Signposting to other services

Please see below a list of supporting services and resources for early years professionals to access.

- Family centres- Early years setting can contact their local Family centre for advice. Please see here to find your local Family centre: [Family Centres in Surrey - Surrey County Council \(surreycc.gov.uk\)](http://surreycc.gov.uk)
- Family information service (FIS)- Surrey Family Information Service (FIS) is a free impartial information and signposting service for families with children aged 0 to 25. We can help you find organisations and services that may be able to support your family including information about childcare, finances, parenting and activities in your local area. Please see here for the FIS: <https://www.surreycc.gov.uk/people-and-community/families>
- The aims of the Speech and Language resource pack are, to empower practitioners with a resource to enable them to identify children with speech, language and communication difficulties, to assist practitioners in identifying which children are appropriate for referral to Speech and Language Therapy and provide specific activities to encourage a child's development in specific areas of communication. Please see here for the pack: [Schools and nurseries :: Children and Family Health Surrey \(childrenshealthissurrey.nhs.uk\)](http://childrenshealthissurrey.nhs.uk)
- Surrey's Graduated Response Early Years Team (GREYT) can offer support and advice if there is a delay with the child's home language as well as English. Please see here for the contact details for your local SEND advisor on the Local Offer website: [Early Years SEND Resources: Supporting Children with SEND in the Early Years Using a Graduated Response | Surrey Local Offer](http://surreycc.gov.uk)
- Surrey's Online Library- a service that settings and families can use to access rhyme times, story times and other activities that support children's language. Please see here for this service: [Libraries from home for children and young people - Surrey County Council \(surreycc.gov.uk\)](http://surreycc.gov.uk)
- One Stop Referral Service- if you feel the child does have a delay in speech and language you can request support from a speech and language therapist by making a referral through this service. You will need supporting evidence on how the setting/keyperson has supported the child and recent tracking forms that have identified a delay. Please see here

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for this service: [One Stop Referral Service :: Children and Family Health Surrey \(childrenshealthsurrey.nhs.uk\)](https://www.childrenshealthsurrey.nhs.uk)

- Race, Equality and Minority Achievement (REMA)- this is a service that settings can pay to come into the setting to provide support for children who have EAL. Please see here for details about this service: [Support for English as an additional language \(EAL\) learners - Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk)

Further Information, reading and links to resources:

Assessment tools

[The Communication Trust – Universally Speaking 0-5 years](#)

The Early Language Monitoring form can be found under the resources tab on the [Surrey Local Offer](#)

Websites

[Early Words Together for multilingual families | National Literacy Trust](#) Early Words together-
[EAL in Early Years: 13 Ways to Offer a More Inclusive Environment | Family](#)

EAL in Early years

Supporting Children learning English as an additional language. Primary National strategies
[ealeyfsguidance.pdf \(naldic.org.uk\)](#)

Supporting parents of children learning EAL

[english-as-an-additional-language.pdf \(ican.org.uk\)](#)

Supporting Multilingual children in the Early Years

[EYFS - NALDIC](#)

Improving teaching & learning for EAL, Black & minority ethnic pupils

[Nassea | Improving teaching and learning for black and minority ethnic pupils](#)

Time Together booklet for parents translated into 13 different languages

[Support for multilingual families at home | National Literacy Trust](#)

Multilingual books

[Dual-language resources for bilingual children and parents and for the multi-lingual classroom.](#)

[Bilingual books for children | Mantra Lingua UK](#)

[Information for practitioners about Bookstart dual language books | BookTrust](#)

[Children's Foreign Language Books & Primary MFL Resources - Little Linguist \(little-linguist.co.uk\)](#)

[Children's Books \(milet.co.uk\)](#)

[HOME - babyboomboom](#)

[Learning English through picture books | LearnEnglish Kids | British Council](#)

Celebrations and festivals

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[Early Years Experience - festivals around the year, grouped by season. The information provided on festivals is in concise form, easy to understand. \(bigeyedowl.co.uk\)](#)

Multicultural dolls and posters

[Diverse Resources, Multicultural Dolls, Cultural Resources, Childminder \(earlyyearsresources.co.uk\)](#)

[Multicultural Resources - Little Linguist \(little-linguist.co.uk\)](#)

Persona Dolls

[Home – Persona Doll Training](#)

Music from around the world

[KIDS | Putumayo](#)

