



Reaching our Potential Together in Christ

English as an Additional Language (EAL) Policy

Date policy last reviewed: September 2025

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ST MARY MAGDALEN'S CHURCH OF ENGLAND PRIMARY SCHOOL'S
VISION STATEMENT

'To live and live splendidly' John 10:10
By reaching our potential together in Christ.

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' John 10:10 'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do **Galatians 5:22-23.** *It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. John 13:34.*

Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to pupils whose main language at home is a language other than English.

Pupils with EAL will face various difficulties throughout their academic life. Pupils' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Pupils with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

This policy has been established to ensure all pupils with EAL at the school are given the best chance possible to reach their full potential.

ST MARY MAGDALEN'S CE PRIMARY SCHOOL aims to:

-  Welcome the cultural, linguistic and educational experiences pupils with EAL contribute to the school.
-  Ensure strategies are in place to support pupils with EAL.
-  Enable pupils with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

-  Provide a welcoming atmosphere for newly arrived pupils with EAL.
-  Assess the skills and needs of pupils with EAL.
-  Gather accurate information regarding children's backgrounds, cultures and abilities.
-  Equip teachers and support staff with the necessary skills, resources and knowledge to support pupils with EAL.
-  Use all available resources to raise the attainment of pupils with EAL.
-  Systematically monitor pupils' progress, and adapt policies and procedures accordingly.
-  Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
-  Maximise opportunities to model the fluent use of English.
-  Ensure pupils with EAL are acknowledged for their skills in their own languages.

1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
-  Education Act 2002
-  The UK General Data Protection Regulation (UK GDPR)
-  Data Protection Act 2018
-  DfE (2014) 'The Equality Act and schools'
-  DfE (2018) 'Promoting the education of looked after children and previously looked after children'
-  DfE (2018) 'Equality Act 2010: advice for schools'
-  DfE (2018) 'Mental health and wellbeing provision in schools'

This policy should be read in conjunction with the following school policies:

-  Special Educational Needs and Disabilities (SEND) Policy
-  Supporting Pupils with Medical Conditions Policy
-  Admissions Policy
-  LAC Policy
-  Anti-bullying Policy
-  Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board will have overall responsibility for the implementation of this policy.

The headteacher will be responsible for:

-  Ensuring that those who are teaching or working with pupils with EAL are aware of their needs and have arrangements in place to meet them.
-  Ensuring that teachers monitor and review pupils' progress during the academic year.
-  Appointing a member of staff to lead on the school's approach to supporting pupils with EAL.
-  Providing the EAL lead with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
-  Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with EAL.
-  Ensuring that the approach to the curriculum includes how it is made accessible for pupils with EAL.

The EAL lead will be responsible for:

-  The induction of newly arrived pupils.
-  Conducting initial assessments of pupils with EAL.
-  Teaching small groups of pupils with EAL and providing classroom support.
-  Liaising with teaching staff on support for pupils with EAL.
-  Advising on strategies to support and include pupils with EAL and on ways to differentiate work for pupils with EAL.

-  Encouraging and supporting pupils to maintain and develop their first language.
-  Facilitating pupils' use of first language national examinations.
-  Developing relationships between the school and parents of pupils with EAL.
-  Securing and providing training to ensure staff development.
-  Acting as consultants to staff on language-related issues and equal opportunity and race equality issues.
-  Ensuring continuity of support and maintaining contact with other professionals involved, as well as parents and pupils.
-  Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.

All staff members will be responsible for:

-  Ensuring all written work includes the technical requirements of language as well as the meaning.
-  Providing a good model of spoken English.
-  Where possible, using a variety of types of text to explore their subject and through the varied use of English.
-  Ensuring the inclusion of pupils with EAL in their classrooms.
-  Identifying pupils with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the pupil.
-  Planning activities that aim to ease pupils' anxieties and make them feel prepared for their next stage of learning.

3. Support

Where a pupil with EAL is assessed as having little to no English, support will be provided in the form of intervention. These interventions focus on practical, everyday English. During this period, typically lasting **six weeks** but varying dependant on pupils' progress, pupils will still have access to a full curriculum.

In-class support and small group work is utilised in the classroom environment. The pupil will still spend time with their intervention teacher on a daily basis.

Other methods of support that the school will provide, includes:

-  **RACE TO ENGLISH**
-  **SOLIHULL EAL ASSESSMENT TRACKER**
-  **SUPPORT FROM VIRTUAL SCHOOLS EAL TEAM**

4. Inclusion

The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

-  There is an understanding throughout the school, for both staff and pupils, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a pupil's

ability to speak their own first language is essential for building their confidence and self-esteem.

-  The language development of pupils is the responsibility of the entire school community.
-  Diversity will be valued, and classrooms will be socially inclusive.
-  Teachers will be knowledgeable about pupils' abilities in English and use their knowledge to inform lesson planning and schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
-  Where large groups of pupils with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve pupils' understanding of English.

5. Initial assessments

When pupils first join the school, they will undertake a timely initial assessment to gauge pupils' English abilities in an informal manner that does not make the pupil feel isolated or inferior.

-  The assessment will be carried out using The Solihull EAL Levels of Competence

Initial assessments are carried out by the EAL lead, and completed assessments are held on the pupil's profile.

Teachers of the pupil will be allowed access to the assessment to inform their teaching and lesson planning. The pupil and their parents may view the assessment at any time.

6. Classroom practice

Teachers have high expectations of all pupils.

Classroom activities will be matched to pupils' needs and abilities with visual supports being utilised where possible.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve pupils' literacy:

-  Utilisation of the pupil's first language expertise.
-  The provision of writing frames.
-  The use of props.

Language skills will be developed through:

-  Collaborative activities involving spoken communication.
-  Feedback opportunities and conversations.
-  Good models provided by peers.

Active participation will be encouraged by:

-  Grouping pupils in mixed ability groups to develop language skills.
-  'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity.

Assessment methods will allow pupils to show what they can do in all curriculum areas.

Bilingual dictionaries are available to aid pupils with EAL and dual language textbooks are available and used where possible.

Prior to any private tuition or one-to-one support, the pupil is informed of the purpose of the session and the objectives.

7. Access to the curriculum

The needs of pupils with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

-  The language and learning demands of the curriculum are analysed and support is provided.
-  Visual support is utilised to provide greater understanding of key concepts.
-  There are opportunities for pupils to use their first language in the classroom.
-  The support requirements of pupils with EAL are identified and the support is made available.

8. Working with parents

Liaison with parents is vital to the creation of a strong home and school partnership, which can ensure the development of pupils with EAL. To aid this partnership, the school will:

-  Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
-  Provide interpreters for meetings when needed.
-  Ensure the language used in letters to parents is clear and straightforward.
-  Where appropriate, have teachers read through the letter with pupils before sending the letter home, to ensure the message is clear.
-  Where necessary, ensure translations of school documents are carried out and provided to parents of pupils with EAL.
-  Encourage parents to attend parents' evenings and participate in school functions.
-  Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
-  Encourage parents to become involved with homework through shared reading schemes and language-based homework.
-  Plan activities in a way that ensures they do not clash with religious/community commitments.

9. Pupils with SEND

A child is not regarded to have SEND solely because their home language is different from the language in which they are taught at school.

A proportion of pupils with EAL may have one or more types of SEND and it is imperative that this is identified at an early stage. Assessments of SEN of pupils with EAL will involve EAL specialists along with SEND specialists.

Where appropriate, the school will arrange an assessment in the child's first language and SEND support will be decided on an individual basis in the manner outlined within the school's Special Educational Needs and Disabilities (SEND) Policy.

The school will ensure that the parents or carers of a pupil with SEND are not prevented from presenting their views throughout the process and are clearly informed at every stage.

10. Monitoring and review

The headteacher will review this policy on an **annual** basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

The next scheduled review date is **SEPTEMBER 2026**.

