

**EAL Initial Assessment Record**  
**Speaking, Listening and Understanding**  
**Welcoming Questions**



**Note for assessor: ask the children a selection of questions.**

- 1. What is your name?**
- 2. How old are you?**
- 3. Where were you born?**
- 4. Where do you live now?**
- 5. Who do you live with?**
- 6. Have you got any brothers and sisters?**
- 7. What do you like doing?**
- 8. What do you like/dislike at school?**
- 9. Who are your friends?**
- 10. Can you tell me about your house/home?**

**EAL Initial Assessment Record**  
**Speaking, Listening and Understanding**  
**Picture/Photo Discussion**

**Note for assessor: make use of other photographs/pictures to question children. E.g. Book of First1000 Everyday Words.**

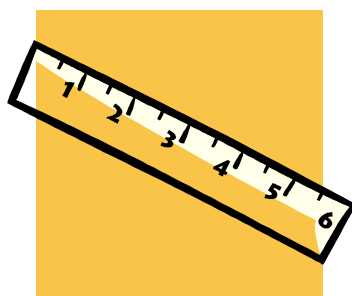
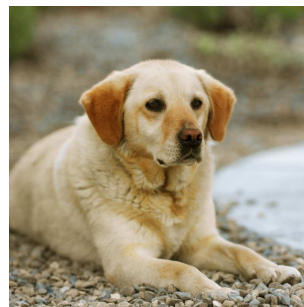


**Wigan EAL TEAM March 2009**

# EAL Initial Assessment Record

## Naming Everyday Objects

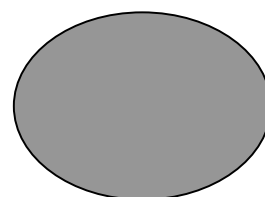
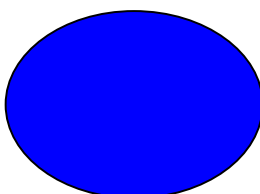
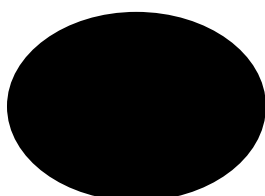
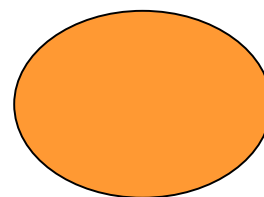
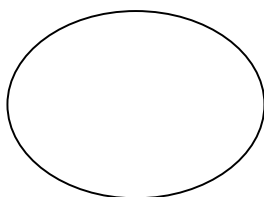
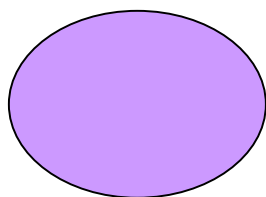
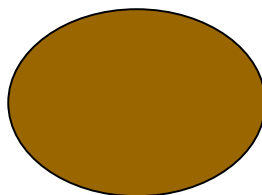
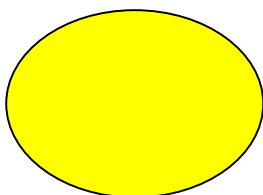
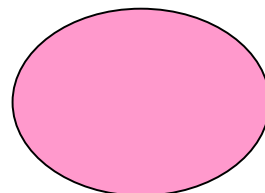
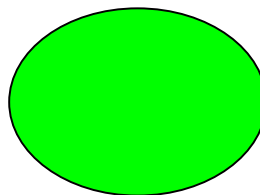
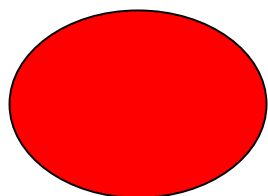
**Note for assessor: ask the children about a wider range of objects from picture dictionaries.**



## EAL Initial Assessment Record

### Naming Colours (no words)

Note for assessor: check to see if children can name colours with and without words. See next page.



## EAL Initial Assessment Record

### Naming Colours (words)

**Note for assessor: check to see if children can name colours with and without words. See previous page.**

red

green

pink

yellow

brown

purple

white

orange

black

blue

grey

## EAL Initial Assessment Record

### Grapheme to Phoneme

#### Lower Case Letters (phoneme and name)

Note for assessor: cover up other table when accessing lower/upper case alphabet.

