



All About Me:

EYFS Principles for New  
to English learners of all  
ages



- In what context do you practise at the moment? (University, EYFS, Primary, community, etc)
- What experience do you have of the teaching and learning of children aged 0-60 months?



E<sub>arly</sub>

Y<sub>ears</sub>

F<sub>oundation</sub>

S<sub>tage</sub>

AREAS  
OF

ASSESSMENT

- PHYSICAL  
DEVELOPMENT

- PERSONAL  
SOCIAL  
EMOTIONAL  
DEVELOPMENT

- COMMUNICATION  
&  
LANGUAGE



E<sup>arly</sup>

Y<sup>ears</sup>

F<sup>oundation</sup>

S<sup>tage</sup>

AREAS  
OF  
ASSESSMENT

C&L

PD

PSED

- Art & Design
- Mathematics
- Literacy
- Knowledge & understanding of the world

1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are: • **communication and language** • **physical development** • **personal, social and emotional development** (Revised EYFS statutory framework, 2017)



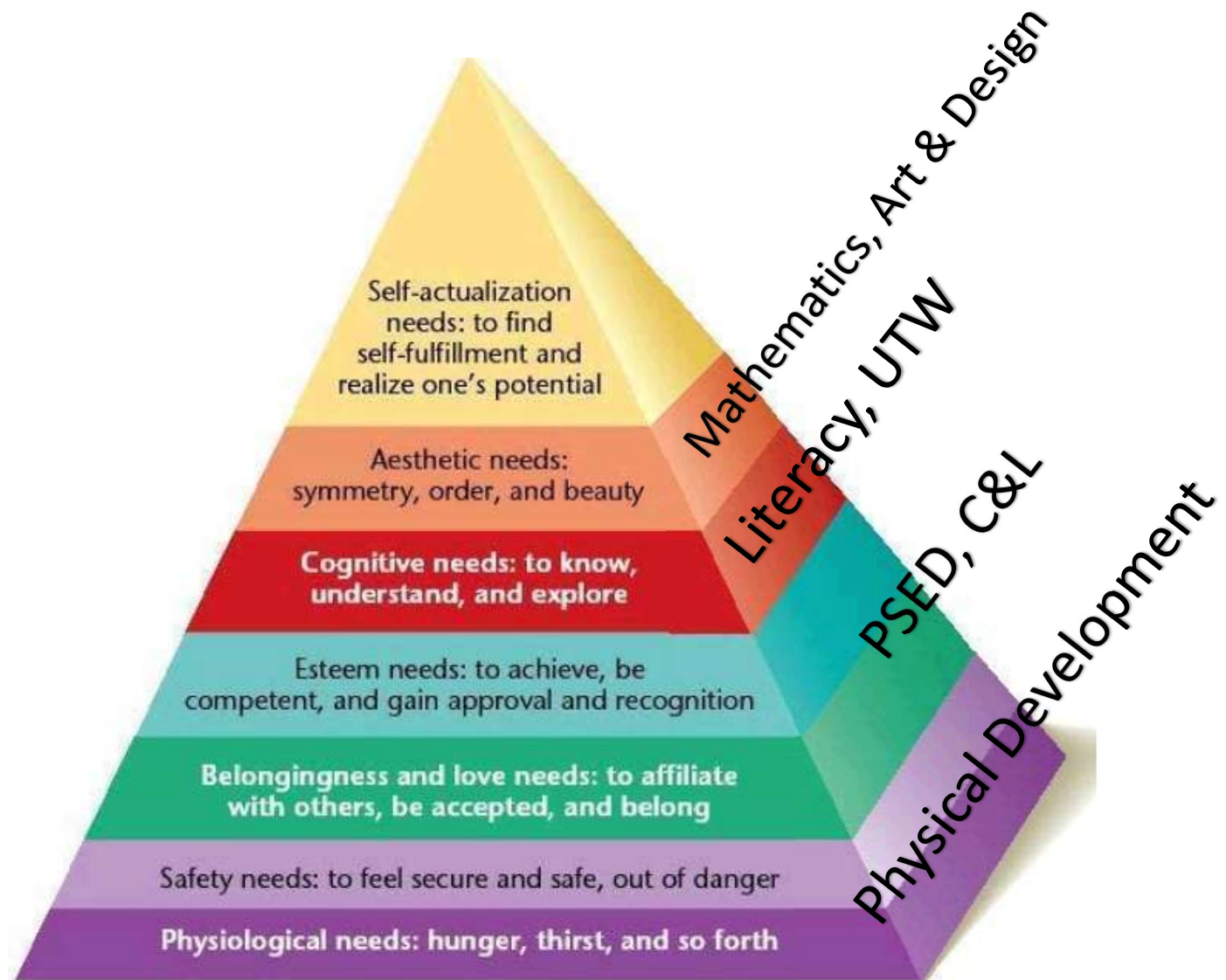
- communication and language • physical development
- personal, social and emotional development
- Where do we go from here?
- Some children will join education in the UK after the EYFS- have they missed their chance to ignite curiosity, form relationships and thrive?
- **Where/when are these 3 prime areas explored and taught from year 1 and beyond?**

