

**Progress Monitoring Sheet – Updated – Speech and Language Communication in the Early Years –
Children with EAL Skills**

CHILD’S **FIRST LANGUAGE IS BEING ASSESSED – *for use with children who are
beginner bilinguals***

PARENTS/CARERS/FAMILY FRIENDS MUST BE INVITED IN WHILE THIS ASSESSMENT TAKES PLACE

Practitioner can assess

Parental opinion/support needed

Points to note

Stage	Listening and Attention	Understanding of Language	Speech Sounds and Talk	Social Skills
By 12 Months (0-12m) (EYFS 0-12)	Turn towards a familiar sound	Recognises parent’s voice	Initially uses cries to communicate	Gazes at faces
	Watches face when someone talks	Begins to understand frequently used words within the family <i>This may be a question asked on entry to the setting</i>	Uses speech sounds to communicate (simple babbling) <i>May be different from English speech sound units</i>	Copies facial movements (eg sticking out tongue)
	Locates voice with accuracy	Stops and looks when hears own name <i>Make sure you are sure how to pronounce child’s name accurately</i>	Uses gestures (such as waving and pointing) to communicate <i>Remember that gestures may differ according to culture</i>	Enjoys action rhymes and songs <i>Can use recorded versions of songs and rhymes in first language. Be aware that not all cultures sing with their children.</i>
	Focuses on different sounds	Understands simple instructions when supported by gesture	Uses complex babble strings	Takes turns in interaction using babble

Stage	Listening and Attention	Understanding of Language	Speech Sounds and Talk	Social Skills
By 18 Months (13-18m) (EYFS 8-20)	Attention drawn to most dominant thing in room – fleeting attention	Understands single words in context*	Constant babbling during play	Likes being with familiar adults
	Interested in music and singing <i>If family do not usually sing with child, if possible use first language songs and rhymes, otherwise use English action rhymes to establish interest</i>	Understands lots more words than can say	Reaches or points to something they want whilst making speech sound and eye contact	Likes watching adults
	Listens to simple instructions*	Recognises and points to objects and pictures if asked <i>Use a bilingual picture dictionary</i>	Says around 10 single words though these may not be clear <i>It is useful to ask parents for a list of words that children know and use at home</i>	Beginning with some simple pretend play
	Enjoys sound-making toys	Gives named familiar objects to adults, eg coat, cup, specific toy <i>Use resources such as a Talking Pen with the objects</i>	Copies gestures and words from adults who use or share first language	Plays alone although likes being near familiar adult

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By 24 Months (19-24m) (EYFS 16-26)	Starting to focus on activity of their own choice	Understands lots of simple words – this develops very rapidly	Uses approximately 50 single words	Able to engage in pretend play with toys
	Cuts self off in order to concentrate – single-channelled	Understands action words eg walk, run, jump, sleep	Is beginning to put two words together	Plays alongside other children
	Using their names helps them to attend to what an adult is saying, eg 'Mateusz, coat'	Follows simple stories in picture books <i>Consider parent's literacy level. Some languages are not written, they are oral languages. Use bilingual book and CD if available.</i>	Asks simple questions, eg 'what's that?', 'where drink?'	Wants to do things independently, eg says 'no' to adults
	Joins in with some songs and rhymes	Understands some simple instructions involving two main elements, eg 'where's mummy's nose?', 'put your cup on the table'	Is using several different sounds at the start of words	Seeks attention or affection when tired or afraid

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By 3 Years (125-36m) (EYFS 22-36)	Beginning to listen to talk with interest <i>Children will 'switch off' easily when they do not hear their first language</i>	Understands simple 'who?', 'what?' and 'where?' questions but not 'why?'	Uses 200 words	Holds a conversation but may jump from topic to topic
	Child can listen if he stops activity and looks at an adult. Needs adult to help to do this.	Understands phrases like 'put your teddy in the box', 'get your coat and shoes'	Links 4-5 words together	Interested in others' play and joins in
	Follows adult-led interaction for a short time <i>Practitioner can observe parent with child, both using first language and gesture</i>	Understands concepts of big/little	Is easily understood by family members	Expresses emotions towards adults using words, not just actions <i>Can use 'emotion fan' with images and child can describe feeling using word in first language</i>
	Repeats words or phrases from familiar stories <i>Some cultures have a strong oral storytelling tradition and so these may not rely on texts. Echoing in English could also be accepted here.</i>	Understands concepts of in/on/under	Uses prepositions (in, on, under) <i>Translate key prepositions using a website</i>	Shows an active sense of humour <i>A newly-arrived child may not be confident enough to exhibit such traits</i>

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<p>By 4 Years (37-48m)</p> <p>(EYFS 30-50)</p>	<p>Enjoys listening to stories</p>	<p>Understands and responds to more complex sentences where they are expected to follow more than one thing eg 'get your coat and put on your shoes'</p>	<p>Uses sentences of 4-6 words</p>	<p>Understands turn-taking and sharing</p>
	<p>Child looks automatically when adult speaks. Can shift attention from task to speaker.</p>	<p>Understands 'why?' questions</p>	<p>Is able to talk in past tense</p>	<p>Initiates conversations</p> <p><i>Easier to assess when two or more children share the same first language. Can also include non-verbal initiation</i></p>
	<p>Notices if adult uses wrong language in familiar story</p>	<p>Aware of time in relation to past, present and future. Beginning to understand yesterday, today and tomorrow</p>	<p>Able to remember and enjoys telling long stories or singing songs</p>	<p>Enjoys playing with peers</p> <p><i>Child may interact using non-verbal methods of communication. May play alongside as hasn't got the English to initiate play</i></p>
	<p>Joins in with repeated refrains and anticipates key events and phrases in stories</p>	<p>Recognises when an unfamiliar story is not read from the beginning or the end is omitted</p>	<p>Speech is quite clear, may have difficulty with a few sounds</p>	<p>Able to state an opinion to adults or peers using words not just actions</p>

Stage	Listening and Attention	Understanding of Language	Speech Sounds and Talk	Social Skills
By 5 Years (49-60m) (EYFS 40-60)	Is now more flexible with attention – can listen whilst doing	Understands instructions containing sequencing words, 'first...after...last'	Uses well-formed sentences – may still be some grammatical errors	Generally co-operative with playmates
	Can orally blend and segment simple words, eg c-a-t	Understands adjectives	Easily understood by adults and peers	Uses language to gain information, discuss feelings/ideas and give longer opinions
	Can recognise words that sound the same and add another similar-sounding word	Aware of more complex humour – laughs at jokes that are told	Uses language to imagine and re-create roles and experiences	Takes turns in longer conversations
	Adult can sustain attention with relevant comments, questions or actions	Able to follow a simple story without pictures	Is intelligible to an unfamiliar listener. Only 1 or 2 sounds unclear.	Chooses new friends