English as an Additional Language



EAL PROFILE OF COMPETENCE

Primary



Solihull
METROPOLITAN
BOROUGH COUNCIL

EAL PROFILE OF COMPETENCE – Primary

Name:	Date of birth:	Languages spoken:
Arrived in UK:	Other additional support needs: Yes / No	Literate in:
Date started UK education:		

LAC Asylum seeker Accompanied/Unaccompanied Traveller GRT Not living with parents

Personal and Social contexts

- Pupil is showing signs of distress.
- Pupil appears settled and feels safe in their new environment.
- Pupil has friends in school.
- Pupil has established several friends outside of school.
- Pupil appears isolated in school and is finding social and/or cultural integration difficult.
- Pupil forms relationships with a wider range of language backgrounds.
- Pupil with limited English befriends child with challenging behaviour.
- Pupil is over-physical with others, can become/seem aggressive.
- Pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency).
- Pupil is comfortable to engage with the full range of curriculum opportunities.
- Pupil chooses not to speak at school.

Family contexts

- Pupil has been prepared for the transition into an English speaking school.
- Parents need support to communicate with the school in English.
- Parents need support to aid the completion of reading practice/homework.
- Pupil has good attendance with no trends of concern in attendance or punctuality.
- Pupils have extended holidays overseas during term time.
- Parents seem comfortable in school, are keen to come in/ engage with school and proactive about school life.
- Parents are familiar with the UK school system.
- Parents are aware of the range of after school activities.
- Parents inform school if pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency).

Guidance for using the EAL Levels of Competence.

The Solihull EAL Levels of Competence is an assessment framework which has been developed to support practitioners in tracking the progress of their English as additional language (EAL) learners in Years 1-6. There are 8 steps in the acquisition of English in the 4 skill areas; **Listening and Understanding, Speaking, Reading and Writing**. It will enable class, subject and support teachers to assess and track the progress of the receptive and expressive English language skills of their EAL learners.

Each skill is divided into 8 steps. The first 2 steps show the stages that a beginner learner who is new to English goes through. Steps 3 and 4 describe a learner who is at the early acquisition stage of English. Steps 5 and 6 describe the development stages of an EAL learner developing competence and steps 7 and 8 of an advanced EAL learner. Step 8 is reserved solely for those pupils who are fluent in English in that skill. The 8 steps show a development of English language acquisition from a level of no English to a level of English language skills which are equal to that of a monolingual learner of the same age.

EAL learner	EAL level	Key
New to English (Code A)	Step 1	S1
	Step 2	S2
Early Acquisition (Code B)	Step 3	S3
	Step 4	S4
Developing Competence (Code C)	Step 5	S5
	Step 6	S6
Competent (Code D)	Step 7	S7
Fluent (Code E)	Step 8	S8

The table above shows how each step fits into the framework as a whole and incorporates the DFE Proficiency in English scale. The Levels of Competence can be used to inform judgements for the collection of census data.

Listening & Understanding

ONE Code A	- Understands home language. <i>*Pupils with apparent language delay in first language will need specialist assessment.</i> - Watches others and joins in activities and routines. - Responds to tone of voice, body language and facial expression of adults and peers. - Shows understanding of simple information, given with visual support and gesture. - Begins to follow single instructions relying on key words and gestures. - Begins to follow simple routine instructions where context is obvious. - Recognises the names of some familiar objects found in the classroom (e.g. pencil, book, table, chair)
TWO Code A	- Responds to yes/no and either/or questions. - Follows a short sequence of instructions in familiar, routine circumstances. - Responds with non-verbal language to comments (smile when greeted, shake or nod of head). - Takes part in short simple social conversations during familiar routines and concrete tasks. - Identifies single items of information (key words) from short spoken texts (number, colour, name). - Responds to key words and phrases in a range of spoken instructions ('Shut the door,' 'put your pens down'). - Identifies objects or characters from pictures or diagrams (where is Biff? Point to the triangle). - Listens to stories and begins to demonstrate interest. - Listens attentively for short amounts of time.
THREE Code B	- Follows a short sequence of instructions applied in a wider range of circumstances. - In a supportive situation indicates when they need to hear something again. - Understands time references at the beginning of a sentence (Yesterday, Today, tomorrow). - Listens attentively during lessons and responds to some questions/makes some single word contributions. - Understands that intonation, volume or stress are used with different effects (shout a warning, whisper in a group). - Understands the function of time connectives (first, next, then). - Responds to obvious humour.
FOUR Code B	- Listens carefully to the conversations of others. - Asks the speaker to repeat or add detail so that they can understand more of the message. - Understands teacher questions on familiar topics by responding with phrases/sentences. - Shows understanding of the details of curriculum topics, with visual/contextual support and repetition. - Usually copes with a wide range of verbal input from a variety of sources. - Follows a sequence of instructions in less familiar circumstances and by a range of people. - Responds to a range of question types including open questions.

	- Understands a wide range of basic vocabulary and an increasing range of subject-specific vocabulary. - Orders information heard using pictures/ Follows narrative accounts with visual support. - Understands the gist of class lessons with little visual/contextual support.
FIVE Code C	- Follows a set of oral instructions or directions related to a game or learning activity (following a route with a map). - Begins to differentiate between past, present and future tenses. - Identify a range of sequence markers indicating steps (First, after that, finally). - Begins to engage with 'How...?' and 'Why...?' questions. - Understands a wide range of basic and subject-specific vocabulary.
SIX Code C	- Organises spoken information when using diagrams, graphs, tables. - Follows the gist and some detail of teacher talk on a new topic at normal speed with little visual/contextual support. - Listens for and identifies relevant information and new information from discussions, explanations and presentations. - Listens to and responds appropriately to other points of view. - Active listener in group tasks and is beginning to ask for clarification when necessary.
SEVEN Code D	- Shows understanding of the detail of curriculum topics, with reduced visual/ contextual support, by answering a variety of questions. - Shows understanding of idiomatic language 'raining cats and dogs,' 'pull your socks up' and phrasal verbs (e.g. come up with, give in) - To understand inference when listening to someone speak or at text level. - Understands the essential information from class lessons with no support. - Can follow reasoning, discussion and argument in English as long as speaker is clear. - Begins to understand irony or more subtle humour such as sarcasm. - Learner appears confident, independent and fully engaged during speaking and listening activities.
EIGHT Code E	- Understanding is commensurate with that of a monolingual speaker of English of similar age and ability. - Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English

Speaking

ONE Code A	- Appears relaxed, uses body language positively. - Expresses need using first language. - May not communicate orally as aware that others may not understand them. - Uses non-verbal gestures to respond to greetings and questions about themselves. - Communicates basic needs to a familiar child or adult using gestures.
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TWO Code A	• Echoes familiar words and expressions. • Joins in with their peers in repeated phrases or expressions e.g. songs and rhymes. • Begins to develop a simple naming vocabulary and beings to communicate basic needs through single-word utterances and short phrases. (e.g. Ok, like book.) • May use translanguaging e.g. Meh toilet janna (I want to go to the toilet) Ja chce red (I want the red one). • 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). • Understands and names some familiar classroom/everyday objects (e.g. chair, table). • Uses simple adjectives to describe/add emphasis 'big truck, today cold'). • Pronunciation is often unclear (e.g. learner may show lack of confidence with pronunciation of multi-syllabic words). • Beginning to communicate meaning using known vocabulary in single words/short phrases.
THREE Code B	• Initiates and participates in exchanges with peers, may be reluctant to speak to adults. • Beginning to form simple 'wh' questions 'where you live?', seeks information 'pizza you like?' with intonation. • Over-generalises grammatical rules, 'I goed, she drink.' • Describes positions of objects correctly (e.g. on, in, under, on top). • Attempts to self-correct pronunciation having heard modelled speech. • Begins to use some descriptive and sequencing language (e.g. The classroom is big, First I write date). • Expresses negative sentences using, 'no'. e.g. 'I no speak, no go to school.' • Beginning to interact in more situations using non-verbal gestures and one-word utterances. • Communicates meaning using basic vocabulary. Starting to use some subject-specific vocabulary in simple phrases and sentences, though with some inaccuracies. • Uses basic compound sentences with simple conjunctions with some inaccuracies (e.g. 'I go school <u>and</u> I talk with my friends <u>and</u> I eat my lunch'). • Beginning to use plurals, articles, pronouns and prepositions, though with some inaccuracies.
FOUR Code B	• Can re-tell a simple story. • Uses time markers, 'yesterday, today, last week, tomorrow. • Relays simple messages, able to give a short sequence of instructions, 'First...then...' • Expresses opinions and wishes independently (e.g. I like numeracy) • Uses formulaic question tags, 'isn't it, ok?' • Uses adverbial phrases of time and place, 'In the holidays, on the table.' • Uses subject specific vocabulary necessary for a familiar topic. • Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why...? Because...?) • Uses appropriate terms for sequencing, 'first, next, then, finally.' • Uses 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. • Understands and uses a wide range of basic vocabulary and an increasing range of subject-specific vocabulary.
FIVE	• Speaks and listens in simple exchanges and in everyday contexts.

