



EYFS  
2018/19

THE BRITISH  
SCHOOL  
OF GUANGZHOU  
A NORD ANGLIA EDUCATION SCHOOL

Progress in EAL  
*Student Language Tracker*



	<i>Complete beginner</i>	<i>Gaining confidence</i>	<i>Extending &amp; Consolidating</i>	<i>Competent user</i>
ACTIVE ENGAGEMENT	<ol style="list-style-type: none"> <li>Speaks mainly in first language.</li> <li>Watches other children and imitates them.</li> <li>Makes contact with other children but may not speak.</li> <li>Uses non-verbal gestures to indicate meaning.</li> <li>Makes eye contact with adult.</li> <li>Responds with non-verbal gestures.</li> <li>Repeats words and /or short phrases which are routine or have been modelled.</li> <li>Uses English to take part in games and other simple collaborative activities.</li> <li>Begins to express simple wants/needs.</li> </ol>	<ol style="list-style-type: none"> <li>Growing ability to move between the languages in conversations with peers.</li> <li>Uses words in a holistic phrase e.g. <i>where find it?</i></li> </ol>	<ol style="list-style-type: none"> <li>Communicates to a variety of audiences, although perhaps with many non-standard features.</li> <li>Speaks about classroom topics/activities with some non-standard features.</li> <li><b>Can extend what they say with support.</b></li> <li>Can ask functional questions e.g. <i>what shall I do now?</i> using simple grammatical structures.</li> </ol>	<ol style="list-style-type: none"> <li>Engages confidently in role – play with peers.</li> </ol>
LISTENING	<ol style="list-style-type: none"> <li>Responds to instructions within a practical context.</li> <li>Gives evidence of listening to first language e.g. <i>gaze direction</i>.</li> <li>Enjoys and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes.</li> <li>Will imitate using basic actions.</li> <li>May extract meaning if visual and contextual clues are available.</li> <li>Can follow a simple story, with visual support.</li> </ol>	<ol style="list-style-type: none"> <li>Can follow the gist of adult's talk, delivered in age appropriate style, with visual support and repetition.</li> <li>Understands, and perhaps becomes involved in, class or group stories or discussions (with practical or visual context).</li> <li>Can retell stories with the aid of props.</li> <li>Uses words like "how" and "why".</li> <li>Gives explanations using short phrases.</li> </ol>	<ol style="list-style-type: none"> <li>Understands some of the detail of a more complex story, with visual support.</li> <li>Understands basic classroom/playground English when relating to peers.</li> <li>Understands talk, delivered in age appropriate style, with visual support and repetition.</li> </ol>	<ol style="list-style-type: none"> <li>Understands most verbal instructions and directions without visual or contextual clues.</li> <li>Can relate what has happened in a story (without props) and can predict what may happen next.</li> <li>Understands the detail of a more complex story.</li> </ol>

	<i>Complete beginner</i>	<i>Gaining confidence</i>	<i>Extending &amp; Consolidating</i>	<i>Competent user</i>
<b>SPEAKING</b>	<ol style="list-style-type: none"> <li>1. Responds non-verbally to simple questions.</li> <li>2. Answers yes/no.</li> <li>3. Exchanges hello/goodbye.</li> <li>4. May use first language only in most contexts.</li> </ol>	<ol style="list-style-type: none"> <li>5. Conveys a simple idea.</li> <li>6. Uses phrases of 4-5 words.</li> <li>7. Increasingly confident in taking part in activities with other children using English.</li> <li>8. Beginning to use negative forms and pronouns appropriately.</li> <li>9. May be reticent at times e.g. <i>with unknown adults</i>.</li> </ol>	<ol style="list-style-type: none"> <li>10. Shows increasing confidence in using English in social situations.</li> <li>11. Conveys meaning efficiently but may still use non-standard features.</li> <li>12. Beginning to sort out details e.g. <i>she / he</i>.</li> <li>13. <b>Beginning to use tenses appropriately in some situations.</b></li> </ol>	<ol style="list-style-type: none"> <li>14. Growing command of the grammatical system of English and a range of sentence structures.</li> <li>15. Spoken English may appear comparable to that of native speaking peers.</li> <li>16. Clarity is aided by clear stress and intonation patterns.</li> <li>17. Increasing control of tense system in particular contexts: storytelling, songs, rhymes etc.</li> <li>18. Speaks fluently and accurately about familiar topics.</li> <li>19. Uses colloquial expressions appropriately.</li> <li>20. A fluent user of English (for their age) in most social and learning contexts.</li> </ol>
<b>VOCABULARY</b>	<ol style="list-style-type: none"> <li>1. Gives evidence of understanding some words.</li> <li>2. Is beginning to use single words and simple phrases to express needs and ask for help.</li> <li>3. Beginning to label objects in the environment.</li> </ol>	<ol style="list-style-type: none"> <li>4. Widening vocabulary but still limited.</li> </ol>	<ol style="list-style-type: none"> <li>5. Growing vocabulary for naming objects /events.</li> <li>6. Begins to describe in more detail e.g. <i>colour, size, quality</i> and <b>uses simple adverbs.</b></li> </ol>	<ol style="list-style-type: none"> <li>7. Widening vocabulary from listening to stories and poems and from being involved in other curriculum areas.</li> <li>8. Colloquialisms used appropriately for age.</li> </ol>