

Pupil Pursuit Proforma B: Opportunities for Oral Language Development

Observation details

Observer's name: **Gulsan Akhtar**

Pupil's name: **Nina Shevchuk**

Subject: **Maths**

Year: **7**

English proficiency level (see below): **C**

Instructions

There are two tables in this proforma. The first is for keeping a tally of spoken language use. In each time interval, every time you observe language use, make a tally mark on the left-hand side of the chart to indicate the context. On the right-hand side of the chart, record the type of language observed using (E) for English and (HL) for home language. Make a tally in the final column every time you observe a missed opportunity for language use.

The table on the second page is for recording any notes or observations within each time interval. See **Proforma Sample B** for examples.

English proficiency levels: A: New to English; B: Early acquisition; C: Developing competence; D: Competent; E: Fluent. To find out more about assessing proficiency in English, see: bell-foundation.org.uk/eal-assessment-framework

Table 1: Language-use chart

Time	Context				Language use			
	Speaking to student/s		Speaking to teacher		Word/ phrase	Complete sentence	Extended discourse	Missed opportunity
	Social register	Academic register	Social register	Academic register	E = English; HL = home language			
Example								
Minutes 1–5	X, X, X				E, E	HL		
Minutes 6–10	X, X	X			E	E, HL		
Minutes 11–15	X, X	X			E, HL	E, E		
Minutes 16–20				X		E		X, X
Minutes 21–25		X		X		E		
Minutes 26–30								

Table 2: Additional notes and comments on observed activities and interactions

Context codes: SS = student/social; SA = student/academic; TS = teacher/social; TA = teacher/academic

Time	Context code	Notes/comments
Minutes 1–5	SS	<i>During the transition from break, Nina engaged in informal social talk with a group of three peers. Interaction appeared relaxed and reciprocal. When the teacher gave instructions to settle and prepare materials, Nina stopped the conversation and followed all instructions independently without requiring clarification or support.</i>
Minutes 6–10	SS	<i>The teacher introduced a group task. Nina was placed in a group of six, including one peer who shares her home language. Nina immediately used her home language with this peer to confirm task expectations and next steps. The exchange was brief and task-focused, indicating use of social language to support comprehension.</i>
Minutes 11–15	SS SA	<i>The task structure required each group member to contribute orally in turn. Sentence starters were available and visible. Nina used a sentence starter once to produce a complete response; subsequent contributions were limited to single words or short phrases. For one response, Nina partially answered in her home language. The peer who shared her language translated and expanded her idea in English for the group. Oral interaction focused mainly on answering questions rather than developing ideas, and use of academic language was limited.</i>
Minutes 16–20	TA	<i>The teacher joined the group and asked three questions (two open-ended, one closed). Nina responded to the closed question with a short verbal answer. She did not volunteer responses to the open-ended questions but listened attentively while other group members explained their thinking to the teacher.</i>
Minutes 21–25	TA SA	<i>The teacher led a whole-class discussion to review the task. Nina was selected to respond to a question and gave an appropriate answer in a full sentence, using relevant academic vocabulary. The teacher acknowledged the response and redirected the discussion to another pupil without requesting further elaboration.</i>
Minutes 26–30		<i>The teacher continued to ask questions to recap learning before transitioning to the next activity. Nina remained attentive but was not asked to contribute again and did not self-select to speak during this period.</i>

Findings and recommendations

Findings –

Nina regularly engages in social talk with peers and confidently uses her home language as a tool to support understanding and participation. Opportunities for oral language were present across the lesson, particularly through group work and teacher questioning. Nina's spoken contributions in English were mostly brief and tended to be limited to single words or short phrases, except when sentence frames were explicitly used. Classroom interaction was largely structured around question-and-answer exchanges, with limited opportunities for extended responses, peer-to-peer academic discussion, or supported elaboration to develop more complex oral language.

Recommendations –

- a) Develop a concise CPD guidance sheet for inclusion in the EAL resource kit, outlining practical strategies teachers can use to prompt elaboration, extend responses, and increase opportunities for structured academic talk.
- b) Provide whole-school CPD on oracy development, focusing on strategies that support multilingual learners to move from short responses to extended academic talk, including the effective use of talk frames, follow-up questions, and peer discussion structures.