

Traveller and English as an Additional Language Service

INITIAL LANGUAGE ASSESSMENT KS2 KS3 KS4

This document is based on the QCA Language in Common Guidance. It aims to support schools with the identification of the initial language needs of pupils new to English.

Starting in a new school can be daunting for pupils of any age or background, but the experience can be even more of a challenge for pupils with little or no English moving to the UK for the first time. Schools can ease this process by ensuring that:

- **as much information about the pupils and his/her educational experiences, religious/cultural background, health needs, aspirations etc. is obtained at the admissions meeting with parents/carers. This might require the support of an interpreter.**
- **Parents/carers understand the expectations of the school and also understand how they can support their child's learning.**
- **all staff (teaching/non-teaching) are made aware that a new pupil will be joining the school.**
- **the child has a place within the school where they can go if they feel alienated i.e. a safe haven and ensure that there is a designated adult responsible for their care.**
- **the environment is welcoming: displays in the child's language, positive images of people, places and things from a range of countries and cultures.**
- **All staff understand that it is important to recognise and reward what the child can do rather than focus on what they can't do.**
- **All staff are aware that a child with EAL is not a blank sheet and will have skills, knowledge and talents which might not be apparent simply due to their lack of knowledge of English.**

It is recommended that pupils are given some time to settle in to the new environment prior to any assessments being carried out.

The person carrying out the assessment may wish to observe the child over several sessions and carry out adult-child based activities (e.g. sequencing a story, LDA cards etc.) before ticking the appropriate statements on the form. Schools might prefer to highlight the statements using a highlighter pen if working on hard copy documents or to highlight the statements using the highlighter facility in Microsoft Word.

Initial Language Assessment for Children with English as an Additional Language

KS2 / KS3 / KS4

Language Levels	Pupil name : School: Nationality: Date of Admission:	Date of Birth: First Language: Ethnicity:	Strong Evidence of ✓	Some Supportive Strategies <i>(these are not unique to the level they appear next to – many can and should be used as good practice at all levels of linguistic competency)</i>
Step 0 /New to English	Silent receptive stage, knows almost no English, needs support of gestures/mother tongue/pictures / etc. in order to follow instructions/stories/etc.			<ul style="list-style-type: none"> • teach names of adults and peers • teach basic instructions / routines • make time to speak to the pupil in every lesson • give clear instructions with consistent use of key words and phrases • face the child and speak clearly when giving instructions • expect a non-verbal phase as child settles in • use visual props to provide language contexts • use gesture • talk through actions / events as they happen • model following print with finger/pointer • match letters in words / words with words • synchronise spoken with written word • individual alphabet strip upper & lower case • use peers to model routines / language • model social language conventions • play games with repetitive language • use paired / small group activities with supportive peers
<i>By end of this level pupils will have achieved</i> Step 1 Beginner Bilingual <i>A little access to curriculum through English</i>	1.1 Uses gestures to respond to greetings and questions about themselves. 1.2 <u>Vocabulary</u> – Can name frequently used classroom objects (book/pen/door/etc.) 1.3 <u>Instructions</u> : follows simple instructions based on classroom routines (e.g. Take your coat off) 1.4 <u>Communications</u> – Echoes words/expressions drawn from class routines/social interactions to communicate meaning. 1.5 <u>Structure (single words)</u> : Responds to simple questions (Do you want a drink?) with yes/no responses and expresses some basic needs using single words or phrases in English. 1.6 <u>Reading</u> : knows that in English print is read from left to right, recognises own name and familiar words, can identify some letters by shape and sound. 1.7 <u>Writing</u> : - Can write own name and familiar words.			<ul style="list-style-type: none"> • highlight key vocabulary • use action rhymes / songs / poems / stories • simple stories with repetitive language • practical / doing activities • use bilingual texts / resources • provide time for free talk and use of first language • respond and reply in words that extend and model • encourage child to respond verbally • ask: closed questions; “either”/ “or” questions; 1 word answer questions • give thinking time for child to mentally rehearse responses • focus on child's meaning rather than the words used • provide the words the child needs • send on simple errands / messages with partner (check outcome) • give responsibilities in class (handing put equipment etc.) • place the pupil in groups with supportive peers where s/he can be exposed to good models of English and behaviour!
<i>By end of this level pupils will have achieved</i> Step 2 Early Bilingual <i>Some access to curriculum through English – English language learning needs are obvious</i>	2.1 Copies talk that has been modelled. 2.2 <u>Vocabulary</u> – can name the most common objects/actions in school, home, street, etc but many <u>obvious</u> gaps. 2.3 <u>Instructions</u> : can follow day to day instructions but needs support for more complication instructions. 2.4 <u>Structure (phrases)</u> : initiates conversation – communicates using 3 or 4 word “telegraphic” sentences using verb stem only (me want book) 2.5 <u>Stories/Communications</u> : can follow a well illustrated story – answers straightforward who/what/where questions but communication is hindered by differences from standard English in almost every sentence 2.6 Shows some control of English word order. 2.7 <u>Reading</u> : can read words and phrases learnt in different curriculum areas 2.8 <u>Writing</u> : attempts to express meaning in writing, supported by oral work or pictures but uses only isolated words or very short phrases.			

