English Proficiency Scale For English as an additional language/Multilingual Learners

Early Years Foundation Stage

**Introduction**



Coventry Ethnic Minority Achievement Service (EMAS)

This document is designed to help mainstream teachers to track the English proficiency progress of early-stage bilingual learners. Research tells us that bilingual pupils take about two years to acquire conversational fluency in English, but a further three years or more to learn the English needed for academic success. To ensure that they achieve this accelerated progress in English and catch up with their monolingual peers, tracking progress and setting suitable language targets is important.

Target-setting and tracking progress for all early-stage bilingual learners will ensure that they become fluent articulate learners in both or all their languages.

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The working group which developed this process consisted of representatives from Early Years Foundation Stage leads in Coventry’s primary schools and advisory teachers at the Ethnic Minority Achievement Service:

Leanne Ewen: Courthouse Green Primary School

Claire Jones: Courthouse Green Primary School

Robyn Knighton: St. Christopher Primary School

Betty Lin: Southfields Primary School

Amanda Millican: EAL Co-ordinator, Coventry EMAS

Catherine Nailor: Early Years Lead, Our Lady of the Assumption

Catalina Nastase: Little Heath Primary School

Donna O’Brien: Early Years Phase Leader, Clifford Bridge Academy

Kerry Teahan: Early Years Phase Leader, Gosford Park Primary School

Liz Thompson: EAL lead, Coventry EMAS

Petra Waddell: EAL Co-ordinator, Coventry EMAS

Jo Wigfield: EAL Co-ordinator, Coventry EMAS

Advice and guidance were also given by:

Liz Bale: EYFS Learning & Development Advisor

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|  | **Autumn** | | | | | | **Spring** | | | | | | **Summer** | | | | | |
|  | PSED | Listening & Attention | Understanding | Speaking | Reading | Writing | PSED | Listening & Attention | Understanding | Speaking | Reading | Writing | PSED | Listening & Attention | Understanding | Speaking | Reading | Writing |
| **Nursery (3-4)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reception** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Nursery Key** | |  | **Reception** | |  | **Year 1 Key** | |
|  | Term | Colour |  | Term | Colour |  | Term | Colour |
|  | Autumn |  |  | Autumn |  |  | Autumn |  |
|  | Spring |  |  | Spring |  |  | Spring |  |
|  | Summer |  |  | Summer |  |  | Summer |  |