<b>z</b>	<b>e</b>	<b>s</b>	<b>a</b>	<b>l</b>	<b>p</b>
<b>n</b>	<b>b</b>	<b>g</b>	<b>x</b>	<b>m</b>	<b>k</b>
<b>t</b>	<b>q</b>	<b>c</b>	<b>j</b>	<b>i</b>	<b>r</b>
<b>d</b>	<b>f</b>	<b>o</b>	<b>u</b>	<b>h</b>	<b>v</b>
<b>y</b>	<b>w</b>				

#### Upper Case Letters (phoneme and name)

<b>Z</b>	<b>E</b>	<b>S</b>	<b>A</b>	<b>L</b>	<b>P</b>
<b>N</b>	<b>B</b>	<b>G</b>	<b>X</b>	<b>M</b>	<b>K</b>
<b>T</b>	<b>Q</b>	<b>C</b>	<b>J</b>	<b>I</b>	<b>R</b>
<b>D</b>	<b>F</b>	<b>O</b>	<b>U</b>	<b>H</b>	<b>V</b>
<b>Y</b>	<b>W</b>				

## EAL Initial Assessment Record

### Phoneme Check – Blends and digraphs

#### Blends

<b>bl</b>	<b>br</b>	<b>cl</b>	<b>cr</b>	<b>dr</b>	<b>fl</b>	<b>fr</b>	<b>gl</b>
<b>gr</b>	<b>pl</b>	<b>pr</b>	<b>sl</b>	<b>sk</b>	<b>sp</b>	<b>st</b>	<b>sw</b>
<b>tr</b>	<b>tw</b>						

#### Digraphs

<b>sh</b>	<b>ch</b>	<b>th</b> voiced	<b>th</b> unvoiced	<b>ng</b>	<b>oo</b>	<b>ee</b>
<b>ou</b>	<b>er</b>	<b>oi</b>	<b>ar</b>	<b>ai</b>	<b>ue</b>	<b>or</b>

# **EAL Initial Assessment Record**

## **Phoneme to grapheme**



**Note to assessor: ask the children to write down a selection of lower and upper case letters.**



**EAL Initial Assessment Record**  
**Reading and Spelling of High Frequency Words**

a	an	as	at	if	in	is	it	of	off
on	can	dad	had	back	and	get	big	him	his
not	got	up	mum	but	put	the	to	I	no
go	into	will	that	this	then	them	with	see	for
now	down	look	too	he	she	we	me	be	was
you	they	all	are	my	her	went	it's	from	children
just	help	said	have	like	so	do	some	come	were
there	little	one	when	out	what	don't	old	I'm	by
time	house	about	your	day	made	came	make	here	saw
very	oh	their	people	Mr	Mrs	looked	called	asked	could

Tricky Words in yellow

## EAL Initial Assessment Record

### Reading in First Language

**Note for assessor:** may be necessary for bilingual speaker to assess. Locate another appropriate text in relevant language if necessary.

انگلی صبح جب وہ نیچے آیا تو اُس نے دیکھا ۔۔۔ چار خوبصورت جوتوں کے جوڑے۔  
”معلوم نہیں یہ جوتے کس نے بنائے ہیں؟“ اُس نے سوچا۔ اُسی وقت ایک خاندان دکان میں داخل ہوا۔  
”واؤ! ذرا ان خوبصورت جوتوں کو دیکھیں!“ لڑکے نے کہا۔  
”ایک جوڑا تمہارے لئے ہے اور ایک میرے لئے۔“ لڑکی بولی۔  
”اور ایک ایک جوڑا امی اور ابا کے لئے بھی۔“ لڑکا بولا۔  
”ان کی قیمت کیا ہے؟“ والدین نے پوچھا۔  
موچی نے قیمت بتائی لیکن انہوں نے دو گنی رقم دے کر جوتے خرید لئے۔

**Urdu**

**Wigan EAL TEAM March 2009**

## **EAL Initial Assessment Record**

### **Reading in First Language**

**Note for assessor: may be necessary for bilingual speaker to assess. Locate another appropriate text in relevant language if necessary.**

**It was Elmer who kept the elephants happy. Sometimes he joked with the other elephants, sometimes they joked with him. But if there was even a little smile, it was usually Elmer who started it.**

**English**

**Wigan EAL TEAM March 2009**

## EAL Initial Assessment Record

### Reading in First Language

**Note for assessor:** may be necessary for bilingual speaker to assess. Locate another appropriate text in relevant language if necessary.

