**Home Language Profile (additional “All about Me” information)**

To support the development of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Language/s

*NB: To be completed by Key Person through conversation with the family*

|  |  |
| --- | --- |
| My full name is… |  |
| I like to be known as… | *What do the family call the child at Home? Would they also like this to be used in the setting?* |
| This is how you pronounce my name | *Write this phonetically (how it sounds) and say it back to the parent/carer to check your pronunciation.* |
| This is who I live with | *Who lives in the child’s home? (record ages of siblings)* |
| These are the name(s) of language(s) that we speak at home |  |
| These are the people who speak my home language(s) with me. | *Parents/grandparents/family members that are seen regularly*  |
| These are the people who speak English with me.  | *As above* |
| This is who to contact first if you need to speak about me. | *Suggest that if one parent is more confident speaking English, that they could be the 1st point of contact to speak to about the child.* |
| When I speak my home language, my parents are concerned about… | *Use this opportunity to discuss if the parents have any concerns about a delay in the home language(s)* |
| These are the traditions that are important to me and my family  | *Ask about family celebrations that the child enjoys that can be shared in the setting.* |
| This is the name of the religion we follow  |  |
| This is how you can support my religion in the setting? | *Is there anything that is importance to be aware of, for example, dietary observations?* |
| **Checklist** |
| TLC Importance of home language leaflet given?  |  |
| Important /survival words asked for? |  |
| Requested family photos? |  |

**EAL - The Department of Education definition**

*A pupil’s first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded,* ***irrespective of the child’s proficiency in English.***

**EAL - The Ofsted definition**

*English as an additional language (EAL) refers to learners whose first language is not English.*

**EYFS Statutory Framework**

1.14

 For children whose home language is not English, providers may 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.

1.15

Providers must 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 Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

*This document has been developed by Essex Early Years and Childcare as part of Essex County Council who retain the Intellectual Property Rights. It is protected by copyright and therefore may not be copied, distributed or reproduced without permission. November 2024.*