EAL Team

**EAL Development – Planning and Tracking Sheet SECONDARY**

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

The profile should be updated twice a year

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|  | P7 | S1 | S2 | S3 | S4 | S5 | S6 |
| 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 | Beginning to echo words and phrases modelled by other pupils and adults |  |
| 4 | Can participate 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 the names of some familiar classroom/everyday objects |  |
| 6 | Expresses needs using gesture/1-2 words/home language |  |
| 7 | Shows **understanding** of simple information by responding to yes/no, either/or questions, with visual support and gesture |  |
| 8 | Beginning to give information on familiar topics (e.g. self/home) using **basic vocabulary**, single words and short phrases |  |

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| Reading | M/Y |
| 1 | Knows most English letter names and sounds |  |
| 2 | Understands class signs and labels in context |  |
| 3 | Beginning to read and understand simple text with some familiar vocabulary, with clear context and visual support |  |
| 4 | Beginning to **decode** text but with limited **understanding** |  |
| 5 | **Understands** the gist of curriculum texts with clear **context, visual support** (pictures, diagrams etc.) and use of a dictionary or key word glossary |  |
| 6 | Understands a range of **basic vocabulary** and beginning to recognise some **subject-specific** vocabulary |  |

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| Writing | M/Y |
| 1 | Beginning to form letters and copy words (if early literacy or new alphabet/script) |  |
| 2 | Consistently writes from left to right (if early literacy or new alphabet/script) |  |
| 3 | Copies text reasonably neatly and accurately (if early literacy or new alphabet/script) |  |
| 4 | Writes words when spellings are given orally |  |
| 5 | Writes short, simple sentences with support using basic punctuation (capital letter, full stop) |  |
| 6 | Writes short phrases without support |  |
| 7 | Uses **basic vocabulary** and beginning to use taught **subject-specific** vocabulary |  |

Level 2 - Early Acquisition

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| Listening and Talking  | M/Y |
| 1 | Beginning to interact in group activities |  |
| 2 | Can follow a short sequence of instructions relating to familiar classroom procedures |  |
| 3 | Shows **understanding** and is beginning to use a wider range of **basic** and some **mature** and **subject-specific** vocabulary. |  |
| 4 | Requests support when needed and asks simple questions to aid understanding and participation |  |
| 5 | Shows **understanding** of some details of teacher’s oral presentation, with **visual support** and rephrasing |  |
| 6 | Communicates meaning using **basic vocabulary**, simple phrases and sentences, though with some inaccuracies |  |
| 7 | Uses present simple tense appropriately, with some inaccuracies (e.g. he/she/it –s, e.g. I dance, but he dances |  |
| 8 | 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 |  |
| 9 | Beginning to use some grammatical features though with some inaccuracies (plurals**, articles, pronouns and prepositions**) |  |
| 10 | Responds verbally to closed and simple open questions. |  |

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| Reading |  |
| 1 | Knows all letter names and most sounds |  |
| 2 | **Decodes** text with some accuracy and understanding |  |
| 3 | Reads and **understands** some information in curriculum texts, with clear **context** and **visual support** |  |
| 4 | Understands a range of **basic** vocabulary, some **mature** vocabulary and an increasing range of **subject-specific** vocabulary  |  |
| 5 | Beginning to use **contextual clues** to establish meaning of unfamiliar words |  |
| 6 | Understands function of basic punctuation (full stop, comma, question mark, exclamation mark, speech marks) |  |
| 7 | Beginning to identify common **cohesive markers** e.g. connectives (firstly, then, finally) and **pronoun referents** |  |
| 8 | Shows awareness of different **text types** |  |
| 9 | Beginning to use texts for research purposes with guidance and collaboration with supportive peers |  |

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| Writing | M/Y |
| 1 | Writes familiar words using phonic knowledge, with some inaccuracies |  |
| 2 | Writes short, simple sentences with limited but correct sentence structure, with some inaccuracies (e.g. omission, word order) |  |
| 3 | Uses basic punctuation (capital letter, full stop, comma, question & exclamation mark, speech marks) independently |  |
| 4 | Uses **basic vocabulary**, some **matur**e and **subject-specific** vocabulary |  |
| 5 | Writes a short paragraph with support |  |
| 6 | Uses present simple tense appropriately (he/she/it –s, e.g. I dance but he dances) with some inaccuracies |  |
| 7 | 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) |  |
| 8 | Uses basic connectives (e.g. and, but) to build longer sentences |  |
| 9 | Beginning to use plurals, **articles, pronouns, prepositions**, though with some omission and inaccuracies |  |
| 10 | Beginning to monitor own writing for spelling and omissions with support |  |