Name: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ Home Language(s): \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ Date Tracker Begun: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **PSED** | | | |
| **A** | **B** | **C** | **D** |
| **Building Relationships** | | | |
| * May engage more readily with children speaking the same home language * Notices and may copy the actions of other children in the setting during play activities or to follow routines * Plays co-operatively with a familiar adult speaking the same language e.g. ball game * Will join in familiar activities that can be accessed non-verbally e.g., matching games, Simon says... * Begins to form a relationship with a particular adult. This may be a speaker of the same home language. * Happily chats to bilingual support worker/other home language speakers * Carries out simple social routines with support/independently e.g., saying ‘hello’ * Willing to share equipment in the setting with peers | * Works and interacts with another child using gestures when supported by an adult * Engages in short informal/ conversational exchanges with peer, (e.g., one to one, or in small adult supported groups) * Responds positively to specific familiar adults who are seen regularly. * Joins in play/small group activities with others by responding to what they say and do with first language/broken English. * Initiates play/communication with another child/adult using gesture, touch and non-verbal means * Welcomes praise for their achievements * Can match characters from stories with images that represent feelings i.e., happy/sad/cross/scared | * Can negotiate and share when playing with others using language such as ‘yours’ and ‘mine’ * Engages in imaginative play with peers in order to act out familiar roles e.g., being ‘mummy’ or ‘daddy’ or familiar class storybook characters e.g., three little pigs and the wolf. * Can negotiate and make requests during peer interactions. * Confidently and appropriately responds to range of adults in familiar situations. * Can express their needs and ask adults for specific help * Uses some social vocabulary to engage with peers when topic/play is of interest such as… * Understands and is sensitive to others’ messages of appreciation or criticism * Shows awareness of others’ feelings and modifies behaviour accordingly e.g., becomes upset or tries to comfort another child when they realise they have upset them. | * Initiates play and conversation with peers. * Confidently and appropriately responds to known and unknown adults in formal and informal situations. * Is increasingly socially skilled and takes steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support * Proactively seeks adult support and can articulate their wants and needs * Can use a range of age-appropriate social vocabulary when engaging with peers and the current interests of the group such as ‘*Can I play? My Turn, your turn, let’s play this game, etc.* * Can talk about books that deal with challenges and explain how the different characters overcome them e.g. His cat is sick. He went to the vet. * Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group * Confidently asks for help from adults/peers |
| **Managing Self** | | | |
| * Readily accesses activities within the setting * Selects own activities within the provision * Responds with interest to activities in the setting. * Is aware of spaces within the setting to go to for emotional support such as a quiet space for calming down * Following simple routines using visual prompts, e.g., visual timetable. * Can navigate the setting to make use of the toilets, sinks * Manages own belongings / materials with some support e.g., dressing, coat peg. | * Can persevere with a task for an increasing amount of time * Shows understanding and co-operates with some boundaries and routines. * Can interact with a visual behaviour chart to represent right and wrong choices such as moving pegs on the display * Can follow rules displayed through images such as only one piece of fruit is to be taken from the table * Starting to use the toilet appropriately with help * Starting to put on own coat and manage own belongings without help from a familiar adult | * Can tell another child or adult about their own work e.g. I make circle in the sand. * Can increasingly adapt behaviour to different events, social situations and changes in routine. * Enjoys responsibility of carrying out small tasks. * Is independent in meeting own care needs, or e.g., brushing teeth, using the toilet, washing and drying hands. | * Can self-evaluate own work verbally e.g. * Confident to show and talk about what they can do and what they know. * Can explain the reasons for rules e.g. This is right because… This is wrong because… * Talks about their own and others’ feelings and behaviour and its consequences. * Can respond to key messages in discussions around personal hygiene and the importance of healthy eating to show understanding. |
| **Self-Regulation** |  |  |  |
| * Selects items within the setting to engage with which are relevant to their likes and culture. * Shows listening and attention through body language: eye contact. * Is beginning to learn that visual and audio clues mean an instruction e.g., clapping for silence or a song for tidying up | * Can express verbally their likes and dislikes regarding basic needs e.g. yes banana, no apple * Responds to adult gestures and signals around behaviour management such as a finger to the lips for silence. * Able to follow simple one step instructions e.g., Sit on the mat. * Shows developing concentration for longer periods on task. | * Can express verbally their feelings e.g. I am happy/worried and those of others e.g., he is angry/sad * Begins to be able to convey self-regulation taught strategies in line with the school’s behaviour policy and chosen approach * Can express verbally their likes and dislikes regarding personal likes e.g. I like diggers, I don’t like cars. * Able to follow a two-step instruction out of routine | * Can express their feelings if hurt or upset using descriptive vocabulary e.g. My leg hurts. I fell down running fast. * Begins to be able to negotiate and solve problems without aggression e.g., when someone takes their toy. * Shows developing concentration for a substantial period of time |