Code C	• Uses common colloquialisms in everyday interactions. • Recounts main events/ideas with relevant detail with scaffolding. • Can make comparisons and contrasts, 'bigger than, more difficult than, like.' • Uses simple conditionals, 'If plants don't have sunlight they die.' • Communicates meaning using some extended/more complex sentences with increasing accuracy. Uses a range of conjunctions (but, because, so, if). • Uses present simple and continuous tenses appropriately and accurately (he/she, It's, e.g. I dance but he dances; we are dancing). • Pupil speaks about matters of interest to a range of listeners. With appropriate prompts the pupil can speak in front of a small or large group for a short time. • Uses appropriate register for different situations (learner/learner, learner/teacher) (e.g. Miss please can I have a pen? / Give us a pen).
SIX Code C	• Uses relative clauses, 'I saw the boy who sang in assembly.' • Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught). • Beginning to use other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) but with some inaccuracies. • Contributes to whole class discussions on familiar topics, e.g. giving group feedback, sharing opinions, respecting turn-taking rights of others etc. • Uses plurals, articles, pronouns and prepositions with increasing accuracy.
SEVEN Code D	• Willingly contributes to class discussions on unfamiliar topics without support or scaffolding. • Uses the passive tense 'the salt was added to the test tube.' • Uses tag questions in conversation, 'You're a Polish speaker, <u>aren't you?</u>', 'She went to the Dentist yesterday, <u>didn't she?</u>' • Communicates meaning, including more complex ideas and concepts with accuracy. • Beginning to use structures to express higher order thinking: expresses prediction, probability and hypothesis (might, may, could, would be). • Able to describe events including necessary details and convey opinions clearly. • Monitors response from listener(s) and modifies own response (change content/length)
EIGHT Code E	• Uses a variety of articles and prepositions accurately. • Speaks confidently, fluently and accurately on a variety of topics for multiple purposes and audiences (e.g. explaining, informing, persuading, describing, arguing, advising etc). • Speaks in complex sentences using conjunctions, adverbs, adjectives and correct use of tenses throughout. • Speaks English with an accent but not so that it interferes with understanding

Reading

Learners with prior literacy skills in first language may decode texts well but have a limited understanding of what they are reading.

ONE Code A	• Minimal or no literacy in English. • Retells/reads a story in first language <i>*Pupils with apparent language delay in first language will need specialist assessment.</i> • Handles English language books with correct directionality (front cover, left to right, top to bottom) if new alphabet/script. • Recognises their names and some familiar words that are important to them. • Shows awareness of some environmental print, and understand that print carries meaning. • Distinguishes between letters, numbers and words.
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	• Relates some letters to the sounds they commonly make (initial letter of own name). • Recognises and names some letters of the alphabet (letters in own name). • Shows awareness that words are separated by spaces (by pointing to words). • Obtains information from simple graphs and diagrams (bar graph on numbers of boys and girls in a class). • Beginning to sequence numerals and letters. • Starting to engage with short familiar texts using: contextual information (e.g. pictures, illustrations); prior knowledge; dual language dictionary (age appropriate).
TWO Code A	• Sequences and re-tells a simple story, a series of events or a process using visuals showing understanding. • Knows most taught phonemes and graphemes. • Recognises some mathematical numerals and symbols (age appropriate). • Identifies some words in a sentence, including high frequency words. • Decodes and blends simple sounds in words (CVC words). • Starting to read and understand a range of basic vocabulary through a range of genre (age appropriate). • 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). • Starts to recognise topic vocabulary using: contextual information (e.g. pictures, illustrations); recent experiences/pre-visiting vocabulary; age-appropriate dual language dictionary. • Follows a simple text read aloud with support. • Demonstrates knowledge of alphabetical order (using dictionaries) KS2.
THREE Code B	• Starting to demonstrate and understand the functions of basic punctuation (e.g. capital letters, full stops, question marks). • Starting to show understanding of the function of pronouns (he, she, it). • Completes simple cloze exercises based on a familiar text. • Reads previously encountered words in new contexts (common exception words). • Reads back own writing or own sentences scribed by another. • Reads and understands a range of basic and some subject-specific vocabulary (age appropriate) using: contextual information (e.g. pictures, illustrations, diagrams); prior learning; dual language dictionary (age appropriate). • Understands the function of a book, e.g. knows text features (e.g. cover, title, blurb, author etc). • Refers to visual cues for understanding when reading a text. • Segments and blends letters and letter clusters in unfamiliar words 'straight, special'
FOUR Code B	• Re-tells and identifies main points from well-known texts with support or appropriate questions. • Asks questions about meaning of words and phrases in texts. • Identifies dialogue and speech in narrative. • Modifies intonation to differentiate questions when reading aloud. • Makes predictions on likely events when reading aloud or listening to text read aloud. • Shows an understanding of simple word order (can reorder words from jumbled sentence). • Follows pronoun references for people and things (the children...they, the candle...it) • Able to respond to simple questions related to pictures and text (e.g. What..?, Where...?, When..?, Who..?) and answer appropriately. • Understands the mathematical operation to use within a written word problem (age appropriate). • Recognises different purposes of text at this level.
FIVE Code C	• Recalls and summarises the main ideas from fiction/non-fiction independently e.g. note-taking, re-telling. • Describes the setting of a story. • Selects relevant section of the text to help answer questions. • Follows a sequence of task instructions (making a mathematical shape, setting up an experiment). • Responds to or comments on different social/cultural behaviours/events illustrated in texts (expresses opinion, asks questions). • Begins to respond to 'How...?' and 'Why...?' questions related to a text. • Identifies unfamiliar cultural references when reading, 'What is a Union Jack?'

	- Identifies important features of text organisation (book/chapters, chapters/paragraphs, sub-headings, sentences). - Shows an understanding of simple paragraph order (correctly reorders jumbled sentences). - Identifies the perspective of a story (3rd person/1st person). - Demonstrates understanding of simple similes 'as cold as ice,' 'as warm as toast.'
SIX Code C	- Makes inferences and draws conclusions when reading. - Discusses motivations and emotions of characters from reading a story or poem. - Identifies a simple argument in a text. - Recognises complex cohesive markers used to link ideas within and across sentences (although, nevertheless). - Identifies key words and phrases relating to the theme of a text (by highlighting). - Identifies words which relate to each other (bees, insects, swarms, colony). - Understands shades of meaning expressed by synonyms (strolled, walked, marched) - Identifies key features of different text types/genres e.g. newspaper, website, poetry. - Begins to follow the peer and self-assessment processes used in class.
SEVEN Code D	- Gives own opinion of a text and compares it to others' opinions. - Identifies relevant information to support points made in a text (e.g. in Literacy- Point, Evidence, Explanation) - Identifies agent, action and consequence in sentences using the passive voice - Recognises the meaning of words expressing degrees of probability, possibility or obligation (ought, should have, may, might) - Hypothesises using information from the text (about author, character, ideas, events) - Distinguishes between fact and opinion - Describes the mood and setting of a story - Demonstrates understanding of well-known idioms in context (pull your socks up) - Demonstrates understanding of literary devices such as metaphors and similes in context - Identifies formal and informal styles of language in common texts. <i>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry. (Nat St Upper KS2).</i>
EIGHT Code E	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.

Writing

Learners may have recording skills in their first language depending on their prior experience

Ensure writing skills apply across the whole curriculum.

