

**Tracking language development of children learning EAL - exemplar**  
 Class: \_\_\_\_\_ Term: \_\_\_\_\_

Name	Stage of English language development	Next steps	Possible provision / activities
Y	1 / 2 / 3	(1) Makes contact with another child in the class (3) Copies talk that has been modeled and begins to use short phrases	<ul style="list-style-type: none"> <li>• Keyperson</li> <li>• Use descriptive commentary</li> <li>• Provide support during unstructured / free flow time</li> <li>• Give her jobs where she needs to communicate</li> </ul>
A Y	3	(4) Can speak about matters of immediate interest in familiar settings, using 4-5 word sentences (4) Can extend what they say with support	<ul style="list-style-type: none"> <li>• Make photo books and scribe for him</li> <li>• Small group / paired 'challenges'</li> </ul>
N	1 / 2 / 3	(1) Makes contact with another child in the class (3) Copies talk that has been modeled and begins to use short phrases	<ul style="list-style-type: none"> <li>• Give him jobs that require him to interact without having to speak at first eg passing the fruit around, while adult asks the children which they would like</li> <li>• Introduce songs for routines using familiar tunes eg 'Wash your hands and dry your hands' (to Twinkle twinkle?) or for tidy up time, or lunchtime</li> </ul>
M	1 / 2 / 3 / (4)	(2) Joins in repeating language in a story or rhyme (3) Copies talk that has been modeled and begins to use short phrases (4) Can speak about matters of immediate interest in familiar settings, using 4-5 word sentences (4) Can extend what they say with support	<ul style="list-style-type: none"> <li>• Model key vocabulary in routines and small group work</li> <li>• Descriptive commentary, model clear sentences in structured situations / chosen play</li> <li>• Extend language in contextualized activities</li> <li>• Give him tasks that require him to speak</li> <li>• Encourage social and cognitive language in paired activities</li> </ul>