EAL Team

EAL Development – Planning and Tracking Sheet PRIMARY

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| Name: | Date of Birth: | Languages spoken |
| Date started UK education: | Other Additional Support Needs  Yes / No | Literate in: |

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Profiles should be updated twice a year.

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|  | P1 | | P2 | | P3 | | P4 | | P5 | | P6 | | P7 | |
| L&T |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* Enter the month (M) & year (Y) achieved in the right hand column. If not achieved, leave blank.
* A learner is working at a given stage when they begin to achieve descriptors at that stage and have achieved most of the descriptors at the previous stage.
* Terms in **bold** are explained in the glossary.
* As an approximate guide, a bilingual pupil who has no other additional support needs (emotional, social or learning) may take approximately 6 - 18 months to pass through Stage 1, 6 – 18 months to pass through Stage 2, 2 – 3+ years to pass through Stage 3, and similarly 2 - 3+ years for Stage 4. It is common for a newly arrived pupil to pass through a ‘silent period’, which may last for 6+ months.
* L1 is the child’s first language –the ‘mother tongue’

Level 1 New to English

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| **Listening and Talking** | | M/Y |
| 1 | Watches others and joins in activities and routines |  |
| 2 | Follows simple routine instructions |  |
| 3 | Echoes words and phrases modelled by other pupils and adults |  |
| 4 | Participates in very basic, short, formulaic spoken exchanges (e.g. Good morning, How are you?)and may respond non-verbally (e.g. with a gesture or smile) |  |
| 5 | Understands and names some familiar classroom/everyday objects |  |
| 6 | Expresses need using gesture/1-2 words/home language |  |
| 7 | Shows understanding of simple information, given with **visual support** and gesture |  |
| 8 | Beginning to communicate meaning using known vocabulary in single words/short phrases |  |
| 9 | Responds to yes/no and either/or **questions** |  |

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| **Reading** | | M/Y |
| 1 | Recognises own name (Eng/L1) |  |
| 2 | Knows some 2 letter sounds |  |
| 3 | Knows most English letter names and sounds |  |
| 4 | Starting to accurately correspond letter shapes (initial sounds) with sounds |  |
| 5 | Can accurately correspond letter shapes (initial sounds) with sounds |  |
| 6 | Starting to **decode** simple words (e.g. CVCs) |  |
| 7 | Recognises high frequency common words |  |
| 8 | Handles English language books with correct directionality (front cover, left to right, top to bottom) if new alphabet/script |  |
| 9 | Starting to engage with and gain meaning from short familiar texts using: **contextual information** (e.g. pictures, illustrations); prior knowledge; dual language dictionary (age -appropriate) |  |
| 10 | Starting to read and **understand** a range of **basic vocabulary** (age-appropriate) |  |
| 11 | Starting to recognise some **subject-specific vocabulary** using: **contextual information** (e.g.pictures, illustrations); recent experiences/prior learning; dual language dictionary (age-appropriate) |  |

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| **Writing** | | M/Y |
| 1 | Can write own name |  |
| 2 | Beginning to form letters and copy words |  |
| 3 | Consistently writes from left to right (if new alphabet/script) |  |
| 4 | Copies text reasonably accurately (if new alphabet/script) |  |
| 5 | Writes letters accurately when sounds are given orally |  |
| 6 | Writes some high frequency common words with some accuracy |  |
| 7 | Writes short, simple sentences with support |  |

Level 2 – Early Acquisition

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| Listening and Talking | | M/Y |
| 1 | Beginning to interact in group activities |  |
| 2 | Follows a short sequence of instructions |  |
| 3 | Beginning to use a wider range of basic vocabulary and some mature and subject-specific vocabulary |  |
| 4 | Requests support when needed and asks simple questions to aid understanding and participation |  |
| 5 | Shows some understanding of curriculum topics, presented with visual or contextual support and rephrasing |  |
| 6 | Communicates meaning using basic vocabulary in simple phrases and sentences, though with some inaccuracies |  |
| 7 | Beginning to use plurals, articles, pronouns and prepositions, though with some inaccuracies |  |
| 8 | Uses present simple tense appropriately, (he/she, it – s, e.g. I dance but he dances) although with some inaccuracies |  |
| 9 | Beginning to use past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs ( e.g. I went, I did, I had, I got) appropriately although with some inaccuracies |  |
| 10 | Responds verbally to closed and simple open questions |  |