ONE Code A	- Minimal or no literacy in English. - May be able to write in first language. - Knows that thoughts and speech can be represented in writing and print (asks for something to be written in English), including computing skills. - Holds pen appropriately for writing. - Begins to form letters. - Leaves spaces between groups of letters or symbols. - Writes own name. - Begins to copy words. - Consistently writes from left to right (if new alphabet/script). - Copies text reasonably accurately (if new alphabet/script) e.g. begins to copy the date onto work. - Mixes upper and lower case letters in writing (BaBy, tAle).
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	Writes letters accurately when sounds are given orally.
TWO Code A	- Writes some high frequency common words with some accuracy. - Writes simple familiar CVC words (e.g. hat, sun). - Can draw simple diagrams/pictures and label them. - Can record for a variety of purposes across the curriculum e.g. number, science, computing etc. - Is becoming aware of simple spelling patterns. - Writes short phrases/labels independently in concept maps/spider diagrams (Age appropriate). - Writes short, simple sentences with support (with oral rehearsal). - Begins to use basic punctuation to show understanding of sentence division (full- stops). - Beginning to write longer words using phonic knowledge with some inaccuracies (bter (better), drgn (dragon)). - Letters are correctly shaped but may be inconsistent in size and orientation
THREE Code B	<i>Handwriting is legible and correctly orientated (links to Y1/2 NC Eng)</i> - Writes familiar words using phonic knowledge independently with accuracy. - Writes unfamiliar words using phonic knowledge, with increasing accuracy. - Writes some high frequency words common words accurately (age appropriate). - Writes short, simple sentences without adult support, though with some inaccuracies - Starting to show understanding of the function of conjunctions (e.g. and). - Uses scaffolds to produce longer, more complex sentences. <i>Shows awareness of basic punctuation and attempts to use this in writing (links to Y1/2 NC Eng) e.g. capital letters and full stops</i> - Writing will contain inaccuracies (often also seen in speech) such as subject/verb agreements and tense, plural 's', omission of articles, inappropriate vocabulary choice. <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far with adult support.</i>
FOUR Code B	- Beginning to use present simple tense appropriately (uses third person –s inconsistently). - Beginning to use past simple tense regular forms (e.g., I played, I listened) and common irregular forms (I went, I saw). - Beginning to use plurals, articles, pronouns, prepositions, though with some omissions and inaccuracies. <i>Beginning to notice and apply some common spelling patterns based on prior knowledge of other similar words.(Links to NC Y1/2 Eng).</i> - Writes a paragraph of at least 2-3 sentences with contextual/visual support/frames/ models but writing still contains inaccuracies (incorrect verb endings, omission of articles etc). - Uses a wider range of basic vocabulary and some subject-specific vocabulary. - Demonstrates and understands the functions of basic punctuation (e.g. capital letters, full stops, commas, question marks). - Demonstrates some features of a specific form in their writing, as appropriate to the audience, purpose and context. May need support of models and writing scaffolds. - Uses compound sentences with conjunctions such as 'and/because' (e.g. 'I like Biff because she is funny). <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far independently.</i>
FIVE Code C	- Uses plurals, articles, pronouns, prepositions with increasing accuracy. - Uses present simple and continuous tenses appropriately and accurately (third person –s- I dance, he is dancing). - 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. - Monitors own writing for spelling, omissions and grammar with support. - Generally uses basic punctuation correctly, e.g. capital letters, full stops, commas, question marks and is demonstrating an awareness of a wider range of punctuation (age appropriate). - Is developing a wider range of vocabulary. - Uses a wider range of subject-specific vocabulary (age appropriate). - Understands and uses a wider range of conjunctions and pronouns to link ideas between clauses (but, because, so, if, then) (he, she, it, they). - Beginning to use adverbials of time, place and number to link ideas between paragraphs.
SIX	- Writes competently and at length for different purposes using features of different text types, e.g. lists, labels, letters (age appropriate). - Writes stories/accounts/reports of at least a short paragraph independently. (KS1) - Writes stories/accounts/reports of at least 2 paragraphs independently. (KS2)

Code C	• Uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately. • Beginning to use a wider range of structures, subordination and an increasing range of cohesive devices. • Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught). • Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies. • Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age appropriate). • Independently monitors own writing for spelling, omissions and grammar.
SEVEN Code D	• Writes competently and at length for different purposes and has a good understanding of a range of genres e.g. letter, essay, newspaper articles, play scripts etc. • Uses common euphemisms in independent writing (passed away, pull your socks up) • Uses a number of formulaic expressions which signal opinion (it is often argued that, despite this, according to). • Uses advanced connectives (in addition to, on the other hand, as a result). • Writes texts using a range of tenses and appropriate use of active and passive voice (Soang's parents had moved to where they were told to go and worked as cooks for their new employers). • Demonstrates some inaccuracies e.g. Subject-verb agreement (If he <u>stay</u> too long), modals (She would have got any prize she wanted), possessives (I will explain briefly <u>Victor</u> character) and prepositions (Talk about how Arthur was hurt <u>about</u> his late wife). • Demonstrates some inaccuracies with articles, regular and irregular plurals and mass count nouns (e.g. She appeared to be very unhappy girl. We must protect the waters.) • Continues to demonstrate some irregularities in cohesion, syntax, and collocation or a reduced vocabulary but meaning is clear. • Presents information in a logical sequence, using paragraphs where appropriate. • Writes using appropriate language for purpose and audience.
EIGHT Code E	• Copes with the writing demands of all areas of the curriculum with some inaccuracies. • Uses complex conditionals (e.g., They would have gone if they had received the message on time). • Uses specialised language to define or describe abstract concepts 'The water cycle is the movement of water from the earth to the atmosphere.' • Includes cultural references shared by the reader. • Mimics or parodies particular styles (a fairy story set in modern times). • Uses irony and humour for effect. • Makes complex comparisons in an argumentative text (is the largest, is similar to, not so useful as, rather than, instead of). • Uses cohesive devices, collocation and a varied vocabulary to express complexity and subtleties in writing. • Qualify opinions and statements by using expressions as well as modals (it is certain that, it is likely that, it is possible that, it is generally accepted that, some might say...)

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English as an Additional Language



Solihull EAL Tracker

Key Stages 1 and 2

Guidance for using the EAL Tracker

The Solihull EAL Primary Tracker is an assessment framework which has been developed to support practitioners in tracking the progress of their English as additional language (EAL) learners in Years 1-6. There are 8 steps in the acquisition of English in the 4 skill areas; **Listening and Understanding, Speaking, Reading and Writing**. It will enable class, subject and support teachers to assess and track the progress of the receptive and expressive English language skills of their EAL learners.

Each skill is divided into 8 steps. The first 2 steps show the stages that a beginner learner who is new to English goes through. Steps 3 and 4 describe a learner who is at the early acquisition stage of English. Steps 5 and 6 describe the development stages of an EAL learner developing competence and steps 7 and 8 of an advanced EAL learner. Step 8 is reserved solely for those pupils who are fluent in English in that skill. The 8 steps show a development of English language acquisition from a level of no English to a level of English language skills which are equal to that of a monolingual learner of the same age.

EAL learner	EAL level	Key
New to English (Code A)	Step 1	S1
	Step 2	S2
Early Acquisition (Code B)	Step 3	S3
	Step 4	S4
Developing Competence (Code C)	Step 5	S5
	Step 6	S6
Competent (Code D)	Step 7	S7

Fluent (Code E)	Step 8	S8
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It is advised that this tracking tool is used alongside other assessment systems. It has been developed as a framework to show how language is used at different levels and how learners acquire their additional language. EAL learners will progress at different rates due to a range of factors (e.g. first language development, age, previous education, motivation). A learner's progress may vary between the skill areas; some learners may progress rapidly through the listening/understanding and speaking skill areas and for others the tracker may indicate that speaking skills are weak compared to writing skills. Language learning is an individualised process. It can take an EAL learner **anywhere between 5-10** years before their competence in English enables them to perform academic tasks equivalent to those of their English speaking peers.

To ensure that all EAL learners are able to make the accelerated linguistic progress in English to bridge the gap between themselves and their English speaking peers, the language demands of the curriculum need to be identified and strategies put in place to support their needs. Different strategies are required at **each**

stage. This document offers examples of strategies to support the EAL learner at each step of their additional language development. Aspirational targets need to be set to ensure that EAL learners make the accelerated progress towards and beyond national expectations.