[Mama Lisa's World: Children's Songs and Nursery Rhymes from Around the World](#)

Multicultural dolls and puppets

[Multicultural resources- Indian costume for children \(ewe.org.uk\)](#)

Video clip & checklist

[English as an additional language | PACEY](#)

Support in EY settings & Schools from REMA. There is a charge for this

[Race equality and minority achievement \(REMA\) - Surrey County Council \(surreycc.gov.uk\)](#)

Books

- *50 Fantastic ideas for children with EAL* Natasha Wood
- *EAL in the Early Years* Anita Suni
- *Supporting Children with EAL in the Early Years: developing language & communication skills using expressive arts & design activities* Judith Harries
- *Meeting the needs of young children with EAL: Research Informed Practice*

References

[NALDIC | EAL guidance | Bilingualism and Second Language Acquisition](#)

Rose Drury (2020) Supporting bilingual children and their families: transition from home to school, webinar learning via Early Education

NALDIC (National Association for Language Development in the Curriculum) is the UK's national subject association for EAL and has a wealth of research and articles available for you to look at: [NALDIC](#).

Formulaic language: [Formulaic language in learners and native speakers | Language Teaching | Cambridge Core](#)

National Literacy Trust:

[Understanding bilingualism in the early years | National Literacy Trust](#)

Diaz, R. M. (1985). *The relationship between degree of bilingualism and cognitive ability: A critical discussion and some new longitudinal data*. In K. E. Nelson (Ed.), *Children's language, Vol. 5* (p. 319–344). Lawrence Erlbaum Associates, Inc.

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Yow WQ, Markman EM. Bilingualism and children's use of paralinguistic cues to interpret emotion in speech. *Bilingualism: Language and Cognition*. 2011;14(4):562–569.

Books to support children learning EAL

Choose books that have:

- Little or no text. Wordless books are good for families to use where English is not the strong home language. There is no pressure to rely on reading and the emphasis can be drawn towards comprehension skills, in either English or the child's first language
- Repetitive language
- Predictable patterns, refrains and story lines
- Cultural familiarity wherever possible and provide positive images of cultural diversity
- A link to children's first-hand experiences and interests
- Opportunities to be used alongside props, puppets and other visual support (story sacks, storyboard pictures)
- Availability in dual language
- Opportunity to be heard as audio tapes alongside the visual text and illustrations.

Here are some examples of good early years books for children learning English as an additional language

<p>Peace at Last-Jill Murphy With a snoring Mrs Bear, an excitable Baby Bear and a house full of tapping and dripping and ticking, peace is hard to come by – will Mr Bear ever get a decent night's sleep?</p> <p>Familiar noises, repetition, join in with repeated refrains Vocabulary focuses on garden, furniture, rooms, family.</p>	<p>Peace at Last: Amazon.co.uk: Murphy, Jill: Books Paperback £ 5.44 Boardbook £ 5.41</p>
<p>Handa's Surprise-Eileen Browne Handa is part of the Luo tribe in south-west Kenya. She decides to take seven pieces of fruit to her friend, Akeyo. Along the way to Akeyo's village, sneaky animals steal something from Handa's basket, which she's carrying on her head.</p> <p>Vocabulary focuses on fruit and animals. Dual language: Handa's Surprise Mantra Lingua UK</p>	<p>Handa's Surprise: 1: Amazon.co.uk: Browne, Eileen, Browne, Eileen: Books Paperback £5.99 Boardbook £ 5.89</p>
<p>Dear Zoo-Rod Campbell Young children will love lifting the flaps to discover the animals the zoo has sent – a monkey, a lion and even an elephant! But will they ever manage to send the perfect pet?</p> <p>Repetition join in with repeated refrains. Vocabulary focuses on animals and descriptions. Dual language: Dear Zoo / Annwyl Sw (Welsh English Bilingual) 9781784230777 - Little Linguist (little-linguist.co.uk)</p>	<p>Dear Zoo: Lift the Flaps: Amazon.co.uk: Rod Campbell: 9780230747722: Books Paperback £5.42 Boardbook £4.00</p>
<p>Elmer-David McKee The grey elephants all love him, but he soon starts to wonder what it would be like to be just the same as them...</p>	<p>Elmer: 30th Anniversary Edition: 1 (Elmer Picture Books):</p>