| **Listening and Attention** | | | |
| **A** | **B** | **C** | **D** |
| **Hearing** | | | |
| * Watches carefully and often imitates peers | * Limited but relevant responses to a range of classroom interactions, maybe verbal or non-verbal e.g. teacher explains it’s wet play and child goes to take their coat off. | * Tries to copy extended sentences in talk that is modelled. | * Identifies emphasis and key words through teacher’s tone in delivery * Discriminates between different voice tones e.g. angry and happy voices or between questions and commands |
| **Listening** | | | |
| * Starts to respond non-verbally to some familiar sounds in the environment. * May listen to teacher/familiar adult speaking English for short bursts of time | * Listens and begins to join in with repeated patterns of language from English rhymes, stories and phonics (May be able to recite rhymes and songs fully in first language) * Recognises and responds to many familiar sounds * Listens with interest to noises adults make when they read stories | * Listens and joins in fully with action stories and rhymes and can anticipate and echo repetitive phrases in stories. * Can listen to peer in play and other informal interactions. * Can listen to unfamiliar adults but may need support. | * Listens for a sustained period e.g listens to longer stories. * Listens and responds to peers’ opinions and ideas in more formal/guided learning situations. e.g., Partner Talk Skills * Can listen confidently to unfamiliar adults or listen in unfamiliar settings or contexts. |
| **Attention** | | | |
| * Responds appropriately when name is called * Reacts to unexpected noises or others talking | * Responds appropriately when name is called or a familiar audio or visual or simple verbal cue is given e.g., stop – please tidy up. * Can give appropriate attention in a wider range of circumstances, e.g., teacher reading a story out loud, DRA’s giving instructions on the playground. | * Shifts attention when carrying out an activity to look at the person speaking * Listens to information represented on the IWB or through audio or video materials. Attention span may be short unless language is supported by visuals | * Attends actively to conversations on familiar topics in mainstream group activities when the speech is clear and is at a familiar pace. * Two-channelled attention. Can listen and do for short span. |
| **Understanding** | | | |
| **A** | **B** | **C** | **D** |
| * Shows understanding of home language (e.g. responds to parents at the beginning/end of the day, MLA interactions, peer interactions with pupils sharing the same home language) * Responds non-verbally to oral commands or statements (e.g., through physical movement) * Understands simple familiar words from a narrative account by pointing at pictures or objects. * Follows one-step oral directions relating to everyday routines when supported by prompts /supportive gestures e.g., sit down, get your coat, stand up. * Begins to show understanding of learned English nouns in their environment by pointing to or picking up a familiar named item e.g., book, coat, ball * May respond to simple yes/no questions by nodding or shaking their head or pointing. * Developing understanding of language linked to concrete concepts e.g., big/little, hot/cold when given practical experiences of the language in context. Responses may be non- verbal e.g., pointing, picking up, ordering. | * Understands simple peer talk and can take part in simple social interactions relating to familiar routines/play/ or concrete tasks. * Begins to understand simple factual questions delivered with visual/contextual support e.g. Who? Where? What? * Can follow simple narrative accounts/stories with visual support. * Sorts pictures or objects according to oral instructions e.g., can understand positional language, in, on, next to, behind, in front. * Shows understanding of some key everyday verbs in context, e.g., identifies action words by pointing to the correct picture. Who’s jumping, painting, tidying up? * Will make a verbal response to yes/no, either or questions with increasing confidence. * Follows simple instructions relating to sorting/sequencing pictures or objects with support of modelling. | * Understands and responds to simple comments, closed questions or classroom instructions without the need for visual support. * Engages in regular play and routine social and learning situations with peers and shows gist understanding of peer talk and common phrases used by the teacher. * Understands simple narrative accounts, stories, and everyday teacher talk with some visual support. (excluding Makaton) * Follows two-step instructions out of routine * Is beginning to acquire subject- specific /topic- based vocabulary * Begins to attempt responses to a wider range of questions that require more than a yes or no answer and can respond accurately in most unmodelled exchanges. * Contributes actively to classroom discussion showing some understanding of the content e.g., able to express own opinions and feelings or able to remember and retell some information seen and heard. | * Confidently volunteers appropriate and relevant feedback in class lessons and large group situations. * Understands most instructions, interactions and explanations – occasionally needs visual support for new subject specific language. * Understands more complex language used to connect and qualify thoughts e.g., and, because, but, * Can order pictures of events according to sequential language. * Follows spoken language confidently in all activities e.g., assemblies, group tasks, teacher led learning, carpet time, but occasionally some vocabulary or grammatical gaps are apparent. * Identifies pictures/realia associated with curriculum topics from oral description. * Understands age appropriate EYFS concept vocabulary e.g., up/down, big/little. |