Level 3 - Developing Competence

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| Listening and Talking |  |
| 1 | Communicates meaning using a wider range of vocabulary and structures with increasing accuracy to express complex ideas and concepts |  |
| 2 | Engages in informal everyday conversations |  |
| 3 | Beginning to contribute to whole class discussion |  |
| 4 | Understands and uses a wide range of **basic vocabulary** and an increasing range of **mature** and **subject-specific** vocabulary |  |
| 5 | Shows **understanding** of most of the detail of a teacher’s oral presentation including abstract concepts, with some **visual support** and repetition |  |
| 6 | Shows understanding by responding appropriately to a variety of questions |  |
| 7 | Communicates meaning using extended/more complex sentences and vocabulary, with increasing accuracy |  |
| 8 | Uses present simple tense appropriately and accurately (e.g. he/she/it –s, e.g. I dance but he dances) |  |
| 9 | Uses past simple tense regular forms (e.g. I played, I listened) and irregular forms (e.g. I bought, I caught) appropriately |  |
| 10 | Beginning to use a wider range of tenses (e.g. future, conditional, present and past continuous) |  |
| 11 | Uses plurals, articles, pronouns and prepositions with increasing accuracy |  |

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| Reading | M/Y |
| 1 | Knows all letter names and all sounds |  |
| 2 | **Decodes** accurately and with **understanding** |  |
| 3 | **Understands** most of the detail of curriculum texts, with some support/explanation |  |
| 4 | **Understands** a wider range of mature vocabulary and **subject-specific** vocabulary |  |
| 5 | Uses **contextual clues** to establish the meaning of unfamiliar words |  |
| 6 | Understands function of a range of punctuation, including colon, semi-colon and dash |  |
| 7 |  Makes some **inferences** and draws conclusions independently |  |
| 8 | Understands a range of **cohesive markers** (although, however, whilst) and can identify some **pronoun referents** |  |
| 9 | Can identify some of the language features of different **text types** |  |
| 10 | Beginning to use text independently for some research purposes |  |

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| Writing | M/Y |
| 1 | Writes unfamiliar words using phonic knowledge, with increasing accuracy |  |
| 2 | Writes a longer text with paragraphing, supported by prompts/frames/ models |  |
| 3 | Uses a range of punctuation including colon, semi-colon, dash |  |
| 4 | Uses a wider range of **mature** vocabulary and taught **subject-specific** vocabulary |  |
| 5 | Uses a range of structures to write longer, more complex sentences |  |
| 6 | Uses present simple tense appropriately and accurately (e.g. he/she/it –s, e.g. I dance but he dances) |  |
| 7 | Uses past simple tense (regular and irregular forms) appropriately and accurately (e.g. played, listened and caught, bought) |  |
| 8 | Beginning to use a wider range of tenses (e.g. future, conditional, present and past continuous |  |
| 9 | Uses plurals, **articles, pronouns, prepositions** with increasing accuracy |  |
| 10 | Monitors own writing for spelling, grammar and omissions with support |  |

Level 4 - Competent

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| Listening and Talking | M/Y |
| 1 | Contributes to whole class discussion |  |
| 2 | Uses a wide range of **mature vocabulary**, including less common words, and **subject-specific** vocabulary |  |
| 3 | Shows **understanding** of the detail of a teacher’s oral presentation, including abstract concepts |  |
| 4 | Shows **understanding** of the detail of a complex topic by responding to a variety of questions |  |
| 5 | Communicates meaning, including more complex ideas and concepts, using a wide range of **mature vocabulary** and extended more complex sentences, with accuracy |  |
| 6 | Speaks at length and with accuracy on curriculum topics, e.g. presentations, feedback, debates |  |
| 7 | Uses plurals, **articles, pronouns, prepositions** accurately |  |
| 8 | Uses past simple tense regular and irregular forms appropriately and accurately |  |
| 9 | Uses other tenses (e.g. conditional, future, present and past continuous) with some accuracy |  |
| 10 | Uses structures to express prediction, probability and to hypothesise (e.g. might/may /could/would be) |  |

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| Reading |  |
| 1 | Reads unfamiliar texts fluently and accurately |  |
| 2 | **Understands** much of the detail of complex curriculum texts without **visual suppor**t or explanation |  |
| 3 | Understands most **mature vocabulary**, including less common words, and most taught **subject-specific vocabulary** |  |
| 4 | Makes most **inferences** independently |  |
| 5 | Understands most **cohesive markers** (nevertheless, despite, on the other hand) and can identify most **pronoun referents** |  |
| 6 | Can identify the language features of most **text types** |  |
| 7 | Uses texts independently for most research purposes with reference to index and glossary |  |

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| Writing | M/Y |
| 1 | Writes with accuracy and at length using language features appropriate to the text **type** |  |
| 2 | Texts have logical overall structure and paragraphing |  |
| 3 | Uses a wide range of **mature vocabulary** including less common words and **subject-specific** vocabulary |  |
| 4 | Uses a wide range of structures to write longer and more complex sentences |  |
| 5 | Moves between simple tenses appropriately |  |
| 6 | Uses other tenses (present/past continuous, present/past perfect, conditional) mostly appropriately and with increasing accuracy |  |
| 7 | Uses a range of punctuation appropriately and effectively |  |
| 8 | Independently monitors own writing for spelling, grammar and omissions |  |

Level 5 -Fluent

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| Listening and Talking | M/Y |
| 1 | Speaks 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 | M/Y |
|  | Reads **(decodes), understands** and responds appropriately to a range of age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability. Growing cultural awareness allows understanding of cultural references in texts. |  |

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| Writing | M/Y |
|  | Copes 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. Demonstrates age-appropriate control of language (vocabulary, structures and punctuation) to produce a variety of **text types** |  |