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<p>Elmer's subtle message, that it is OK to be different, resonates with children across the world.</p> <p>Vocabulary focuses on colours and weather</p> <p>Dual language: Bilingual Elmer Books (milet.com)</p>	<p>Amazon.co.uk: McKee, David: 9781842707319: Books</p> <p>Paperback £5.03 Boardbook £5.99</p>
<p>The Very Hungry Caterpillar-Eric Carle</p> <p>Eric Carles The Very Hungry Caterpillar is a perennial favourite with children and adults alike Its imaginative illustration and clever cut out detail charts the progress of a very hungry caterpillar as he eats his way through the week. Repetition, able to join in with repeated refrains. Vocabulary focuses on days of the week, food and number.</p> <p>Dual language: Hungry Caterpillar Mantra Lingua UK</p>	<p>The Very Hungry Caterpillar [Board Book]: Amazon.co.uk: Carle, Eric, Carle, Eric: Books</p> <p>Paperback £4.99 Boardbook £5.00</p>
<p>Rosie's Walk-Pat Hutchins</p> <p>Rosie's walk around the farmyard, pursued by the hungry but clumsy fox. One disaster after another befalls the poor fox while Rosie goes on her way, unaware of the danger behind her. Children love the humour of this near-wordless story.</p> <p>Vocabulary focuses on position</p>	<p>Rosie's Walk: Amazon.co.uk: Hutchins, Pat: 9781862308060: Books</p> <p>Paperback £5.94 Boardbook £5.94</p>
<p>Mr Gumpy's Outing-John Burningham</p> <p>Mr Gumpy takes a boat trip. But the children and lots of animal friends join him. Everyone's having a lovely time until the animals start kicking, bleating, hopping and flapping and the boat starts to rock. What will happen...?</p> <p>Vocabulary focuses on animals and verbs</p>	<p>Mr Gumpy's Outing: Amazon.co.uk: Burningham, John: 9780099408796: Books</p> <p>Paperback £6.31</p>

Visual communication considerations



[Supporting the Communication of Children in Preschool: Language & Literacy Experiences | VLS \(virtuallabschool.org\)](http://virtuallabschool.org)

[Do2learn: Educational Resources for Special Needs](http://do2learn.com)

[FREE! - Daily Schedule for Preschool Classroom with Pictures \(twinkl.co.uk\)](http://twinkl.co.uk)

[Preparing for Preschool with a Personalized Photo Book - Modern Parents Messy Kids](http://modernparents.com)

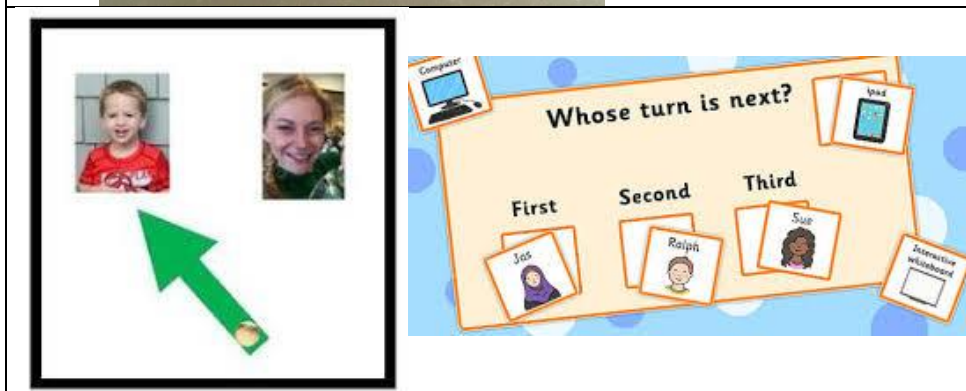
[Supporting the Communication of Children in Preschool: Language & Literacy Experiences | VLS \(virtuallabschool.org\)](http://virtuallabschool.org)



[Lunch and Snack Time Visual Routine Reminder Charts and Read Alouds \(teacherspayteachers.com\)](http://teacherspayteachers.com)



Home made



[Whose Turn Is Next Board-turn, turn taking, next, table, ordering \(twinkl.co.uk\)](http://www.twinkl.co.uk)



[How many children can play here? Visual number display posters | Teaching Resources \(tes.com\)](http://www.tes.com)



[Anger Management: 23 Free Calming Strategy Cards \(lizs-early-learning-spot.com\)](http://www.lizs-early-learning-spot.com)