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| Reading | | M/Y |
| 1 | Knows all letter sounds |  |
| 2 | Knows all letter names |  |
| 3 | Starting to decode longer words (e.g. words with consonant blends/vowel digraphs) |  |
| 4 | Can decode longer words (e.g. words with consonant blends/vowel digraphs) |  |
| 5 | Reads high frequency common words with some accuracy |  |
| 6 | Starting to read and follow simple written instructions |  |
| 7 | Shows some understanding of a variety of short fiction and non-fiction texts using: contextual information (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary (age-appropriate) |  |
| 10 | Reads and understands a range of basic and some mature vocabulary (age-appropriate) |  |
| 11 | Reads and understands some subject-specific vocabulary using: contextual information (e.g. pictures, illustrations, diagrams); prior learning; dual language dictionary (age-appropriate) |  |
| 12 | Starting to demonstrate an understanding of the functions of basic punctuation (e.g. capitalisation, full stop, question mark) |  |
| 13 | Starting to show understanding of the function of connectives (and, but) and pronouns (he, she, it) |  |
| 14 | Shows understanding of the function of connectives and pronouns |  |

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| Writing | | M/Y |
| 1 | Copies text accurately (if new alphabet/script) |  |
| 2 | Writes simple familiar words (e.g. hat, sun) using phonic knowledge with some inaccuracies |  |
| 3 | Writes some high frequency common words accurately (age-appropriate) |  |
| 4 | Writes short, simple sentences without adult support, though with some inaccuracies |  |
| 5 | Beginning to use basic vocabulary and some taught subject-specific vocabulary |  |
| 6 | Beginning to use basic punctuation (capital letter, full stop |  |
| 7 | Uses basic punctuation (capital letter, full stop |  |
| 8 | Beginning to use basic connectives (e.g. and, but) to build longer sentences |  |
| 9 | Uses basic connectives (e.g. and, but) to build longer sentences |  |
| 10 | Beginning to use plurals, articles, pronouns, prepositions, though with some omissions and inaccuracies |  |
| 11 | Beginning to use present simple tense appropriately (uses third person inconsistently) |  |
| 12 | Beginning to use past simple tense regular forms (e.g. I played, I listened) and common irregular forms (I went, I saw) |  |
| 13 | Beginning to monitor own writing for spelling and omissions, with support |  |

Level 3 - Developing Competence

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| **Listening and Talking** | |  |
| 1 | Beginning to contribute to whole class discussion e.g. giving group feedback, sharing opinions,etc. |  |
| 2 | Understands and uses a wide range of **basic vocabulary** and an increasing range of **mature** and **subject-specific vocabulary** |  |
| 3 | Shows understanding of the detail of curriculum topics, with **visual/contextual** support and repetition |  |
| 4 | Communicates meaning using some extended/more complex sentences with increasing accuracy |  |
| 5 | Uses plurals, **articles, pronouns and prepositions** with increasing accuracy |  |
| 6 | Uses present simple and continuous tenses appropriately and accurately (he/she, it – s, e.g. I dance but he dances; we are dancing) |  |
| 7 | Uses past simple regular verb forms and a wider range of irregular forms (e.g. I played, they caught, you bought), with increasing consistency and accuracy |  |
| 8 | Beginning to use a wider range of tenses: past continuous, future and conditional (e.g. I was playing, I will go, I would like) |  |
| 9 | Beginning to use structures to express higher order thinking: express prediction, probability and hypothesis (might, may, could, would be) |  |
| 10 | Responds appropriately to a variety of **questions** |  |