How to track progress

- Identify and highlight the descriptors that your EAL learner is achieving in the EAL levels of Competence for Listening & Understanding, Speaking, Reading and Writing.
- Estimate how far the EAL learner is succeeding within the steps in each language skill.

- Starting to work within the step- . 1 (best fit)
- Working within the step- . 2 (best fit)
- Working competently within the step- . 3 (best fit)

e.g. Step 2 working within the step - **S2. 2**

- **Transfer their levels in all 4 language skill areas to the Profile of Competence**

[illegible]

Y2					S2.1	S1.3	S2.1	S1.2							
Y3															
Y4															
Y5															
Y6															

- Repeat this process at the end of each term so that progress can be tracked

EAL Steps

New to English (Code A)	Step 1	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. <i>Needs a considerable amount of EAL support.</i>
	Step 2	
Early Acquisition (Code B)	Step 3	

	Step 4	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. <i>Still needs a significant amount of EAL support to access the curriculum.</i>
Developing Competence (Code C)	Step 5	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. <i>Requires ongoing EAL support to access the curriculum fully.</i>
	Step 6	
Competent (Code D)	Step 7	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. <i>Needs some/occasional EAL support to access complex curriculum material and tasks.</i>
Fluent (Code E)	Step 8	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. <i>Operates without EAL support across the curriculum</i>
Personal and Social contexts		Strategies

• Pupil is showing signs of distress. • Pupil appears settled and feels safe in their new environment. • Pupil has friends in school. • Pupil has established several friends outside of school. • Pupil appears isolated in school and is finding social and/or cultural integration difficult. • Pupil forms relationships with a wider range of language backgrounds. • Pupil with limited English befriends child with challenging behaviour. • Pupil is over-physical with others, can become/seem aggressive. • Pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency). • Pupil is comfortable to engage with the full range of curriculum opportunities. • Pupil chooses not to speak at school.	• Carefully buddy pupil with sensitive pupils in class. Consider grouping with a range of different buddies for different activities throughout the school day. • Class teachers to discuss with the whole class ways to help new arrival settle and the use of the 'buddy system.' • Use a quiet zone from where the EAL learner can observe others until ready to join in. • Talk to the EAL learner about what the other children are doing. • Create a 'Welcome Book' containing pictures of the learner in different areas of the setting. • For younger learners (EYFS & KS1) provide a toy or item which will comfort them initially.
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Family contexts	Strategies
• Pupil has been prepared for the transition into an English speaking school. • Parents need support to communicate with the school in English. • Parents need support to aid the completion of reading practice/homework. • Pupil has good attendance with no trends of concern in attendance or punctuality. • Pupils have extended holidays overseas during term time. • Parents seem comfortable in school, are keen to come in/engage with school and proactive about school life. • Parents are familiar with the UK school system. • Parents are aware of the range of after school activities. • Parents inform school if pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency).	• Use 'Welcome Booklet' with parents to help support the pupil's time at school. • Encourage parents to talk to their child about going to school. • Seek as much information about language background and previous experience of other education settings to help establish starting points. • Ensure that parents are aware of school absence and holiday procedures • Talk to parents about work that will be sent home. Provide parents with a list of possible websites to help with homework • Provide parents with a visual timetable and a timetable of extra-curricular activities in school. Discuss the benefits of participating to develop social interaction. • Ensure that parents are <u>directly/verbally</u> informed about special events at school i.e. Inset days, Non-Uniform days, World Book day etc. • Invite parents into school to help familiarise EAL pupil with school routine.

English as an Additional Language



Listening/Understanding

EAL Tracker

New to English	
Step 1	
Listening and Understanding	Teaching Strategies
- Understands home language. <i>*Pupils with apparent language delay in first language will need specialist assessment.</i> - Watches others and joins in activities and routines. - Responds to tone of voice, body language and facial expression of adults and peers. - Shows understanding of simple information, given with visual support and gesture. - Begins to follow single instructions relying on key words and gestures. - Begins to follow simple routine instructions where context is obvious. - Recognises the names of some familiar objects found in the classroom (e.g. pencil, book, table, chair)	If possible provide bilingual support. Buddy with a good language role model who is a sympathetic partner for different curriculum areas. Ensure pupils have been provided with an induction programme (e.g. pictures of teachers, visuals of uniform, visuals of key classroom objects) Set up home/school communication book to communicate with parents and to encourage parents to pre-visit language beforehand with the EAL learner. Provide picture word list. Provide EAL learner with age-appropriate bilingual dictionary. Provide visuals and where appropriate translations of essential classroom language. Explicitly teach key language items (e.g. classroom objects). Rehearse language through games. Materials that can be used in small intervention groups or as part of whole-class activities can be downloaded from the EAL Nexus site: https://eal.britishcouncil.org/teachers Use gesture, signing, visuals and objects to increase understanding. Speak slowly and clearly in simple sentences. Encourage learner to build up their own personal dictionary in both languages.

	• Give single clear instructions with consistent use of key words/phrases. • Remember learners find it difficult to follow long periods of talk
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New to English	
Step 2	
Listening and Understanding	Teaching Strategies
• Responds to yes/no and either/or questions. • Follows a short sequence of instructions in familiar, routine circumstances. • Responds with non-verbal language to comments (smile when greeted, shake or nod of head). • Takes part in short simple social conversations during familiar routines and concrete tasks. • Identifies single items of information (key words) from short spoken texts (number, colour, name). • Responds to key words and phrases in a range of spoken instructions ('Shut the door,' 'put your pens down'). • Identifies objects or characters from pictures or diagrams (where is Biff? Point to the triangle). • Listens to stories and begins to demonstrate interest. • Listens attentively for short amounts of time.	• Provide visual support: pictures, models and facial expressions. • Speak slowly and clearly in simple sentences. • Repeat and rephrase as necessary. • Display words /phrases in English and first language, build up topic 'word walls.' • Pre-visit key words with EAL learners in small groups. • Sit learner near the front with good access to visual cues and ensure EAL learner can see facial expressions and body language. • Give short, clear instructions with consistent use of key words/phrases. Use electronic equipment to record key instructions. • Pair pupil with a good language model. • Avoid rapid speech and idiomatic expressions. • Be clear in questioning – new arrivals will usually find it easier to answer closed questions with a single word response • Carefully check understanding on a 1:1 basis.

	• Understanding the use of pronouns in speech can be difficult; pronouns need to be used in a way which is understandable.
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Early Acquisition	
Step 3	
Listening and Understanding	Teaching Strategies
- Follows a short sequence of instructions applied in a wider range of circumstances. - In a supportive situation indicates when they need to hear something again. - Understands time references at the beginning of a sentence (Yesterday, Today, tomorrow). - Listens attentively during lessons and responds to some questions/makes some single word contributions. - Understands that intonation, volume or stress are used with different effects (shout a warning, whisper in a group). - Understands the function of time connectives (first, next, then). - Responds to obvious humour.	Provide visual support: pictures, models and facial expressions. Speak slowly and clearly in simple sentences. Display words /phrases in English and first language, build up topic 'word walls.' Identify language structures to use based on the context (language of argument, comparison, deduction, evaluation, explanation, hypothesis, opinion, retelling, sequencing). Ensure understanding of time connectives and ensure that they are clearly displayed e.g. first, next and then. Translate connectives where appropriate. Explicitly teach simple time references e.g. yesterday, today and tomorrow. Pre-visit language structures and key vocabulary in small groups or allow learner to pre-visit at home. Understand key questions words such as, 'Who, What, Where, When.' Display question words and use in context. Display key curriculum words and highlight during teaching. Provide pupils with ways of expressing lack of understanding either verbally or visually e.g. with the use of traffic light cards. Encourage talking partners to explain and reinforce content and instructions to the learner.

Early Acquisition**Step 4****Listening and Understanding**

- Listens carefully to the conversations of others.
- Asks the speaker to repeat or add detail so that they can understand more of the message.
- Understands teacher questions on familiar topics by responding with phrases/sentences.
- Shows understanding of the details of curriculum topics, with visual/contextual support and repetition.
- Usually copes with a wide range of verbal input from a variety of sources.
- Follows a sequence of instructions in less familiar circumstances and by a range of people.
- Responds to a range of question types including open questions.
- Understands a wide range of basic vocabulary and an increasing range of subject-specific vocabulary.
- Orders information heard using pictures/ Follows narrative accounts with visual support.
- Understands the gist of class lessons with little visual/contextual support.