[Bicycle/Tricycle/Scooter Park Outdoor Area Signs \(SB3382\) - SparkleBox](http://www.sparklebox.co.uk)



[Make A Squash and a Squeeze Story Book Bag - HodgePodgeDays](#)



The Very Hungry Caterpillar STORYTELLING BASKET



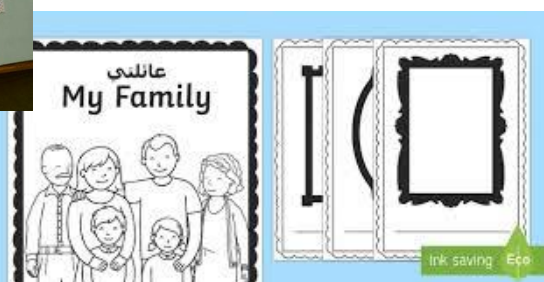
[5 FAIRY TALE / TRADITIONAL STORY STONES SET 1 \(40PK\) £43.19 | Buy Online @ CosyDirect.com](#)

[The Very Hungry Caterpillar Storytelling Basket - The Imagination Tree](#)



Home made

[NURSERY RHYME SPOONS \(15PK\) £29.99 | Buy Online @ CosyDirect.com](#)



["My Family Book" - DIY Family Board Books for Babies and Toddlers - LaneKids](#)

[My Family Booklet \(teacher made\) \(twinkl.co.uk\)](#)

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EAL Audit tool and action plan

	Met	Partially Met	Not Met	Actions/Comments
Valuing bilingualism & promoting an inclusive environment				
Do you encourage both staff and children to use their first language wherever possible and how do you show that you encourage this?				
Do you regularly reflect on your policies and practices to check that they are equitable for all of your families? What changes, if any, do you need to make? Do you genuinely welcome all families and children without prejudice?				
Do you provide all families with information that is accessible to them and find solutions to ensure this happens? (e.g. information about times, attendance, holidays, lunch/snack, policies, home/setting links, fees). How do you ensure that they understand this information?				
Do you seek training, advice and support in order to improve your provision for children learning English where necessary?				
Do you ensure that all staff understand and are sensitive to cultural, religious and language needs of bilingual children and their families.				
Do you find mutually acceptable solutions when cultural practices conflict with the settings practices, (for example wearing of jewellery for religious reasons, eating habits, toilet training etc).				
Do you ensure that practitioners continually seek to inform themselves about the languages, culture and				

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circumstances of any new families that they are working with?				
Do all practitioners plan activities that encompass children's communities' key places, festivals, holy days, special customs and observances?				
Do staff have access to training or materials on supporting children with EAL?				
Do you provide opportunity to reflect on training and the impact on practice at regular intervals?				
Do you ensure that all staff understand the stages that children learning EAL go through so they can assess children's learning effectively?				
Settling in				
Do you ensure there is effective two-way communication of information with parents of children learning EAL, considering the use of interpreters, bi-lingual staff, written translation or use of the Internet?				
Do you consider offering a home visit, where parents may feel more relaxed and able to talk about their child's strengths, interests and experiences as well their language skills?				
Do you reassure parents that use of the child's home language is important and within the setting it's use is encouraged, respected and will support their child's overall learning including communication skills and learning English?				
Do you record detailed information about the child's use of home language, language preferences and skills on admission to the setting, so that you can provide an experience that caters for the unique child?				

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Do you record cultural and religious information on admission, including customs, and are you sensitive about diet, festivals, worship, etc.?				
Do you check correct pronunciation and spelling of parents and child's names?				
Do you ensure parents have provided you with key words from home and checked correct pronunciation?				
Do you provide parents with knowledge of the stages of learning English as an Additional language?				
The role of the practitioner, (playing, teaching, observing and assessing).				
Do all practitioners have a sound knowledge of child development and language acquisition and their role in supporting language development?				
Do practitioners understand about second language acquisition that second language learners will acquire much of their language incidentally through interacting with peers and adults in meaningful contexts, (such as games, daily routines, books, role modelling, songs).				
Do all practitioners conduct observations of EAL children and record their communication and interaction skills including the use of non- verbal gestures, body language and other signs of understanding?				
Do practitioners continue to ask parents for key words in the child's home language and use these words to a foster a sense of belonging and achievement within the child for knowing a different language?				