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| **Reading** | | M/Y |
| 1 | Knows letter names and sounds (P1) |  |
| 2 | Reads familiar age-appropriate texts fluently, accurately and with **understanding** |  |
| 3 | Reads high frequency common words accurately, with **understanding** |  |
| 4 | Shows **understanding** of a variety of short fiction and non-fiction texts with the support of **contextual information** (visuals); prior learning; dual language dictionary (age-appropriate) |  |
| 5 | Reads and understands a wider range of **basic** and **mature** vocabulary (age-appropriate) |  |
| 6 | Shows understanding of most subject-specific vocabulary using: contextual information (e.g pictures, illustrations); prior learning; dual language dictionary (age-appropriate) |  |
| 7 | Shows understanding of the functions of a wider range of punctuation (e.g. speech marks, parentheses |  |
| 8 | Beginning to make simple **inferences** and draw conclusions when reading |  |
| 9 | Can identify and use a range of **cohesive markers** to establish the meaning in text (e.g. connectives, pronouns) |  |
| 10 | Reads and follows simple written instructions |  |

Level 3 - Developing Competence

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| **Writing** | |  |
| 1 | Copies text accurately and at a steady age-appropriate pace (if new alphabet/ script) |  |
| 2 | Writes familiar words using phonic knowledge independently with accuracy |  |
| 3 | Writes unfamiliar words using phonic knowledge, with increasing accuracy |  |
| 4 | Writes most high frequency common words accurately (age-appropriate) |  |
| 5 | Writes a paragraph of at least 2-3 sentences with **contextual/visual** support/frames/ models |  |
| 6 | Writes a longer paragraph with **contextual/visual** support/ frames/ models |  |
| 7 | Uses a wider range of **basic vocabulary** and some **mature** and taught **subject-specific** vocabulary |  |
| 8 | Uses basic punctuation regularly and appropriately (e.g. capital letters, full stop |  |
| 9 | Uses a range of punctuation regularly and accurately (e.g. capital letters, full stop,  comma, question mark, exclamation mark) |  |
| 10 | Beginning to use a wider range of connectives and structures to write longer and more complex sentences |  |
| 11 | Uses a wider range of connectives and structures to write longer and more complex sentences |  |
| 12 | Uses plurals, **articles, pronouns, prepositions** with increasing accuracy |  |
| 13 | Uses present simple and continuous tenses appropriately and accurately (third person –s – I dance, he is dancing) |  |
| 14 | Uses past simple regular verb forms (e.g. I played, he walked) and a wider range of irregular forms (e.g. they caught, you bought) with increasing consistency and accuracy |  |
| 15 | Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies |  |
| 16 | Monitors own writing for spelling, omissions and grammar with support |  |

Level 4- Competent

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| **Listening and Talking** | | M/Y |
| 1 | Contributes to whole class discussion, e.g. giving group feedback, sharing opinions, etc. |  |
| 2 | Understands and uses a wide range of **basic, mature** (including less common words) and **subject specific** vocabulary |  |
| 3 | Shows understanding of the detail of curriculum topics, with reduced **visual/contextual** support, by answering a variety of **questions** |  |
| 4 | Speaks at length and with accuracy on curriculum and social topics, e.g. debating, presenting, evaluating, summarising, etc. |  |
| 5 | Uses plurals, **articles, pronouns** and **prepositions** accurately |  |
| 6 | Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught) |  |
| 7 | Uses other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) appropriately and mostly accurately |  |
| 8 | Uses structures to express higher order thinking: prediction, probability and hypothesis (might, may, could, would be) accurately |  |
| 9 | Communicates meaning, including more complex ideas and concepts, using extended/more complex sentences, with accuracy |  |

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| **Reading** | |  |
| 1 | Reads unfamiliar age-appropriate texts fluently and accurately, with understanding |  |
| 2 | Shows **understanding** of most of the detail of a variety of fiction and non-fiction texts (age-appropriate) without visual support/explanation |  |
| 3 | Shows **understanding** of most age-appropriate **mature** vocabulary and most taught **subject –specific** vocabulary |  |
| 4 | Makes simple **inferences** and draws conclusions when reading |  |
| 5 | Makes **inferences** and draws conclusions independently when reading |  |
| 6 | Understands a wide range of **cohesive markers** e.g. pronouns, connectives (age-appropriate) |  |