Červená čiapočka poslúchne radu vlka a začína trhať kvietky. Zatiaľ vlk rýchlo uteká do domčeka starej mamy. Pozrie sa cez okno a vidí starenku, ako sedí na stoličke a drieme. „Nepúšťaj ho dnu!“ vystríha starú mamu malý krtko, ktorý zbadal vlka. Nanešťastie, je už príliš neskoro. Vlk otvorí dvere bez klopania a vojde do domčeka.

**Slovak**

Wigan EAL TEAM March 2009

## **EAL Initial Assessment Record**

### **Reading in First Language**

**Note for assessor: may be necessary for bilingual speaker to assess. Locate another appropriate text in relevant language if necessary.**

Burmistrz Hamelin był chciwym człowiekiem i nie zamierzał zapłacić nieznajomemu ani jednego guldena. Gdy grajek przyszedł do niego po zapłatę, burmistrz roześmiał się tylko i pokręcił głową. “Skoro nie ma już szczurów, dlaczego miałbym ci płacić?!” – rzekł z przekąsem.

**Polish**

**Wigan EAL TEAM March 2009**

# **EAL Initial Assessment Record**

## **Reading in First Language**

**Note for assessor: may be necessary for bilingual speaker to assess. Locate another appropriate text in relevant language if necessary.**

**Czech**

**Wigan EAL TEAM March 2009**

# **EAL Initial Assessment Record**

## **Reading in First Language**

**Note for assessor: may be necessary for bilingual speaker to assess. Locate another appropriate text in relevant language if necessary.**

**Russian**

**Wigan EAL TEAM March 2009**

# EAL Initial Assessment Record

## Writing



(Own Language/English)




**EAL Initial Assessment Record**

**Recognising Numbers 0-20 in Figures**

9	4	2	7	0	3	6	10	1	8	5
---	---	---	---	---	---	---	----	---	---	---

14	12	18	13	20	11	17	16	19	15
----	----	----	----	----	----	----	----	----	----

**EAL Initial Assessment Record**  
**One Hundred Grid Number Recognition**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

179 273 386 602 820 947 1000 1003 1900 2068 2905 3971  
4502 5002 6013 7600 8893 8430 9904 10000 10302 10800 19028

**EAL Initial Assessment Record**

**Numeracy**

**Recognising Numbers in Words 1**

**one**

**two**

**three**

**four**

**five**

**six**

**seven**

**eight**

**nine**

**ten**

**zero**

**EAL Initial Assessment Record**

**Numeracy**

**Recognising Numbers in Words 2**

**eleven**

**sixteen**

**fourteen**

**twelve**

**twenty**

**eighteen**

**fifteen**

**thirteen**

**nineteen**

**seventeen**

## EAL Initial Assessment Record

### Ordering Numbers 0-20

**Note for assessor: ask the child to write numbers within 0-20 as appropriate using a dry wipe pen.**

--	--	--	--	--	--	--	--	--	--	--

**(0-10)**

--	--	--	--	--	--	--	--	--	--

**(11-20)**

**EAL Initial Assessment Record**  
**Ordering Numbers on a 100 Grid**

**Note for assessor: ask the child to write a selection of numbers on the grid using a dry wipe pen.**


## EAL Initial Assessment Record

### Calculation Strategies

**Note for assessor: make notes about how the child solves these calculations on the record sheet. Also note if they understand the mathematical symbols. Extend calculations if appropriate.**