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Do practitioners plan for times when the child can be involved in play and activities which require little or no English e.g. giving out food or drinks at snack time?				
Do practitioners ensure and support children to communicate their basic needs, (toilet, hello, goodbye, yes, no, drink, unwell), in a way that all adults can understand?				
Do practitioners support EAL children to play with children who are competent English language users, as well as those who are competent users of their first language. Do they simplify other children's talk by reiterating complex speech in an accessible way for all children?				
Do all practitioners use observations to assess and plan aspects of language they might plan to teach children in a more structured way?				
Do practitioners consult and moderate with other early year's colleagues in order to ensure accurate judgements and avoid under-assessing a child in a particular area of learning?				
Do all practitioners understand the phases of learning a second language and understand that additional support and/or referrals to other agencies is relevant only if the child is not developing in their home language?				
Environment and Resources				
Do you ensure that children sharing the same first language are encouraged to play and share language together and that adults facilitate where possible, perhaps with the help of parents.				
Do you ensure that young children, especially babies, are comforted, particularly at rest or sleep				

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times by songs or stories recorded in their home language by their main carer.				
Does your physical environment include play and learning resources that positively reflect your children's cultural and linguistic identity and experiences, (these could include books, posters, labels, role-play equipment including community language newspapers and food packets, displaying a variety of scripts to support language awareness).				
Are the home languages of children reflected in the displays that celebrate their multilingual identities and cultural experiences?				
Do you ensure that your physical environment is visually supportive to children that are learning EAL, (visual timetables, routines). Do you continually reflect on how children learning EAL access learning and participate in routines and know how to use equipment?				
Do you encourage the sharing of bilingual books between settings and home. Sharing songs and rhymes in home languages reinforces similarities in patterns of languages, and fosters home to settings links. Parents and bilingual staff can help translate favourites such as "twinkle, twinkle, little star" and "heads, shoulders, knees and toes" as well as sharing traditional rhymes and songs.				
Working with parents and the wider community				
Do you understand that families have different experiences regarding their own education, and do you provide guidance so they can become knowledgeable and confident in this new education system and they understand the Early Years Foundation Stage?				

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Do you signpost parents to agencies that provide opportunities for them to learn or improve their English skills? Enabling parents to access resources and participate more fully in the wider community as well as their child's learning journey?				
Are parents encouraged to come into the setting to help or for stay and play sessions, do they share stories, songs, food from their culture so that all members of the early years setting feel valued and included?				
Do you work with EAL parents to ensure that they are fully informed about their child's day to day experience of learning in the setting and can contribute to their child's learning journey.				
Do you share ideas with parents on how they can support their child's communication and language skills in their home language and/or English.				
Do you have a common understanding about EAL development with your partner agencies, particularly health, including speech and language therapists and health visitors? Do you know how and when to refer children for outside agency support?				

Stages of learning English as an Additional language

<p>Phase: silent, non-verbal period. Children are new to English. NB: This can be quite a lengthy time for some children but can be shorter depending on child's confidence & support from adults, other children & the environment.</p>	
<p>Child may be seen or observed to:</p> <ul style="list-style-type: none"> - use their home language with adults or children who do not speak the same language. - go through a silent or non-verbal stage, (but they are still active in their language learning, watching, listening, exploring and internalising). The child will be 'tuning in' to all the new language heard. - Use non-verbal gestures in response to questions or greetings or use eye pointing as a mean of communication - show interest in watching other children - understand more than they can speak, e.g. child may understand a question but only shake their head in response. - understand and follow some instructions given, if part of the daily routine, (e.g. snack time, sit down). - join in small group activities for a short period of time. - point to body parts when requested 	<p>What practitioners can do to help</p> <ul style="list-style-type: none"> - Do not put pressure on child to speak but involve them in circle games, turn taking games, outdoor play any activities where they can feel included but are not under pressure to speak and can understand and participate using visual cues from the adult or their peers. - Provide a running commentary as you play alongside the child-using short simple sentences. - Use visual cues whenever possible e.g. photos, pictures, real objects, facial expressions, gestures. - Reinforce the short phrases that you use during routines, e.g. 'wash your hands', 'tidy up time' 'garden time now'. - Ensure that you pick up on non-verbal responses that the child uses, as they may use them to indicate a need or in response to a question. - Mostly use language in context or around what is currently happening or what the child is currently playing with, e.g. talk about the sand, water, playdough or bricks while playing with them, or name pictures in a book. Any talk that is out of context of what is currently happening could be confusing to the child. - Some children may need extra support with sharing or social interactions, until they develop the appropriate language. Practitioners could use role modelling, practising the skills in structured games and the use of visual supports. - Access bilingual support in the child's home language (if possible) so that the child can access learning alongside others.
<p>Phase: - Echoing / repeating back. This phase is seen in children who are still very new to English. They will be seen to use simple language.</p>	
<p>Child may be seen or observed to:</p>	<p>What practitioners can do:</p>