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| **Writing** | |  |
| 1 | Writes with accuracy and at length for different purposes using features of different **text types** e.g. lists, labels, letters (age-appropriate) |  |
| 2 | Writes stories/accounts/reports of at least a short paragraph independently |  |
| 3 | Writes stories/accounts/reports of at least 2 paragraphs independently |  |
| 4 | Uses a wider range of **mature** and **subject-specific** vocabulary (age-appropriate |  |
| 5 | Uses a wider range of punctuation more accurately (age-appropriate) |  |
| 6 | Uses a wide range of structures to write longer and more complex sentences |  |
| 7 | Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught) |  |
| 8 | Uses other tenses (e.g. past continuous, present/past perfect, conditional) mostly appropriately and with increasing accuracy |  |
| 9 | Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age-appropriate) |  |
| 10 | Independently monitors own writing for spelling, omissions and grammar |  |

Level 5- Fluent

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| **Listening and talking** | |  |
| 1 | Speaks confidently, fluently and accurately on a variety of topics, both informal and academic with no more non-standard features than a monolingual speaker of English of similar age and ability |  |
| 2 | Understanding is commensurate with that of a monolingual speaker of English of similar age and ability |  |

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| **Reading** | |  |
|  | Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability. |  |

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| **Writing** | |  |
| 1 | Copes confidently and competently with the writing demands of all areas of the curriculum with no more errors or difficulties than a monolingual speaker of English of similar age and ability |  |
| 2 | Demonstrates age-appropriate control of language (vocabulary, structures, punctuation) to produce a variety of text types (age-appropriate) |  |

**Glossary**

**article**: the, a/an

**cohesive marker**: a word or phrase which helps the sentence or text ‘hang together’, eg. Sequential markers (firstly, then, lastly etc.); marker indicating contrast (however, on the other hand etc.); marker indicating support (moreover, furthermore etc). Pronouns are also cohesive markers as they refer to nouns within the sentence or in a previous sentence.

**connective**: a word which is used to join pairs of nouns/adjectives/adverbs/verbs /phrases/clauses e.g. and, but, both, and, or, however, although, unless, because

**context**: 1. background information which can help to make sense of new learning. (eg. learning about evacuation makes sense when the context of WWII has been clearly established.) 2. the words/sentences around a word/phrase in a text which can help to establish meaning

**contextual information**: see 1 above. This context can be established through visuals (objects, pictures, illustrations, diagrams), recent experience (eg. class visit to the beach as an introduction to the topic of ‘the sea’), activating prior learning

**decodes**: reads a word (aloud) using phonic knowledge (knowledge of sound-symbol correspondence)

**identifies**: selects a word from those presented or within a sentence

**inference**: secondary meaning which can be understood without being expressed. eg. They buttoned up their coats, pulled their woolly hats over their ears and stepped out into the blizzard. *It was winter time and very cold.*

**plura**l: more than one (final –s) (e.g. one tree, four trees)

**preposition**: normally placed before a noun or pronoun; can express time (at, on, by, before, in, from, since, for, during, until, after); travel and movement (from, to, at, in, by, out etc.); position (on, under, above, below, between etc.)

**pronoun**: a word that stands in place of a noun e.g. I/me/my/mine, we/us/our/ours,

they/them/their/theirs

**questions** (graded)

yes/no: e.g. Does Edinburgh have a castle? Is it hot today?

either/or: e.g. What’s this: a pen or a pencil? What’s the weather like today: hot or cold?

closed: e.g. When was Mary Queen of Scots born? What is the chemical symbol for water?

simple open: e.g. How do you make a pot of tea?

open: e.g. What is the role of the United Nations? How are earthquakes caused?

**understands** / shows understanding: How do we know that the learner understands? Check **comprehension/understanding** by asking appropriately graded questions (see ‘questions’)

**visual** support: objects, pictures, illustrations, diagrams. Also facial expression, gesture, mime. Essential for supporting comprehension.

**vocabulary** :**basic**: everyday, common words (e.g. box, sun, red, need, make, a lot)

**mature**: some mature words are used less frequently; some are more abstract. (e.g. cube, sphere, vermillion, require, create, an abundance). Often a basic word will have a ‘mature’ equivalent. If this is the case, the learner of EAL will usually acquire the basic word first.

**subject-specific**: often technical words which are only used in specific subject areas (e.g. species, photosynthesis, cytoplasm, morain, fartlek (training))

**text type**: eg. list, letter, scientific report, newspaper article, discursive essay, poem, song lyric