Teaching Strategies

- **Provide visuals for sequencing activities** e.g. simple routines and stories.
- **Create a topic book** with relevant glossaries/ vocabulary for pupils to learn both at home and at school, bilingually if appropriate.
- **Pre-teach relevant vocabulary** in small groups encouraging learners to use it in context.
- **Make language topic displays** and word banks.
- **Make concept maps of a topic** using key content words (spiders: webs, bite, poison, arachnid).
- **Provide a range of thesauruses, dictionaries and on-line translation for single words.**
- **Provide learner with key questions in advance** to enable active listening. Provide them with spotting sheets.
- **Repeat correct answers** given by other pupils.
- **Recap or summarize** main points.
- **Use posters** (e.g. Mantra Lingua) to display subject –specific vocabulary in the classroom.

Developing Competence		Step 5	
Listening and Understanding		Teaching Strategies	
- Follows a set of oral instructions or directions related to a game or learning activity (following a route with a map). - Begins to differentiate between past, present and future tenses. - Identify a range of sequence markers indicating steps (First, after that, finally). - Begins to engage with 'How...?' and 'Why...?' questions. - Understands a wide range of basic and subject-specific vocabulary.		Provide additional listening and speaking opportunities across the curriculum. EAL learners need to rehearse language in context. Information seeking activities/ barrier games. Questions: use a variety of question types, including open questions; provide scaffolding as necessary (rephrase question, narrow the question down, break the question down into several 'smaller' questions); take answers from several pupils before giving feedback (this encourages pupils to 'have a go'). Elicit language for higher order thinking (explain, predict, hypothesise, evaluate). Provide language structures for these functions (e.g. I think; it might be; it could be ... because, I disagree). Continue to encourage learner to record key new vocabulary and sentence structures.	

Developing Competence	
Step 6	
Listening and Understanding	Teaching Strategies
- Organises spoken information when using diagrams, graphs, tables. - Follows the gist and some detail of teacher talk on a new topic at normal speed with little visual/contextual support. - Listens for and identifies relevant information and new information from discussions, explanations and presentations. - Listens to and responds appropriately to other points of view. - Active listener in group tasks and is beginning to ask for clarification when necessary.	Provide additional listening and speaking opportunities across the curriculum. EAL learners need to rehearse language in context. Information seeking activities/ barrier games. Questions: use a variety of question types, including open questions; provide scaffolding as necessary (rephrase question, narrow the question down, break the question down into several 'smaller' questions); take answers from several pupils before giving feedback (this encourages pupils to 'have a go') Elicit language for higher order thinking (explain, predict, hypothesise, evaluate). Provide language structures for these functions (e.g. I think; it might be; it could be ... because, I disagree) Use careful questioning to ascertain whether key information has been obtained from key lessons.

Competent Step 7	
Listening and Understanding	Teaching Strategies
- Shows understanding of the detail of curriculum topics, with reduced visual/ contextual support, by answering a variety of questions. - Shows understanding of idiomatic language 'raining cats and dogs,' 'pull your socks up' and phrasal verbs (e.g. come up with, give in). - To understand inference when listening to someone speak or at text level. - Understands the essential information from class lessons with no support. - Can follow reasoning, discussion and argument in English as long as speaker is clear. - Begins to understand irony or more subtle humour such as sarcasm. - Learner appears confident, independent and fully engaged during speaking and listening activities.	Highlight and discuss use of figurative and idiomatic language Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text Ensure opportunities for EAL learner to learn or have explained any cultural references which may hinder them. Use graphic organisers to support thinking processes Continue to build up subject specific vocabulary through personal dictionary

Fluent Step 8	
Listening and Understanding	Teaching Strategies
- Understanding is commensurate with that of a monolingual speaker of English of similar age and ability. - Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English.	Highlight and discuss use of figurative and idiomatic language. Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text. Ensure opportunities for EAL learner to learn or have explained any cultural references which may hinder them. Use graphic organisers to support thinking processes. Continue to build up subject specific vocabulary through personal dictionary. Be aware that small cultural misunderstandings can cause big comprehension gaps so avoid assuming anything and ask questions to check comprehension. Model thinking aloud to show how conclusions/justifications are expressed in English.

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English as an Additional Language



Speaking

EAL Tracker

New to English	
Step 1	
Speaking	Teaching Strategies
• Appears relaxed, uses body language positively. • Expresses need using first language. • May not communicate orally as aware that others may not understand them. • Uses non-verbal gestures to respond to greetings and questions about themselves. • Communicates basic needs to a familiar child or adult using gestures.	• Encourage use of first language with speakers who share the same language. • Some pupils go through the 'non- verbal' period as they tune into the sounds of the new language. Continue as if you expect the learner to respond. • Provide pupils with word fans so they can communicate basic needs. • Acknowledge alternative means of communication (e.g. facial expressions, non-verbal gestures).

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New to English Step 2	
Speaking	Teaching Strategies
• Echoes familiar words and expressions. • Joins in with their peers in repeated phrases or expressions e.g. songs and rhymes. • Begins to develop a simple naming vocabulary and beings to communicate basic needs through single-word utterances and short phrases. (e.g. Ok, like book.) • May use translanguaging e.g. Meh toilet janna (I want to go to the toilet) Ja chce red (I want the red one) • 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). • Understands and names some familiar classroom/everyday objects. (e.g. chair, table) • Uses simple adjectives to describe/add emphasis ('big truck, today cold'). • Pronunciation is often unclear (e.g. learner may show lack of confidence with pronunciation of multi-syllabic words). • Beginning to communicate meaning using known vocabulary in single words/short phrases.	• Collaborative activities: use structured activities which require pupils to talk (www.collaborativelearning.org.uk) https://eal.britishcouncil.org/teachers • Encourage non-verbal and verbal contributions. • Encourage participation in whole class choral repetition. Use action rhymes, songs, poems, stories. • Play games (pelmanism, lotto, snap) to consolidate key language. • Include learner in role-play activities. Group with children who will provide good language role models. Use appropriate resources (e.g. masks, puppets). • Set up small group support for learners to practise new language. Occasionally consider including other learners with the same first language. • Place in threes rather than pairs during talk partner activities. • Provide thinking time for EAL learner to mentally rehearse responses. • Consider taking activities outside to encourage talk. • Model social language conventions. • Use information seeking activities/barrier games to rehearse key language (e.g. positional language) • Provide opportunities for learner to discuss their own experiences e.g. photos from home

Early Acquisition

Step 3

Speaking	Teaching Strategies
• Initiates and participates in exchanges with peers, may be reluctant to speak to adults • Beginning to form simple 'wh' questions 'where you live?', seeks information 'pizza you like?' with intonation. • Over-generalises grammatical rules, 'I goed, she drink.' • Describes positions of objects correctly (e.g. on, in, under, on top). • Attempts to self-correct pronunciation having heard modelled speech. • Begins to use some descriptive and sequencing language (e.g. The classroom is big, First I write date). • Expresses negative sentences using, 'no'. e.g. 'I no speak, no go to school.' • Beginning to interact in more situations using non-verbal gestures and one-word utterances . • Communicates meaning using basic vocabulary. Starting to use some subject-specific vocabulary in simple phrases and sentences, though with some inaccuracies. • Uses basic compound sentences with simple conjunctions with some inaccuracies (e.g. 'I go school <u>and</u> I talk with my friends <u>and</u> I eat my lunch'). • Beginning to use plurals, articles, pronouns and prepositions, though with some inaccuracies.	• Collaborative activities: use structured activities which require pupils to talk (www.collaborativelearning.org.uk) https://eal.britishcouncil.org/teachers • Record learner's talk - encourage learners to listen to their own talk to develop and improve on it. • Use visuals and speaking frameworks – display sentence structures enabling children to use them as a point of reference during talk-based activities. • Allow time for EAL learner to mentally and orally rehearse words/contributions. • Use games to practise language using set phrases. • Scaffold speech using substitution tables: https://eal.britishcouncil.org/teachers/great-ideas-substitution-tables • Teach positional language explicitly e.g. on, in, under, on top, etc., illustrating and displaying in the classroom. Play barrier games to practise positional and descriptive language. • Encourage the use of compound sentences with simple conjunctions by modelling and extending pupil talk. • Model simple grammatical structures in speech e.g. plurals, articles, pronouns and prepositions. • Recast speech sympathetically.