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<ul style="list-style-type: none"> - will copy some words when they are role modelled - watch other children and imitate their words or sounds - begin to use single words to express needs, (e.g. Mummy, toilet) - may begin to show that they understand the words, 'yes' and 'no' and adhere to some boundaries - still use their home language at times to express their needs - use and name some common objects when requested 	<ul style="list-style-type: none"> - Respond positively to all and any attempts at speaking English and continue to repeat back familiar phrases in context, e.g. "Yes, it is tidy up time". - Keep talking and involving the child in activities with other children and adults with no expectation for the child to use English. Use familiar objects and family photos to encourage talk in a small group, adult to role model language. - Give extra time for the child to respond and give encouragement and praise for any effort to communicate.
<p>Phase: Using formulaic language (how we put words together to communicate meaning, how language is used to form meaning and word order). Children can still be fairly new to English but are communicating through short phrases, using greetings and simple words</p>	
<p>Child may be seen or observed to:</p>	<p>What practitioners can do to help</p>
<ul style="list-style-type: none"> - use one word utterances (usually nouns) to perform many functions, e.g. naming something, asking for something or to respond to a question. - start to put 2 words together to form meaning - use some learnt social sentences, e.g. 'Mummy come soon' and 'Happy birthday' and will use these to initiate interaction with adults and peers. 	<ul style="list-style-type: none"> - Use what the child says to extend and model language, e.g. Child: 'Car'. Adult: 'Yes, blue car'. - Share ongoing activities with parents/carers to support concept development in the child's home language.
<p>Phase: Joining in refrains – aspects of language that are repetitive. Children are starting to become familiar with English and using simple words and short phrases.</p>	
<p>Child may be seen or observed to:</p>	<p>What practitioners can do to help</p>
<ul style="list-style-type: none"> - begin to practise the learnt vocabulary by echoing phrases associated with certain nursery routines, e.g. 'tidy up time'. - to join in with some repetitive phrases in stories and simple songs and rhymes. 	<ul style="list-style-type: none"> - Provide regular opportunities to use songs, rhymes and stories in their play. - Provide opportunities for repetition of a few core songs/ rhymes and stories. - Choose stories that have good visuals and a repeated refrain and good clear illustrations - Use story sacks, puppets and visual prompts to support children's understanding, help them to participate and to keep them focused.

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Phase: use of basic questioning	
Child may be seen or observed to:	What practitioners can do to help
<ul style="list-style-type: none"> - begin to construct his / her own phrases and sentences using learnt words. Their main concern will be to get their meaning across, so function words will be missing, e.g. 'me coat garden'. - Use non-verbal gestures alongside their speech to help clarify their meaning. 	<ul style="list-style-type: none"> - Accept all that the child says and remodel phrases without criticism, e.g. 'Yes, you can go to the garden and once you have your coat on.' - Extend their sentences by one/two extra words, when answering them. - Continue to respond positively to all attempts from the child at speaking English. - Watch out for any non-verbal responses or attempts to communicate from the child. Role model the correct language back, (child points to paint, adult role models, 'yes you can paint now')
Phase: Development of Independent phrases. Children are becoming familiar with English	
Child may be seen or observed to:	What practitioners can do to help
<ul style="list-style-type: none"> - show increased confidence in using English and begin to use simple sentences and extended phrases with more control of functional language, (sentences and phrases may not always be accurate, child will be concentrating on getting their point across to others). - apply structures of their home language to English. Use English to initiate conversations, give simple instructions and convey a simple message - develop more control in the use of functional language (people or objects) and start to ask functional questions, e.g. 'What shall I do now?' - begin to combine or extend certain simple sentences in order to communicate new ideas of their own. - use descriptive language, e.g. 'big', 'blue', 'lots and lots'. - Memorise and retell familiar stories with the use of props and use song and rhyme forms. 	<ul style="list-style-type: none"> - Provide lots of opportunities for talk where child can practise their English skills, e.g. role play, puppets, circle games, in a non-threatening way. - Monitor where child prefers to play and talk. There will be children who will choose long avoidance activities e.g. bikes, so practitioners should plan for additional staff to support and extend their play. - Ensure child has good / correct language structures modelled during adult: child interactions, e.g. providing a commentary when playing alongside child such as 'My car is going over the bridge, where is your car going?' (Use body language and facial expressions to clarify meaning.) - Model conventions of politeness in English e.g. there may be more "pleases and thank you's" than in the home language e.g. "please can I have" rather than "I want..." - Respond positively to all attempts at speaking English. - Emphasise descriptive language in conversations, play, stories etc. - Ensure child has access to a range of simple story books with some repetitive text. Make and share photo books with familiar pictures e.g. family, home, local environment etc.