$5 + 3 =$

$8 + 6 =$

$9 + 12 =$

$14 + 7 =$

$23 + 16 =$

$48 + 34 =$

$28 + 54 =$

$7 - 3 =$

$10 - 4 =$

$14 - 10 =$

$18 - 9 =$

$28 - 15 =$

$39 - 21 =$

$63 - 36 =$

$2 \times 5 =$

$10 \times 0 =$

$4 \times 3 =$

$10 \times 6 =$

$5 \times 4 =$

$7 \times 8 =$

$4 \times 9 =$

$4 - 2 =$

$6 - 3 =$

$10 - 5 =$

$12 - 4 =$

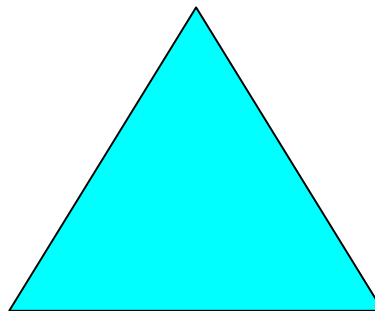
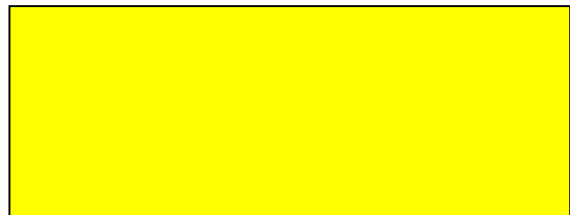
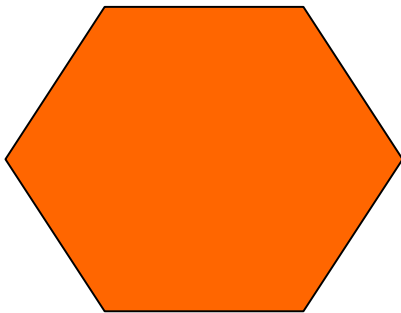
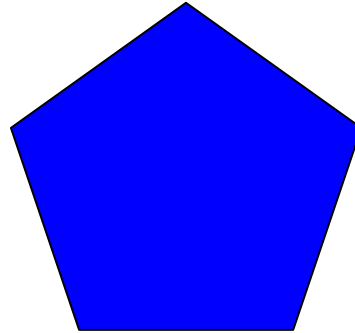
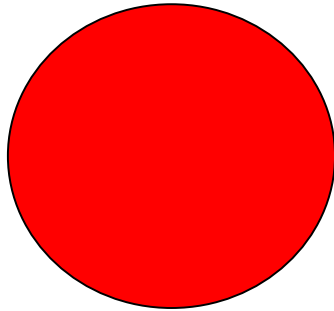
$16 - 8 =$

$20 - 10 =$

$24 - 6 =$

**EAL Initial Assessment Record**

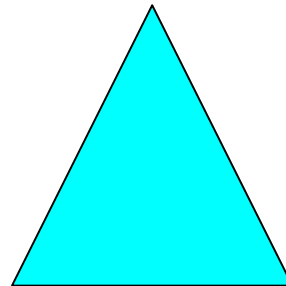
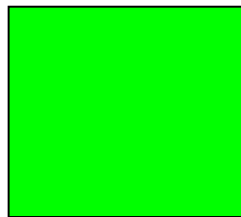
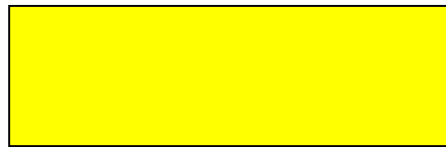
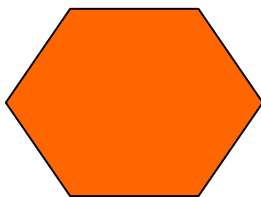
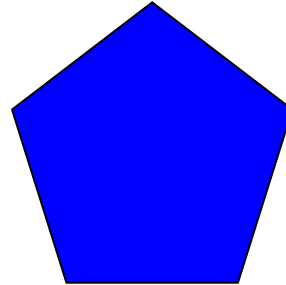
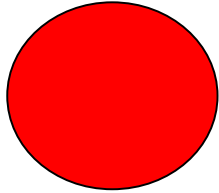
**2D Shapes – without words**





**EAL Initial Assessment Record**

**2D Shapes Word Match**



Circle

Triangle

Oblong

Square

Pentagon

Hexagon

# EAL Initial Assessment Record

## 3D Shapes Word Match

Note for assessor: use solid 3D shapes to assess recognition.