# New to English Withdrawal group: Years 3-6

- 7 weeks (one half term)
- Recent new arrivals from levels A-C
- Various journeys to the UK/ Home languages

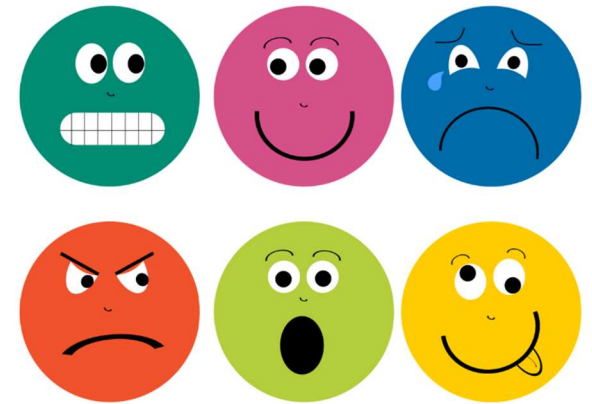
International New Arrivals  
learning EAL in EYFS make  
accelerated progress in  
language acquisition, and  
report an overall more  
positive experience of school  
in the UK, compared with  
INA's learning EAL in KS2

Pinter 2011, 2013,2016





# Tools and Strategies



Continuous assessment using NASSEA and EYFS to fill gaps-  
Towards a level playing field.

# What was the progress?

## Quantitative

By the end of the half term:

5/7 children were working at a level where they could be fairly assessed using (old) NC

3/7 children made 4+ points progress in R, W and M

1 Child progressed from W to 3c in all areas –  
Outlier- very strong maths and literacy skills in L1

## Qualitative

Aspirations

PSED- ability to cope in class, forming relationships

Physical Development:  
Pencil Control

C&L: Able to ask for help



Contributes to

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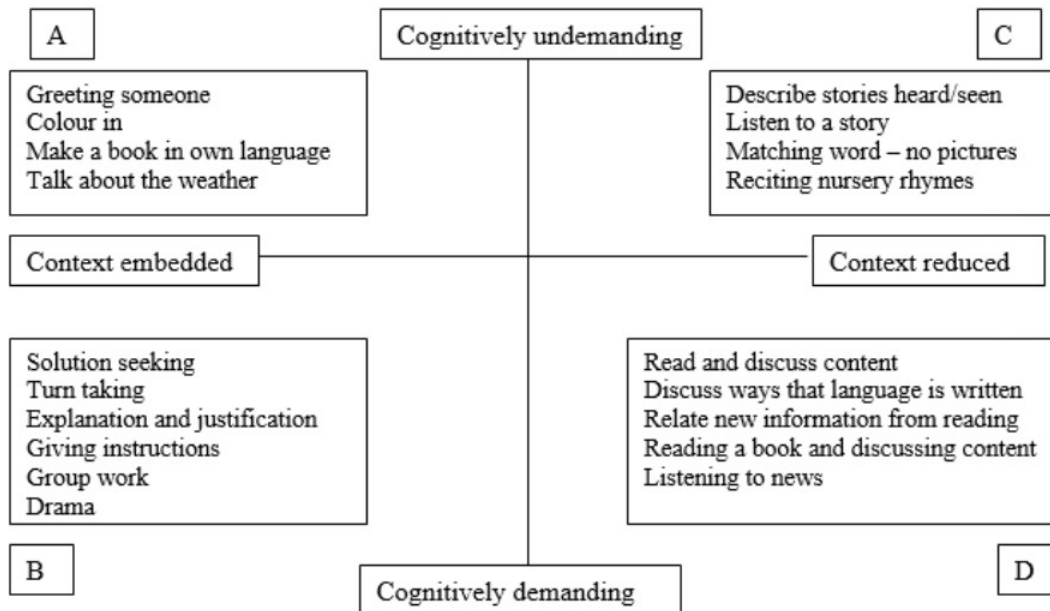
Pinter 2011, 2013

(Wood 2017)

?