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	<ul style="list-style-type: none"> - Plan for song and rhyme time – use props / song / rhyme bags wherever possible. Leave props in the environment for children to revisit and reinforce language
<p>Other strategies practitioners can use to support EAL children to become familiar with English.</p> <ul style="list-style-type: none"> - Maximise opportunities for social language e.g. snack/lunch time. - Use small group time to reinforce language structures e.g. “I like to play with....” or “I like to eat....” or Today I feel....because....” For all such activities ensure the child with EAL has a later turn so they can observe good role models. - Look for opportunities to use the same word in different contexts e.g. big and little in different play activities, at lunch times etc. - Provide opportunities for children to record and listen to their own talk e.g. tapes, videos. - Provide opportunities for children who speak the same language to play and talk together. - Think of which language structures can be reinforced through certain practical activities e.g. cooking process: first..., next..., last... for explaining a sequence. 	
<p>Phase: Using extended sentences. Children are becoming confident as a user of English</p>	
<p>Child may be seen or observed to:</p> <ul style="list-style-type: none"> - show growing competence in using English and talk using larger, grammatically correct sentences. - understand most verbal instructions and no longer need visual clues. - begin to give explanations of how things happen and begin to ask more complex questions such as ‘how/why’ questions. - be able to convey meaning effectively to others. 	<p>What practitioners can do to help</p> <ul style="list-style-type: none"> - Provide lots of opportunities for talk where child can practice their English skills, e.g. role play, puppets, circle games, in a non-threatening way. - Monitor where child prefers to play and talk, there will be children who will choose long avoidance activities e.g. bikes. Plan for additional staff to support and extend their play.
<p>Phase: Children are fluent in most situations, leading on to eventually using longer sentences and verbal competence</p>	
<p>Child may be seen or observed to:</p> <ul style="list-style-type: none"> - use English fluently in most situations - use language to resolve issues and come to a compromise with peers - have English speaking and understanding skills that are comparable to English speakers. - use talk to organise, sequence and clarify thinking - use language to explain their own knowledge and understanding of stories, songs, rhymes and poems. - use colloquial expressions appropriately. 	<p>What practitioners can do to help</p> <ul style="list-style-type: none"> - Ensure children have the opportunity to hear and experiment with a wide variety of detailed and correct vocabulary in a comprehensible context e.g. tulips instead of flowers, foals instead of horses, gigantic instead of big, plan for the use of more complex vocabulary. - Continue to plan and use more complex tense structures e.g. “What would happen if....”. - Use open ended questions.

This is a reference document that you should adapt for your own setting.

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| <ul style="list-style-type: none">- initiate conversation with adults and peers and speak about familiar topics.- show an understanding of tense systems to express past, future and present.- use clear stress and intonation patterns, (e.g. intonation goes up at the end of a posed question)- use language that is comparable to that of his /her peers- use language to imagine and create roles in play situations- shows comprehension, by describing story events and characters.- show understanding of prepositional language. | |
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EAL Assessment and support plan

Child's Name.....Date of birth.....Entry date.....Home language/s.....

Learning EAL phase:	Home language stage:	Date of Assessment:
Child can:	Child can:	
Practitioner support:		Changes to environment/resources:
Parent can:		
Parental Signature:		Date:
Learning EAL phase:	Home language stage:	Date of Assessment:
Child can:	Child can:	
Practitioner support:		Changes to environment/resources:
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