| **Speaking** | | | |
| **A** | **B** | **C** | **D** |
| * May attempt to initiate conversation in either home language or English or through use of gesture. * May use translanguaging, ‘Meh toilet janna’ (I want to go to the toilet) * Says some single words in English to express immediate needs e.g., Toilet, Good morning, mummy * Begins to join in with choral activities e.g., action songs, rhymes, counting and repetitive phrases. * Echoes single words or phrases connected to immediate tasks and needs. e.g., ‘snack time’, ‘yeah, well done.’ * Names some common items in the setting independently, ‘water’, ‘sand, pencil. * May use sounds in their play. e.g., ‘nee naw, nee naw’ ‘brum, brum’ * Often uses long pauses before answering. | * Begins to use chunks of language, e.g. ‘That one’, Me finish’, ‘Mummy come soon.’ * Asks simple questions, ‘where teddy?’ * Enjoys playing in small groups and echoes and reproduces related words and phrases, ‘My go, your go.’ * Completes phrases in rhymes, songs and chants. * Can recite basic facts and statements previously learnt. e.g., independently sings well known nursery rhymes and songs * Puts two words together to describe objects in terms of size and colour e.g., big bus, red car * Begins to describe positions of objects using simple positional language and gestures e.g., ‘in box, on table, go inside/outside’ * Starts to use common verbs, ‘have, be, do, come, make. Inaccuracies are evident e.g., he have pencil, you is happy.’ * Can produce simple joined up utterances on known, familiar content e.g., ‘is rain…now sun.’ | * Uses longer sentences of four to six words which may not be grammatically correct e.g., Daddy bear is come, he sleep this bed. Mummy bear sleep this bed, Baby bear sleep this bed.’ * Retells short narrative through pictures with emerging detail e.g., Daddy bear is come, he sleep this bed. Mummy bear sleep this bed, Baby bear sleep this bed.’ * Sings repetitive songs and chants independently * Can comment in simple terms to make observations and explain ideas during creative and exploratory activities e.g., ‘Car me very like’, ‘Me like lego car’ ‘I like it blocks’. * Uses different types of everyday words (nouns, verbs adjectives) (happy/sad, big/little). e.g., Apple is round. It fluffy. Pink spots small. * Speech shows cohesion through use of conjunctions such as ‘and’ and ‘because’ to string together ideas. Word choices may be limited * Gives simple instructions using a range of positional language as part of a barrier game e.g., in, on, next to, behind, in front. * Uses some grammatical word endings correctly e.g. plurals | * Uses some vocabulary introduced on tasks and taught sessions e.g. ‘Butterfly put their skin up. Butterfly move so hard and crack, they push with their wings. * Explores meaning and sounds of new words. * Can retell events in a connected narrative with detail * Begins to use language to explain what is happening and what might happen next in an activity. ‘The fruit is gone. Handa is hungry.’ * Uses language to imagine and recreate roles in play situations * Expresses likes, dislikes or preferences with reasons. Begins to use ‘because’ in a sentence to offer explanations. e.g., It’s hot ‘cause it’s sunny.’ * Uses a mixture of regular and irregular past tense verbs age appropriately. * Uses positional language with errors, ‘I play on the garden’ * Uses a range of pronouns with increased accuracy, ‘give to me, my book.’ * Uses English with greater spontaneity without long pauses for word searching. * Uses intonation, rhythm and phrasing to make meaning clear to others. |
| **Reading** | | | |
| **A** | **B** | **C** | **D** |
| **Phonological awareness** | | | |
| * Enjoys rhyming and rhythmic activities i.e. identifies environmental sounds, instrumental sounds, body percussion, voice sounds and sound discrimination for example through pointing at key images to match every day sounds. | * Can join in with clapping activities to identify syllables in words and joins in with rhyming games, songs and activities as part of a group. * Can repeat sounds in a VC and CVC word | * Shows an awareness of alliteration: words which have the same first sound e.g. **m**um and **m**ouse especially if the sound is in both English and first language. * Can repeat sounds in a VC and CVC word and can orally blend. | * Can choose a rhyming pair from three given words. |
| **Grapheme Phoneme Correspondence (GPC)** | | | |
| * Distinguishing between letters and pictures in the environment | * Begins to recognise familiar grapheme phoneme correspondence (GPC) for familiar words such as names but there may be interference from letter names (alphabet) or first language. | * Speedily recognises most single letter sounds * Blends known sounds using taught grapheme phoneme correspondence (GPC) in order to read a range of familiar CVC words e.g. c-a-t>cat, d-o-g>dog. | * Speedily recognises all single letter sounds * Blends longer words silently in accordance with the phonics scheme followed |