Early Acquisition

Step 4

Speaking

Teaching Strategies

- Can re-tell a simple story
- Uses time markers, 'yesterday, today, last week, tomorrow.
- Relays simple messages, able to give a short sequence of instructions, 'First...then...'
- Expresses opinions and wishes independently (e.g. I like numeracy).
- Uses formulaic question tags, 'isn't it, ok?'
- Uses adverbial phrases of time and place, 'In the holidays, on the table.'
- Uses subject specific vocabulary necessary for a familiar topic
- Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why...? Because...?)
- Uses appropriate terms for sequencing, 'first, next, then, finally.'
- Uses 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.
- Understands and uses a wide range of basic vocabulary and an increasing range of subject-specific vocabulary.

- **Retell a simple story** through sequencing pictures.
- **Provide opportunities for learners to rehearse and consolidate new language structures** orally in pairs/groups.
- **Engage EAL learner in informal conversation** to develop fluency and confidence.
- **Use role play and drama** to rehearse key language.
- **Model use of subject-specific vocabulary** in the context of a sentence.
- **Provide correct language models and extend speech** without over-correcting. Respond to content before form
- **Provide additional listening and speaking opportunities** across the curriculum. EAL learners need to rehearse language in context.
- **Take recordings of speech** so that it can be analysed more carefully and speaking targets can be identified.

Developing Competence Step 5	
Speaking	Teaching Strategies
• Speaks and listens in simple exchanges and in everyday contexts. • Uses common colloquialisms in everyday interactions. • Recounts main events/ideas with relevant detail with scaffolding. • Can make comparisons and contrasts, 'bigger than, more difficult than, like.' • Uses simple conditionals, 'If plants don't have sunlight they die.' • Communicates meaning using some extended/more complex sentences with increasing accuracy. Uses a range of conjunctions (but, because, so, if). • Uses present simple and continuous tenses appropriately and accurately (he/she, It's, e.g. I dance but he dances; we are dancing). • Pupil speaks about matters of interest to a range of listeners. With appropriate prompts the pupil can speak in front of a small or large group for a short time. • Uses appropriate register for different situations (learner/learner, learner/teacher) (e.g. Miss please can I have a pen? / Give us a pen).	• Provide talk opportunities for explaining, predicting, describing. • Use and display speaking frames. • Explicitly teach comparatives and superlatives. • Encourage feedback from learner and provide opportunities for the learner to speak to larger groups. • Provide learner with appropriate conjunctions to extend their sentences. • Pair with good peer role models. • Compare and contrast between 3 main tenses (use picture stories to tell in different tenses). • Collaborative activities: use structured activities which require pupils to talk (www.collaborativelearning.org.uk) https://eal.britishcouncil.org/teachers • Recast errors made with simple past tense regular verbs as appropriate.

Developing Competence Step 6	
Speaking	Teaching Strategies
• Uses relative clauses, 'I saw the boy who sang in assembly.' • Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught). • Beginning to use other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) but with some inaccuracies. • Contributes to whole class discussions on familiar topics, e.g. giving group feedback, sharing opinions, respecting turn-taking rights of others etc. • Uses plurals, articles, pronouns and prepositions with increasing accuracy	• Provide talk opportunities for explaining, predicting, describing. • Use and display speaking frames. • Pair with good peer role models. • Collaborative activities: use structured activities which require pupils to talk (www.collaborativelearning.org.uk) https://eal.britishcouncil.org/teachers • Explicitly teach and model set phrases for different purposes. • Correct mistakes in use of irregular past tense forms. • Encourage verbal participation during group or whole class discussions by ensuring that the learner has specific roles. • Model and demonstrate appropriate register for different situations with a particular focus on the difference between formal and informal styles for presentations. Make explicit that formal talk can form the basis for writing.

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Competent Step 7	
Speaking	Teaching Strategies
• Willingly contributes to class discussions on unfamiliar topics without support or scaffolding. • Uses the passive tense 'the salt was added to the test tube.' • Uses tag questions in conversation, 'You're a Polish speaker, <u>aren't you?</u>', 'She went to the Dentist yesterday, <u>didn't she?</u>' • Communicates meaning, including more complex ideas and concepts with accuracy. • Beginning to use structures to express higher order thinking: expresses prediction, probability and hypothesis (might, may, could, would be). • Able to describe events including necessary details and convey opinions clearly. • Monitors response from listener(s) and modifies own response (change content/length)	• Demonstrate use of idiomatic language and phrasal verbs in context. • Use supportive questioning to check understanding and develop talking. • Ensure that an EAL learner is exposed to different contexts so that they can use language in a wider context. • Rehearse presentations to improve fluency and accuracy. • Ensure that there are speaking opportunities to rehearse the use of more complex language structures (i.e. the passive tense, prediction, probability, hypothesis).

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Fluent Step 8	
Speaking	Teaching Strategies
• Uses a variety of articles and prepositions accurately. • Speaks confidently, fluently and accurately on a variety of topics for multiple purposes and audiences. (e.g. explaining, informing, persuading, describing, arguing, advising, etc). • Speaks in complex sentences using conjunctions, adverbs, adjectives and correct use of tenses throughout. • Speaks English with an accent but not so that it interferes with understanding.	• Correct minor errors of language. • Make explicit different forms of spoken language for varied purposes. • Ensure that there are speaking opportunities to rehearse the language of debating, presenting, evaluating and summarising.

English as an Additional Language



Reading

EAL Tracker

Learners with prior literacy skills in first language may decode texts well

but have a limited understanding of what they are reading

New to English Step 1	
Reading	Teaching Strategies
- Minimal or no literacy in English. - Retells/reads a story in first language <i>*Pupils with apparent language delay in first language will need specialist assessment.</i> - Handles English language books with correct directionality (front cover, left to right, top to bottom) if new alphabet/script. - Recognises their names and some familiar words that are important to them. - Shows awareness of some environmental print, and understand that print carries meaning. - Distinguishes between letters, numbers and words . - Relates some letters to the sounds they commonly make (initial letter of own name). - Recognises and names some letters of the alphabet (letters in own name). - Shows awareness that words are separated by spaces (by pointing to words). - Obtains information from simple graphs and diagrams (bar graph on numbers of boys and girls in a class). - Beginning to sequence numerals and letters. - Starting to engage with short familiar texts using: contextual information (e.g. pictures, illustrations); prior knowledge; dual language dictionary (age appropriate).	Provide visual/bilingual dictionary. Listen to audio books, songs and rhymes: http://learnenglishkids.britishcouncil.org/ Use bilingual books http://www.mantralingua.com/mantralinguachoosecountry.html Topic ‘word-walls’ (dual language if possible). Make bilingual books (ipad apps e.g. <i>Book Creator</i>). Provide a reading partner to demonstrate reading skills. Provide books (age appropriate) reflecting their culture and as far as possible including dual language. Provide resources to practise letter formation (magnetic/wooden letters, sand tray, <i>Hairy Letters</i> app). - Learners should practise reading every day (KS1 and 2).

New to English Step 2	
Reading	Teaching Strategies
- Sequences and re-tells a simple story, a series of events or a process using visuals showing understanding. - Knows most taught phonemes and graphemes - Recognises some mathematical numerals and symbols (age appropriate). - Identifies some words in a sentence, including high frequency words. - Decodes and blends simple sounds in words (CVC words). - Starting to read and understand a range of basic vocabulary through a range of genre (age appropriate). - 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). - Starts to recognise topic vocabulary using: contextual information (e.g. pictures, illustrations); recent experiences/pre-visiting vocabulary; age-appropriate dual language dictionary. - Follows a simple text read aloud with support. - Demonstrates knowledge of alphabetical order (using dictionaries) KS2.	Provide visual/bilingual dictionary. Retell story through sequencing pictures. Use bilingual books http://www.mantralingua.com/mantralinguachoosecountry.html - Encourage parents to ask comprehension questions in first language when reading. Use of bilingual/picture dictionary, build up own personal topic dictionary. Teach alphabet rhyme. Hot-seating, role-play and use of masks to develop understanding about characters in stories. DARTs activities (Cloze procedure- gap-fill, sentence matching) https://eal.britishcouncil.org/teachers/great-ideas-darts - Encourage use of visual clues. Discuss the content of books before reading text.