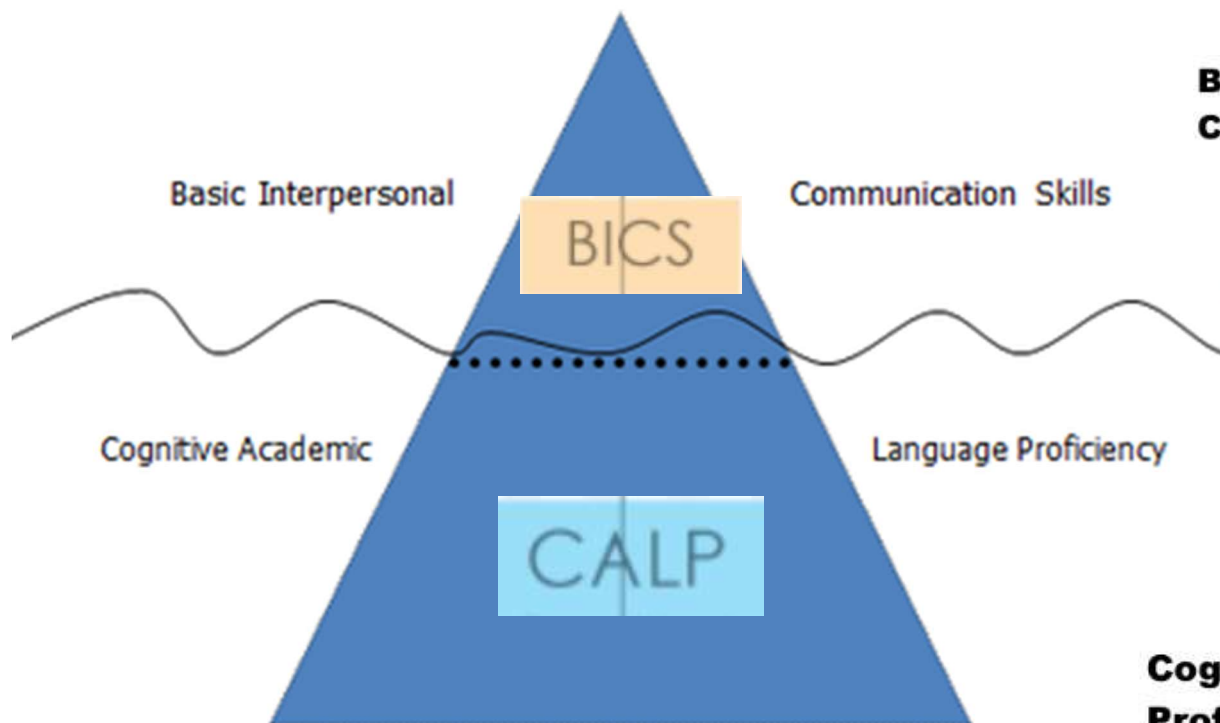


# Why?



(Cummins, 2000 this version: Teachers T.V TE Lectures: EAL)





"Hi, how are you?"  
"¿Hola, cómo estas?"  
"I like cats and dogs."  
"A mi, me gustan los  
gatos y los perros."