| **Sight recognition** | | | |
| * Recognises name when scaffolded by visual prompt * Shows interest in pictures, print and symbols used in the environment e.g., picture on coat peg | * Recognises name independently in print * Recognises environmental print when accompanied by visual prompts (coat, toilet, books, water). | * Starts to recognise some taught common exception words in accordance with the phonics scheme followed | * Recognises most taught common exception words in accordance with the phonics scheme |
| **Book behaviour** | | | |
| * Chooses to look at books * Holds a book orientated correctly, turns the pages, and handles carefully. | * Shows an awareness that print is read from left to right in English. This will depend on characteristics of print in first language. * Revisits familiar/favourite books | * Engages in group reading activities by joining with choral reading or responses. May independently repeat phrases or refrains heard in books in different contexts e.g. fee, fi, fo, fum * Locates some features of a book i.e. back cover, front cover, pictures, words | * Shows engagement with a range of texts e.g., makes comments or asks questions e.g. I have bike, where’s wolf? (May be in broken English) * Is aware of the way stories are structured |
| **Reading for Understanding** | | | |
| * Joins in and engages in story time * Chooses stories based on own interests and may make comments in home language by using picture clues on the cover | * Enjoys listening to stories read in English with repetitive language and visuals to support understanding. * Begins to show understanding by pointing to familiar characters or pictures or uses actions or noises to match the story. * Begins to respond to ‘where’ questions by pointing to supporting pictures. | * Able to verbally answer questions beginning with ‘who, what and where’ in relation to a familiar story i.e. ‘What is he doing?’ ‘Where is the cat?’ * Acts out favourite characters or situations from stories in their play. | * Can orally re-tell the story in a familiar book with support e.g. (props, oral prompts such as…’after that…then…finally’). Asks the meaning of unfamiliar words and is often able to give the corresponding word in L1 |
| **Writing** | | | |  |  |  |
| **A** | **B** | **C** | **D** |
| **Sentence level** | | | |
| * Attempts to repeat words and phrases drilled by a familiar and sympathetically speaking adult | * Rehearses and composes simple sentences which reflect their spoken language * Makes connections between speech and writing | * Can rehearse and compose simple sentences with some use of basic tenses | * Can rehearse and compose simple sentences with a growing vocabulary gathered from stories (Examples include: ‘enormous’, ‘forest’, ‘roar’) * Begins to write short sentences with words with known sound-letter correspondences |
| **Phonics/Word level** | | | |
| * Echoes phonics sounds when modelled by a familiar and sympathetically speaking adult * Able to repeat or produce a sound and produce an image or action to represent it * NB ‘Interference’ from first language skills can impact on a child’s ability to hear and make English sounds. | * Begins to write recognisable letters to represent a given sound in accordance with your phonics scheme. | * Begins to spell words by identifying the sounds and then writing the sound with letter/s (segmenting). | * Becoming more confident in spelling words by identifying the sounds (segmenting) and then writing the sound with letter/s. * Attempts to write some familiar high content words e.g. *dog, sun, ran, play* * Attempts to write some taught familiar common exception words in accordance with your phonics scheme |
| **Handwriting** | | | |
| * Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right * Can make a continuous line of shapes or symbols from left to right | * Is beginning to write letter-like shapes which may be influenced by the writing conventions and script of the home language. * Writes some recognisable letters - mainly those of immediate importance such as those in own name. * Understands the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc). * Understands when letters are referred to by names or sounds. | * Writes a growing number of recognisable letters with increasing accuracy. * Can refer to letters by names or sounds, sometimes using a combination of both. (Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc). | * Writes and can identify by sound or letter name a growing number of recognisable letters accurately including lower-case and some capital letters (Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc). |
| **Name** | | | |
| * Can recognise own name. * Will engage in writing-like activities such as tracing name with fingertip, copying in sand, colouring or painting initial letter | * Copies own name with adult support * Attempts to write their own name, or other familiar names and words, using combinations of lines, circles and curves, or letter-type shapes | * Writes some or all of their name. | * Writes their first name accurately |
| **Writing for a purpose** | | | |
| * Includes mark making and early writing in their play and enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough. | * Distinguishes between different marks they make and sometimes gives meaning to their drawings and paintings * Identifies and distinguishes between ‘writing’ and other forms of mark making. | * Uses some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | * Continues to write for a further range of purposes some of which may be read and understood by others. * May re-read what they have written to share its meaning with others. |