Sphere

Cylinder

Cuboid

Cube

Pyramid

Cone

# EAL Initial Assessment Record

## Days of the Week



1. Ask the children if they can say the days of the week in order.
2. Ask the children if they can read the words.

**Friday**  
**Wednesday**  
**Sunday**  
**Thursday**  
**Monday**  
**Saturday**  
**Tuesday**

3. Ask the children sequencing questions. E.g. What day comes before Tuesday or after Saturday?

# EAL Children Initial Assessment Record



<b>Name of child</b>			
<b>D.O.B.</b>			
<b>Gender</b>			
<b>Ethnicity</b>			
<b>Languages (Written and spoken)</b>			
<b>Country born</b>			
<b>Date admitted to UK</b>			
<b>Date admitted to school</b>			
<b>Class</b>			
<b>Any other relevant information</b> E.g. previous schooling/medical/family			
<b>INITIAL ENGLISH ASSESSMENT</b>			
<b>Aspects of English</b>	<b>Notes</b>	<b>NASSEA STEP</b>	<b>NC LEVEL</b>
<b>Listening and Understanding</b>			
<b>Speaking</b>			
<b>Reading</b>			
<b>Writing</b>			
<b>Additional knowledge, skills and understanding:</b> (E.g. Mathematical Vocab)			
<b>Profile completed by:</b>		<b>Date:</b>	

## Speaking, Listening and Understanding inc. Basic Vocabulary

Welcoming Questions	
Picture/Photo Discussion	
Naming Everyday Objects	
Naming Colours	

## Phonics – Reading, Spelling and Writing

### Grapheme to Phoneme

P = Phoneme  
N = Name

<b>z</b>	<b>e</b>	<b>s</b>	<b>a</b>	<b>l</b>	<b>p</b>
<b>n</b>	<b>b</b>	<b>g</b>	<b>x</b>	<b>m</b>	<b>k</b>
<b>t</b>	<b>q</b>	<b>c</b>	<b>j</b>	<b>i</b>	<b>r</b>
<b>d</b>	<b>f</b>	<b>o</b>	<b>u</b>	<b>h</b>	<b>v</b>
<b>y</b>	<b>w</b>				
<b>Z</b>	<b>E</b>	<b>S</b>	<b>A</b>	<b>L</b>	<b>P</b>
<b>N</b>	<b>B</b>	<b>G</b>	<b>X</b>	<b>M</b>	<b>K</b>
<b>T</b>	<b>Q</b>	<b>C</b>	<b>J</b>	<b>I</b>	<b>R</b>
<b>D</b>	<b>F</b>	<b>O</b>	<b>U</b>	<b>H</b>	<b>V</b>
<b>Y</b>	<b>W</b>				

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Phoneme to Grapheme

Blends and Digraphs

### High Frequency Words – Reading and Spelling

**R = Read**

**S = Spell**

a	an	as	at	if	in	is	it	of	off
on	can	dad	had	back	and	get	big	him	his
not	got	up	mum	but	put	the	to	I	no
go	into	will	that	this	then	them	with	see	for
now	down	look	too	he	she	we	me	be	was
you	they	all	are	my	her	went	it's	from	children
just	help	said	have	like	so	do	some	come	were
there	little	one	when	out	what	don't	old	I'm	by
time	house	about	your	day	made	came	make	here	saw
very	oh	their	people	Mr	Mrs	looked	called	asked	could

**Tricky Words shaded**

Reading in Own Language

Writing

**Please mark and attach writing sheet to this record.**

## Numeracy

### Recognition 0-20 in Figures

**Tick known numbers**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	

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## Recognition 0-100

Tick known numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Recognition 100+

## Reading Numbers in Words 0-20

Tick known words

zero	one	two	three	four	five	six
seven	eight	nine	ten	eleven	twelve	thirteen
fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty

Ordering Numbers 0-20

Ordering Numbers 0-100

<b>Writing Numbers</b>	
<b>Calculation Strategies</b>	
<b>2D Shapes</b>	
<b>3D Shapes</b>	
<b>Days of the Week If appropriate assess other aspects of time.</b>	

**Additional Comments (if appropriate)**