### **Basic Interpersonal Communication Skills**

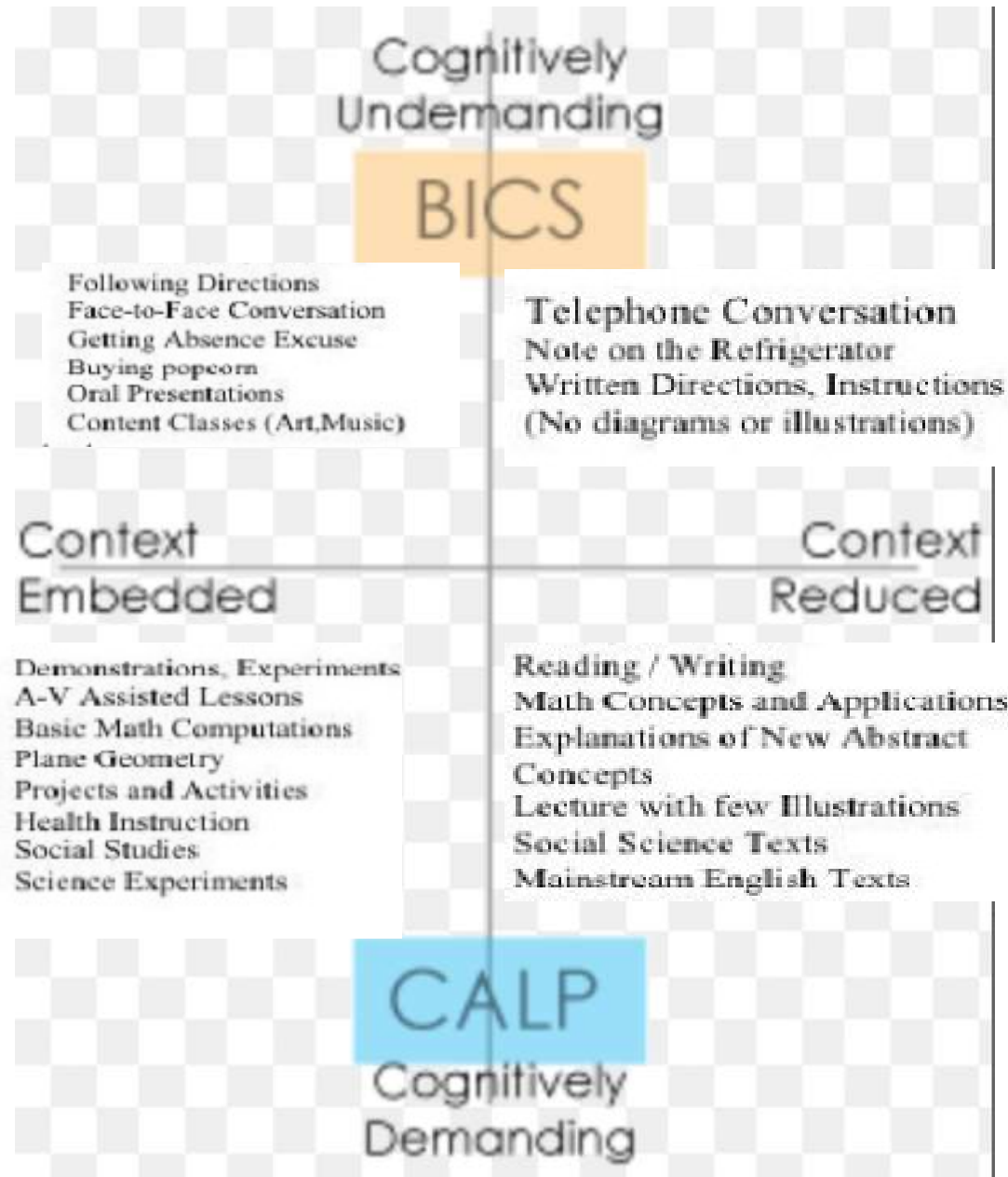
- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a 'silent period'

"Photosynthesis is the  
process that describes how  
plants make food?"  
"Si hago una comparación  
entre mujeres y hombres,  
pienso que..."

### **Cognitive Academic Language Proficiency**

- school, textbook, academic language
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully

# Why?





- “Play creates a zone of proximal development of the child. In play a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development.” (Vygotsky, 1978:102).

Play situations tend to create meaningful and interesting contexts for children, in which children new to English can become motivated to communicate both non-verbally and verbally, and to practise and rehearse familiar words and short phrases, and to begin the process of combining new words together. Play between peers has the potential to capture and sustain children's interest. In play activities children are likely to engage in personally meaningful communication with one another and thereby they create optimal conditions for language learning. (Clarke, NALDIC, 2015)

How?







**HYGIENE ALERT**

UP IN HOT SOAPY WATER! running, cold tap! for 'sets' the grease! up liquid is not unhygienic, to wash off the bacterial!

DRY WITH A CLEAN, DRY TEA TOWEL

Make sure your sink is CLEAN! Take out any food debris.

Check your equipment is clean & dry before returning it please.

