Assessment for Learning in the Early Years

NALDIC Conference 14th November 2015

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Learning Improvement consultant, Leeds City Council
Objectives

• To demonstrate how home language can be used effectively to evidence attainment of a good level of development in many of the Early Learning Goals (ELG’s).

• To explore the typical stages of language development for a child and give some practical examples of how vocabulary development can be supported and scaffolded for EAL learners in Early Years.
Assessment of ELGs in English

The ELGs for communication and language and for literacy must be assessed in relation to the child’s competency in English.

The remaining ELGs may be assessed in the context of any language – including the child’s home language and English.
Inclusion

Practitioners observing the child in day-to-day activities must take account of the following:

• Where any item in the EYFS Profile contains the word ‘talks’ or ‘speaks’, children can use their established or preferred mode of communication.

• The need to be alert to the child demonstrating attainment in a variety of ways, including eye pointing, use of symbols or signs.

• Any adaptations children use to carry out their activities, such as mobility aids, magnification, adapted ICT and equipment.
Why is the development of home language important?

• Most of the world is bi-lingual or multi-lingual
• **Family**- communicating with those closest to them for bonding, trust, affection, security, discipline, influence and emotional development
• **Culture**- language is one part (albeit a big one) of a culture. It is a major identifying feature, reflects personal and collective values and gives a positive view of one’s place in society
• **Cognitive** – Being bi or multi lingual supports links between the two sides of the brain. Less likely to develop Alzheimer’s in later years
• **Economic** – language qualifications lead to greater access to university and wider career opportunities
Guidance document & Exemplification materials

5 groups

1. Communication & Language ELG’s 1, 2 & 3
2. Physical Dev & P.S.E. ELG’s 4, 5, 6, 7 & 8
3. Literacy ELG’s 9 & 10
4. Mathematics ELG’s 11 & 12
5. Understanding the world & Ex Arts & Design ELG’s 13, 14, 15, 16 & 17
Hierarchy of language development

- Adult-child interaction
- Pronunciation
- Understanding
- Talk
- Looking and listening
- Play
Primary learning improvement

Pronunciation
Aa, Bb, Cc

Talk

Understanding

Play

Looking and listening

Adult/child interaction
### Stages of Learning for the EAL Child

Children learning English as an additional language may:

- Be silent
- Mix words from both languages (code switch)
- Make many grammatical errors

These features are normal when acquiring a new language and do not necessarily indicate language delay. The table below outlines strategies you could use to help children at different stages of additional language development.

<table>
<thead>
<tr>
<th>Stages of learning for the EAL Child</th>
<th>What can we do to help?</th>
</tr>
</thead>
</table>
| 1. Gather in Home Language          | Child wants to communicate but is not yet fully aware that others do not understand spoken in the same language.
|                                     | Keep talking and showing the child in activities with other children and adults. Talk one-on-one in smaller settings of continuous provision is perfect for this and use routine phrases e.g. wash your hands. Encourage children to use new words in home language. Question of the day in EAL language. Use visual aids to encourage children to read new words when they see them. |
| 2. Silent Period                     | Child uses gestures, nods and smiles to communicate but is not confident that he/she knows enough English to speak. Keep talking and showing the child in activities with other children and adults. Teach words in context and reinforce phrases in routine. Accept any attempts to speak. Monitor what the child is doing and describe the actions verbally E.g. "you are making a big tower". Discuss children's speaking skills in the home and other places out of setting with parents. |
| 3. Single Words / Routine Phrases   | Child practises the vocabulary he/ she already knows by pretending to speak it. E.g. "I am a blue car". Give children the opportunity to respond to English. Remember to share lots of pictures. Let children extend their vocabulary and language structures for words that they can identify and understand. Reinforce pronunciation in areas of interest. Model correct sound of pronunciation. Use children's space and time and opportunities to practice English. Provide 1:1 support and additional help. |
| 4. Making simple sentences          | Child uses words to construct simple sentences. E.g. "I want to eat". Encourage all the child says and remove phrases without criticism. 'You can say look at the cars' incorporate "Talk for Writing" strategies into teaching and learning. Give children the opportunity to write in the following order - present tense until confident, then past tense focused or future tense in response to children's interests. Though inappropriate contexts and time values. |

The process of learning an additional language can take several years. For children entering a setting where a different language is spoken it can take three months for them to begin to understand. They may take up to two years before they can hold a conversation, and up to seven years to have full cognitive proficiency in the new language.
### Word Studies