Language Levels continued		Strong Evidence of ✓	Some Supportive Strategies <i>(these are not unique to the level they appear next to – many can and should be used as good practice at all levels of linguistic competency)</i>
<p><i>By end of this level pupils will have achieved</i></p> <p>Level 1 Threshold Developing Bilingual</p> <p><i>Access to curriculum through English but language learning needs are clear when assessed.</i></p>	<p>3.1 <u>Vocabulary</u>: names objects/activities not in the immediate environment but obvious limitations in ability to elaborate – knows only main words (e.g. bike but <u>not</u> pedal mudguard etc.)</p> <p>3.2 <u>Instructions/input</u> – can follow general instructions and teacher input but misunderstandings are obvious</p> <p>3.3 <u>Communication</u> - conveys meaning through talk and gesture and can extend what they say with support. Speaks about matters of immediate interest in familiar settings – mostly uses only a single tense (usually the present tense) and word endings (e.g. –ed, -es, etc.) often missing</p> <p>3.4 <u>Structures (simple sentences)</u>: speech includes subject-verb-object sentences, is beginning to ask questions using inversion (Is he, am I, etc.) -, speech is sometimes grammatically incomplete at word/phrase level</p> <p>3.5 <u>Stories</u>: Can re-tell stories but the story often appears to be disjointed because of limitations in vocabulary, tenses etc. – differences from standard English are still apparent.</p> <p>3.6 <u>Reading</u>: Can read a range of familiar words and identify initial and final sounds. With support, can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding.</p> <p>3.7 <u>Writing</u>: With support can express meaning using simple sentences but with grammatical and spelling errors and lack of coherence.</p>		<ul style="list-style-type: none"> • teacher modelling / rephrasing sentences and questions. • label pictures • provide models of different language functions e.g. describing, explaining • provide sentence starters using visual cues. • respond / reply in words that extend and model • circle time type activities (using repetitive language) • allow time for child to mentally rehearse words • whole class reading/ poetry recitation/ singing • cloze questions asked, pupil to refer to visual cues • games (pelmanism, lotto, snap, track games) • information seeking activities e.g. simple questionnaires • recycling of language across the curriculum • paired feedback at plenary sessions • encourage child to make links with home language (within safe environment)