DO NOT leave equipment dirty or wet. bacteria LOVE these conditions!

your used cloths and aprons in the UNDRY BASKET

Change the water if it is dirty!



Co-op Academy  
Leeds

## Bounce pass



Level	Action
Bronze	Bounce pass with a partner from the red zone.
Silver	Bounce pass with a partner from the yellow zone.
Gold	Bounce pass with a partner from the blue zone.

## Set shot



Level	Action
Bronze	Set shot and score from the red zone.
Silver	Set shot and score from the yellow zone.
Gold	Set shot and score from the blue zone.

**Step by step: Open Seam**

Equipment needed:  
- Sewing Machine  
- Pinking Shears

1. Place your fabric on top of each other (the pattern facing towards right side together).
2. Place your pins in your fabric at a 90 degree angle.
3. Start (check it first on your fabric).
4. Time is the only friend! Start your fabric.

## to make pasta from scratch



## Tomato Sauce

**Ingredients**  
1 piece of garlic  
1 can of tomatoes  
herbs and spices

1. Chop some garlic. Cook for 1 minute.



2. Add the tomatoes.



3. Add the herbs and spices. Cook for 10 minutes until it reduces and gets thicker.



## Cooking the pasta

Whilst the sauce is cooking.



Put water in the pan (half full). Put it at the back of the hob.



Put the pasta into the saucepan. Boil for 2-4 minutes.



Drain the pasta in the colander over the sink.











# Science

- identify that animals, including humans, need the right types and amount of nutrition
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

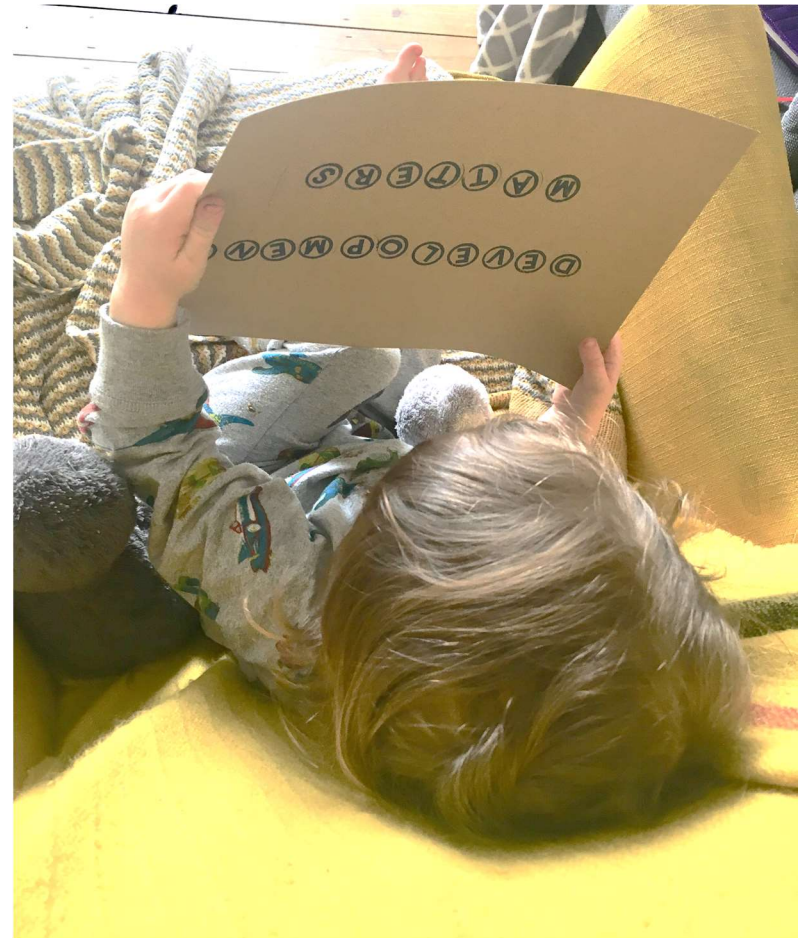
# Mathematics

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ☐ measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks





# English



- Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Pupils should apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Pupils should learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

- All those working to support the early learning of young children can use Development Matters as part of daily observation, assessment and planning. It can also be used at points during the EYFS as a guide to making best-fit summative judgements, with parents and colleagues across agencies, in relation to whether a child is showing typical development, may be at risk of delay or is ahead for their age.