<table>
<thead>
<tr>
<th>What is it made of?</th>
<th>What shape and size is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textile</td>
<td>Paper</td>
</tr>
<tr>
<td>Wood</td>
<td>Cardboard</td>
</tr>
<tr>
<td>Stone</td>
<td>Elephant</td>
</tr>
<tr>
<td>Glass</td>
<td>Cat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What sound does it start with?</th>
<th>Where would you find it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Globe</td>
</tr>
<tr>
<td>M</td>
<td>Blackboard</td>
</tr>
<tr>
<td>G</td>
<td>Table</td>
</tr>
<tr>
<td>K</td>
<td>Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What colour is it?</th>
<th>What does it feel like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Rubber</td>
</tr>
<tr>
<td>Yellow</td>
<td>Plastic</td>
</tr>
<tr>
<td>Orange</td>
<td>Leather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is it a type of?</th>
<th>What do you do with it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal</td>
<td>Hammer</td>
</tr>
<tr>
<td>Vehicle</td>
<td>Screwdriver</td>
</tr>
<tr>
<td>Tool</td>
<td>Brush</td>
</tr>
<tr>
<td>Furniture</td>
<td>Cushion</td>
</tr>
</tbody>
</table>

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*Children’s Speech and Language Therapy Service*

www.leedscommunityhealthcare.nhs.uk/cslt

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**Empty**

**What does the word mean?**

Empty is having nothing inside or on the surface

- An empty pot
- An empty bag
- An empty jar

**Sentences:**

1. The cup is empty.
2. The car has got no petrol in, it is empty.
3. There is no work in the empty book.

**Pictures:**

- [Image of an empty cup]
- [Image of a fuel gauge on empty]

**What does the word mean?**

Full is when something contains as much as possible.
Primary learning improvement

Plant

What does the word mean?

Plants are living things such as:
- trees
- shrubs
- flowers
- grasses

Plant seeds need water and sunshine.

Sentences:
1. We have got plants in the garden.
2. The plant is in the glass pot.
3. The plant is green.

Bean

What does the word mean?

Bean is a name used for large plant seeds.
Edible seeds include:
- runner bean
- kidney bean
- black bean
- giant bean
- green bean

Sentences:
1. I like the taste of runner beans.
2. The sky beans are tasty.
3. I like the smell of giant beans.

Pot

What does the word mean?

A pot is a container used for many things.
- used for growing
- used for cooking
- used for planting
- used for storage

1. A pot is used in the garden.
2. The pot is green and shiny.
3. The plant is growing in the pot.
Phonics and syllables: large

1 syllable

large

A princess tower
Cow
Elephant

Makes me think of...

Word of the Week

large

Say it in a sentence

"This school is large."
Lilly Brown

"The train is large."
Jack Burnde

"The house is large."
Shaimar Dempster

"Is twenty a large number?"
Cubs 2

I have used the word...

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Words

Water, Pasta, Soil, Full, half full, empty, filling, pouring, Scoops, Spoon, Plant pots, Cups,

Models and Images

Capacity

Definition

Filling up a container full of different objects.

Learning Pictures
Including verbs and other word classes in areas of provision
Word study

• Think of an objective you will cover next week
• Decide on the vocabulary that will be relevant to this objective or topic
• Decide on an unfamiliar or challenging word to focus the study on
Using a sensory box to support pre-teaching of new vocabulary.

- Story stones
- Talking postcards
- Objects
Promoting communication...

Use daily routines and activities for repetition of basic vocabulary.

Give choices to increase vocabulary:
Adult: ‘Would you like a green apple or a juicy orange’

Try not to ask too many questions! It can stop the natural flow of conversation.
Alternatives to Questions
It can be useful to engage children in conversation or discussion by using alternatives to questions both in 1:1 conversation and in groups.

Strategies such as cueing will help to scaffold children’s utterances, for example, ‘You think he’s cross because...’

Other strategies, with practice, can move discussion forward by encouraging children to offer their own thoughts, ideas and opinions.
‘So you think that…….’

‘I wonder……’

‘If…….’

‘I remember…….’

‘Tell me about…….’

‘What I am looking for…….’

Can you build a tower of 5 bricks?
Look what
I have been
doing out of school!

Name

Takuto
Nakamura

Amez Aziz

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Let’s make books! Kids own Publishing

• Arts project to develop dual language books which reflect the population of our city: [http://wepublish.net.au/](http://wepublish.net.au/)

Impact:

• increased communication skills
• greater pupil and parental engagement
• greater awareness of the importance of home language
Popcorn!

What strategies have you seen or heard about so far today?
Practitioners will need to remember that....

- All children are unique – exposure to English, new arrival or third generation UK?
- Children learning EAL demonstrate competence through their home language in all of the prime and specific areas and will continue to do so throughout their schooling
- It is through good observation and partnership working with families that practitioners will build up a fuller picture of the child
- High expectations in all areas of learning are crucial, particularly as the child’s English language development may be seen to be “emerging” for a long time
- Interaction is key – practitioners must be good role models of spoken English (accurate grammar)
- Direct teaching in areas of provision should include pronouns, determiners, verbs, tenses and subject verb agreement, language of comparison, modal verbs, prepositions
- A diverse and multi-lingual classroom is a valuable resource for learning