<p><i>By end of this level pupils will have achieved</i></p> <p>Level 1 Secure Intermediate Bilingual</p> <p><i>Competent in most social situations but has some limitations in meeting all the demands of the curriculum</i></p>	<p>4.1 <u>Vocabulary</u> – can explain most general vocabulary used by teachers but has some difficulties with subject and culturally specific words, etc.</p> <p>4.2 <u>Instructions/input</u> – can usually follow general instructions/ teacher input/stores but sometimes misunderstands words and structures that are key to the story line, etc.</p> <p>4.3 <u>Structures (co-ordinated sentences)</u>: can use simple connectives (and, but when, etc.) and can use more than one tense e.g. uses the past tense (I wrote) and future (I'm going to write) though not always accurately.</p> <p>4.4 <u>Stories</u>: re-tells stories but more simply than original, lacking detail because of gaps in vocabulary, etc. some difference from standard English are still present</p> <p>4.5 <u>Communication</u> – speaks about matters of interest to a range of listeners and begins to develop connected utterances. What they say shows some grammatical complexity in expressing meaning, sustaining their contributions and the listeners' interest.</p> <p>4.6 <u>Reading</u>: uses knowledge of letters/sounds/words to establish meaning when reading familiar texts aloud, sometimes with prompting. Comments on events or ideas in poems, stories and non fiction.</p> <p>4.7 <u>Writing</u>: Can express meaning using simple sentences unaided using simple grammatical structures but grammatical and spelling errors and lack of coherence still obvious.</p>	<ul style="list-style-type: none"> • provide beginnings of responses • display key curriculum vocabulary • cloze procedures with key vocabulary • cloze procedures with visual cues • match sentence beginnings to endings • provide collaborative tasks • retell story through sequencing pictures • provide opportunities for child to work with different pupils / in different groups • opportunities for drama / role play / hot seating within curriculum context • read play scripts of familiar texts (developing intonation and expression, and understanding of character • opportunities to plan / talk in groups • opportunities for paired problem solving and feedback • information seeking activities / barrier games / broken telephone / pass the message on • use of writing frames • provide opportunity to rehearse before writing
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Language Levels continued		Strong Evidence of ✓	Some Supportive Strategies <i>(these are not unique to the level they appear next to – many can and should be used as good practice at all levels of linguistic competency)</i>
<p><i>By end of this level pupils will have achieved</i></p> <p>Level 2 NCL 2 - 3 Competent Bilingual</p> <p><i>Access to curriculum through English but language learning needs seen occasionally</i></p>	<p>5.1 <u>Vocabulary</u> – rapidly developing vocabulary, is able to select vocabulary to express a range of feelings, to describe activities, etc. but sometimes struggles to find the right word.</p> <p>5.2 <u>Instructions/input</u> – can follow teacher input, stories and sequences of instructions but occasionally misunderstands uncommon words, nuances, more formal English, some colloquialism, puns etc.</p> <p>5.3 <u>Structures (complex sentences)</u> – can use subordinate clauses (who, which, that, etc.) and a number of tenses but a smaller range than expected for age</p> <p>5.4 <u>Communication</u> – can communicate with ease but will occasionally misunderstand others</p> <p>5.5 <u>Stories</u> – can re-tell a story although may use simpler vocabulary than original</p> <p>5.6 <u>Reading</u>: (Nat Curric. level 2) can read simple texts accurately and with understanding; expresses ideas about major events or ideas in stories, poems and non-fiction; uses</p> <p>5.7 <u>Writing</u>: can produce independently different types of writing but with some errors omissions and limitations being seen (e.g. Nat Curric. level 2 – Writing communicates meaning, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences.</p> <p>5.8 National Curriculum (English) level 3</p> <ul style="list-style-type: none"> • Listening and speaking • Reading • Writing 		<ul style="list-style-type: none"> • information seeking activities / jigsaw/ barrier games • extended listening with tape and book • problem solving activities • drama / role play / hot seating • independent feedback at plenary • preview text (e.g. introduce key vocabulary, ideas, subject matter, share similar stories, concept maps, word weaving, etc) • encourage re-reading • revisit known texts • scaffold questions leading to <i>how</i> / <i>why</i> questions • listening to recorded/live stories for intonation / developing reading stamina • explain cultural references • additional listening and speaking opportunities across the curriculum • responses to others' contributions • provide opportunities for: giving explanations; explaining processes; predicting probabilities. • role play/drama / act play scripts • give thinking time for responses • partner talk and reporting back • questions for varied roles e.g. interviews • barrier games to practise positional & descriptive language • hot-seating • keyword cards as aide memoires for listening and retelling • discuss idioms / colloquialisms • provide opportunity to rehearse before writing • encourage use of bilingual/ monolingual dictionaries • encourage use of thesaurus

<p><i>By end of this level pupils will have achieved</i></p> <p>Step 6</p> <p>Fluent bilingual</p> <p><i>Access to curric. unrestricted English language learning needs – working at or around expected Nat Curriculum Level</i></p>	<p>6.1 National Curriculum (English) level 4</p> <ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing <p>6.2 (KS4 only) National Curriculum (English) level 5</p> <ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing 		<ul style="list-style-type: none"> • teacher modelling • guided questioning • language topic displays word banks • provide a range of thesauruses and dictionaries
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