	<ul style="list-style-type: none"> <li>• Notices changes in number of objects/images or sounds in group of up to 3.</li> </ul>
<b>Birth - 11 months</b>	
	<ul style="list-style-type: none"> <li>• Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</li> <li>• Has some understanding that things exist, even when out of sight.</li> </ul>
<b>8-20 months</b>	
	<ul style="list-style-type: none"> <li>• Knows that things exist, even when out of sight.</li> <li>• Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>• Says some counting words randomly.</li> </ul>
<b>16-26 months</b>	
	<ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>
<b>22-36 months</b>	

	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>
<b>30-50 months</b>	
	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> </ul>
<b>40-60+ months</b>	



"Maman m'a amené à  
la crèche parce qu'elle  
est partie travailler. Elle  
revient me chercher tout à  
l'heure avec les bonbons,  
pour ma Sœur aussi."



"Mummy brought me to  
nursery because she has  
gone to work. She will get  
me later and bring me  
sweets and for my sister  
too."

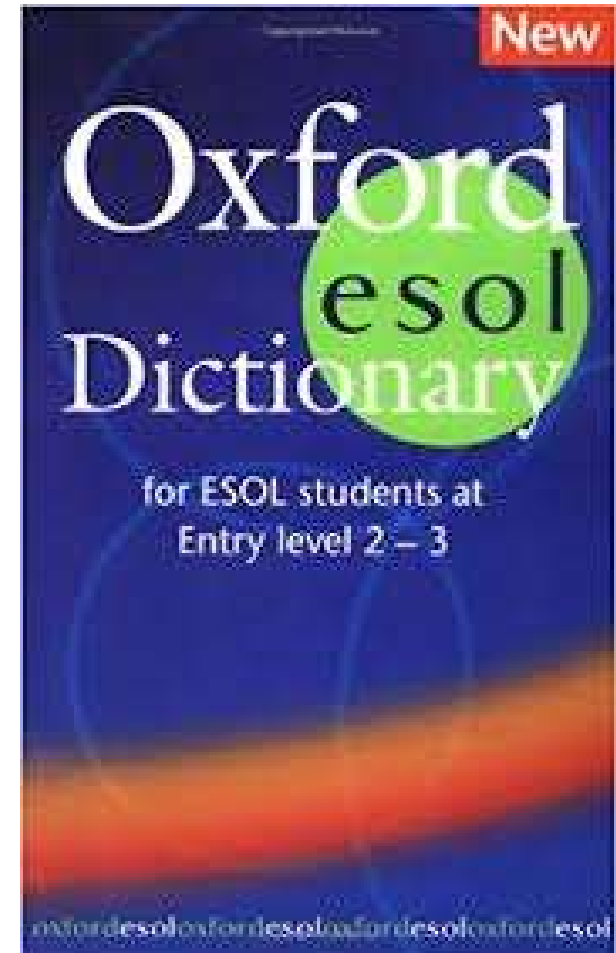
1.7 For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. **When assessing communication, language and literacy skills, practitioners must assess children's skills in English.** (Revised EYFS statutory framework, 2017)





"Maman m'a amené à  
la crèche parce qu'elle  
est partie travailler. Elle  
revient me chercher tout à  
l'heure avec les bonbons,  
pour ma Soeur aussi."

- How do you feel?
- Personal experiences.....





# Listening

 30-50 months	<ul style="list-style-type: none"><li>• Listens to others one to one or in small groups, when conversation interests them.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• Focusing attention – still listen or do, but can shift own attention.</li><li>• Is able to follow directions (if not intently focused on own choice of activity).</li></ul>
 40-60+ months	<ul style="list-style-type: none"><li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li><li>• Two-channelled attention – can listen and do for short span.</li></ul> <p><b>Early Learning Goal</b></p> <p><b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p>



