

Assessing pupils with EAL in the early years: Observation prompts

	Evidence
Listening	
How the child responds physically (facial expressions, concentration, etc)	
How the child responds verbally (in first language, in English, asking questions, with single words etc)	
How the child responds to instructions (Simple commands? More complex instructions?)	
Does the child need visual prompts to support understanding? (e.g. objects, gestures and facial expressions, pictures)	
Does the child need additional verbal support? (e.g. repetition, alternative phrasing)	
Speaking	
When the child speaks (with an individual, in small groups, in the whole class, etc)	
How the child speaks (with gestures, responding only, initiating) Does the child use single word utterances or whole sentences? Does the child copy or form their own phrases/ sentences? Does the child appear to be going through the 'silent period'?	
How well the child conveys meaning	
How clear the child's speech is (word order/ pronunciation)	
Speed at which the child is picking up English	

Reading	
Child's awareness of print and books	
How well the child understands and responds to texts/ stories	
General indicators of ability	
Motivation	
Concentration/ attentiveness	
Observation of peers/ ability to pick up routines	
Memory	
Use of bilingual pictorial dictionary/ Use of independent learning strategies/ asking questions/ asking for help/ applying previous learning	
Mathematical ability	
Strengths/ interests/ talents	
Social and emotional	
Relationships with peers	
Confidence/ well being	
Use of first language	
Does the child like to use their first language in pre-school?	