# Reading



**30-50 months**

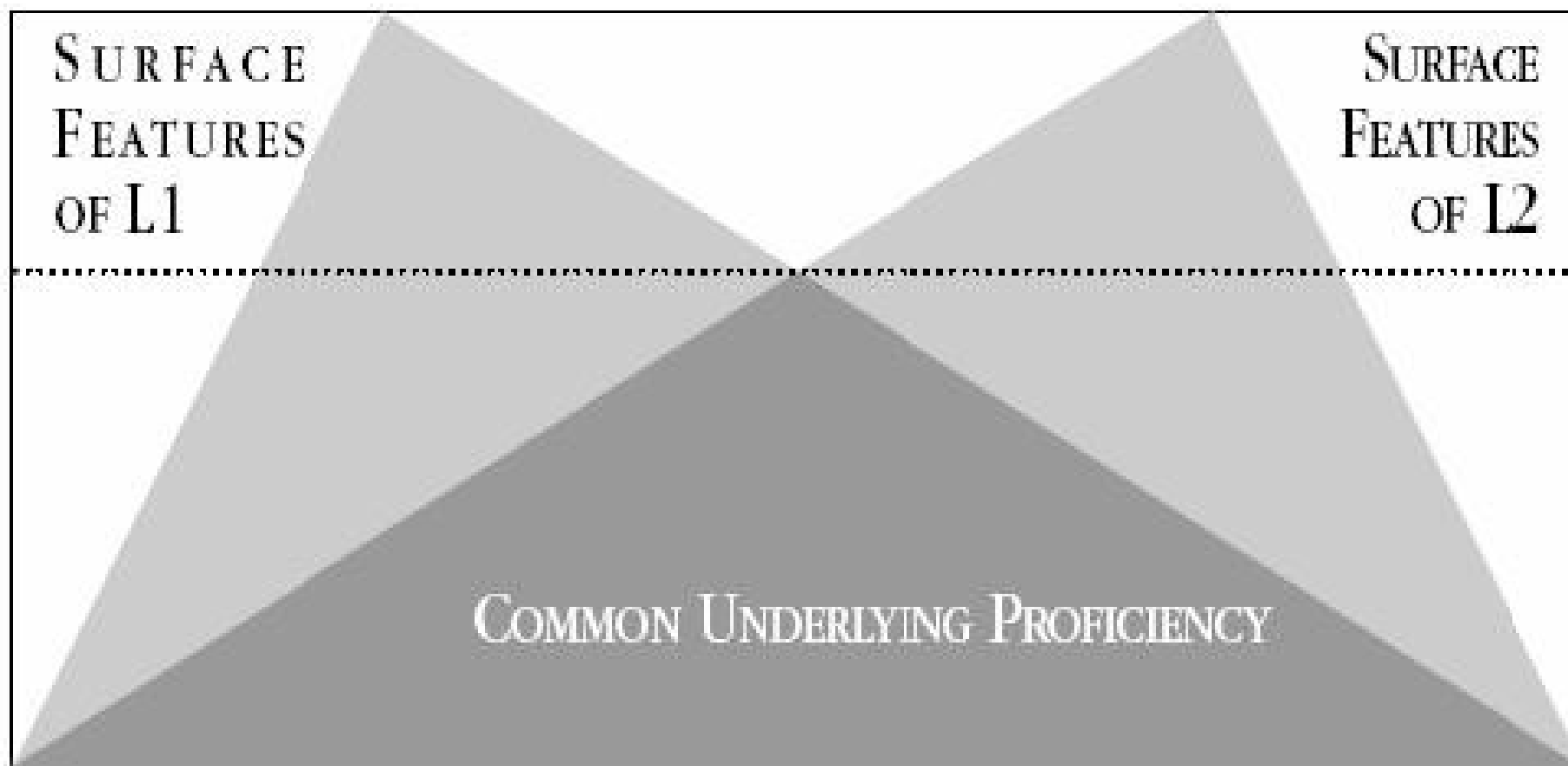
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.



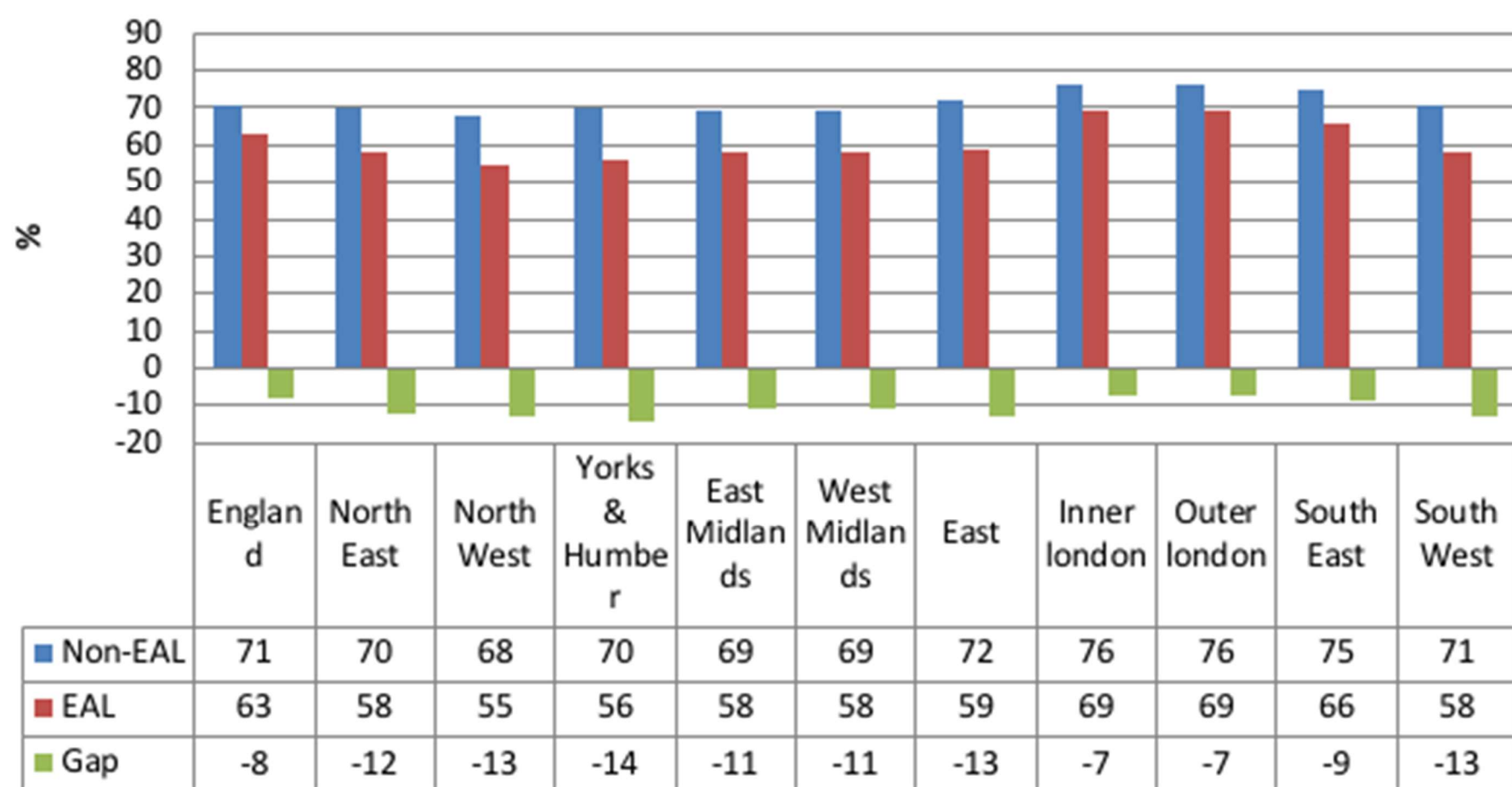
**40-60+ months**

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Why is this problematic?



**At least expected standard in EYFS 2017**  
(graph produced by Sameena Choudry)



Source DfE SFR60\_2017\_EYFS Additional Tables

- What can we do--- utilise our bilingual resource!!!.....even if it doesn't 'count' for official assessment- it gives us a clearer picture of what's happening below the surface- avoids unhelpful labelling and the 'deficit model'



# 2014

Pakistani Heritage Teaching Assistants and Nursery Nurses. Between 3-20 years experience in the EYFS, Fluent in Pashtun, Urdu, Pahari, Panjabi and English.

Described feeling unable/discouraged to use their home language to support bilingual learners, despite being keen to, and appreciating the value it could bring to EAL learners from all backgrounds.



- Not being given the opportunity to do so
- The majority of children learning EAL were not new arrivals, but had been born in the UK, therefore learners were expected not to need extra support with their English Language
- Asian/middle eastern heritage languages not having the same 'status' as European languages
- UK education operating under a monolingual ideology
- Historically instructed by management not to speak in home language, even to other staff at break times
- As TA's and nursery nurses, paid very little, utilizing their bilingual skills may have commanded a higher salary which the school could not afford?



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