Early Acquisition Step 3	
Reading	Teaching Strategies
- Starting to demonstrate and understand the functions of basic punctuation (e.g. capital letters, full stops, question marks). - Starting to show understanding of the function of pronouns (he, she, it). - Completes simple cloze exercises based on a familiar text. - Reads previously encountered words in new contexts (common exception words). - Reads back own writing or own sentences scribed by another. - Reads and understands a range of basic and some subject-specific vocabulary (age appropriate) using: contextual information (e.g. pictures, illustrations, diagrams); prior learning; dual language dictionary (age appropriate). - Understands the function of a book, e.g. knows text features (e.g. cover, title, blurb, author etc). - Refers to visual cues for understanding when reading a text. - Segments and blends letters and letter clusters in unfamiliar words 'straight, special'.	Modelled reading (e.g. paired reading when EAL learner listens to partner reading). Pair with an appropriate reader either within or across year groups. Provide non-fiction texts to increase subject-specific vocabulary. Use text-marking and differentiated comprehension questions. Build up word banks based on reading books. Use Directed Activities Related to Text (DARTs) activities (Cloze procedure- gap-fill, sentence matching). https://eal.britishcouncil.org/teachers/great-ideas-darts - Explicitly point out the relationship between base words and other words to build up vocabulary (walk, walking, walked). - Ask learner to recount the story when rereading a text previously read, provide prompts such as, 'first...next....then....finally...' to scaffold the recount.

Early Acquisition	
Step 4	
Reading	Teaching Strategies
• Re-tells and identifies main points from well-known texts with support or appropriate questions. • Asks questions about meaning of words and phrases in texts. • Identifies dialogue and speech in narrative • Modifies intonation to differentiate questions when reading aloud. • Makes predictions on likely events when reading aloud or listening to text read aloud. • Shows an understanding of simple word order (can reorder words from jumbled sentence). • Follows pronoun references for people and things (the children...they, the candle...it) • Able to respond to simple questions related to pictures and text (e.g. What...?, Where...?, When...?, Who...?) and answer appropriately. • Understands the mathematical operation to use within a written word problem (age appropriate). • Recognises different purposes of text at this level.	• Use visuals to aid understanding of key question words (what, where, who, when). • Build up word banks based on reading books. • Continue to develop reading strategies through modelled reading (e.g. paired reading when EAL learner listens to partner reading) Pair with an appropriate reader. • Provide non-fiction texts to increase subject-specific vocabulary. Use text-marking and differentiated comprehension questions. • Look at how prepositions in texts change the meaning of common words (look: look for, look at, look after). • Ask learner to recount the story when rereading a text previously read, provide prompts such as, 'first...next....then...finally...' to scaffold the recount. • Ask learner to predict what might happen next when reading a text. Provide either/or answers as a scaffold. e.g. Do you think he will go shopping or go to the park? Emphasise the use of the future tense. • Use techniques such as labelling diagrams, tables and charts to facilitate access to texts. •

Developing Competence Step 5	
Reading	Teaching Strategies
- Recalls and summarises the main ideas from fiction/non-fiction independently e.g. note-taking, re-telling. - Describes the setting of a story. - Selects relevant section of the text to help answer questions. - Follows a sequence of task instructions (making a mathematical shape, setting up an experiment). - Responds to or comments on different social/cultural behaviours/events illustrated in texts (expresses opinion, asks questions). - Begins to respond to 'How...?' and 'Why...?' questions related to a text. - Identifies unfamiliar cultural references when reading, 'What is a Union Jack?' - Identifies important features of text organisation (book/chapters, chapters/paragraphs, sub-headings, sentences). - Shows an understanding of simple paragraph order (correctly reorders jumbled sentences) - Identifies the perspective of a story (3rd person/1st person). - Demonstrates understanding of simple similes 'as cold as ice,' 'as warm as toast.'	DARTs activities (Cloze procedure- gap-fill, sentence matching). Paired reading and reading for understanding. Photocopy: provide a photocopy of text and highlight key words so that pupil can annotate. Pre-reading activities: - elicit prior knowledge. - Pre-visit texts, text marking, answering comprehension questions During reading activities: skim: pupils skim the text to get a general idea, without focusing on words they don't know. Scan: pupils scan the text to search for specific information . Note-taking: provide grid so that pupils look for specific information; Discuss complex language: e.g. idiomatic expressions, metaphor etc. use context to establish meaning: guide pupils to establishing the meaning of an unfamiliar word from the context or clues in the sentence / paragraph. Listen to others reading aloud or to taped stories/ ebooks for correct intonation After reading activities: Cloze: gap-fill summary of text (can be used to practise key vocabulary or structures. Sequencing: pupils sequence sentences into paragraphs and paragraphs into whole text types: guide pupils in identifying features of types of text critical approach. Provide opportunities to talk about the text after reading/ exposure to different genres and match features to genre. Create lists of criteria for different genre. Identify features(e.g. recounts, persuasive writing, diary)

Developing Competence Step 6	
Reading	Teaching Strategies
• Makes inferences and draws conclusions when reading. • Discusses motivations and emotions of characters from reading a story or poem. • Identifies a simple argument in a text. • Recognises complex cohesive markers used to link ideas within and across sentences (although, nevertheless). • Identifies key words and phrases relating to the theme of a text (by highlighting). • Identifies words which relate to each other (bees, insects, swarms, colony). • Understands shades of meaning expressed by synonyms (strolled, walked, marched). • Identifies key features of different text types/genres e.g. newspaper, website, poetry. • Begins to follow the peer and self-assessment processes used in class.	• DARTs activities (Cloze procedure- gap-fill, sentence matching) • Paired reading and reading for understanding • Photocopy: provide a photocopy of text and highlight key words so that pupil can annotate • Pre-reading activities: elicit prior knowledge. Pre-visit texts, text marking, answering comprehension questions • During reading activities: ○ Skim: pupils skim the text to get a general idea, without focusing on words they don't know. ○ Scan: pupils scan the text to search for specific information. ○ Note-taking: provide grid so that pupils look for specific information. ○ Discuss complex language: e.g. idiomatic expressions, metaphor etc. ○ Use context to establish meaning: guide pupils to establishing the meaning of an unfamiliar word from the context or clues in the sentence/paragraph. ○ Listen to others reading aloud or to taped stories/ ebooks for correct intonation • After reading activities: ○ Cloze: gap-fill summary of text (can be used to practise key vocabulary or structures), ○ Sequencing: pupils sequence sentences into paragraphs and paragraphs into whole text types: guide pupils in identifying features of types of text critical approach. ○ Provide opportunities to talk about the text after reading/ exposure to different genres and match features to genre. • Create lists of criteria for different genre. Identify features(e.g. recounts, persuasive writing, diary)

Competent Step 7	
Reading	Teaching Strategies
• Gives own opinion of a text and compares it to others' opinions. • Identifies relevant information to support points made in a text (e.g. in Literacy- Point, Evidence, Explanation) . • Identifies agent, action and consequence in sentences using the passive voice. • Recognises the meaning of words expressing degrees of probability, possibility or obligation (ought, should have, may, might). • Hypothesises using information from the text (about author, character, ideas, events). • Distinguishes between fact and opinion. • Describes the mood and setting of a story. • Demonstrates understanding of well-known idioms in context (pull your socks up). • Demonstrates understanding of literary devices such as metaphors and similes in context. • Identifies formal and informal styles of language in common texts. • <i>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry. (Nat St Upper KS2).</i>	• Provide learners with more time than native-speaking peers to process information, particularly if there is highly culturally-specific content. • Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text. • Encourage highlighting of text to look for specific information; improve scanning skills. • Match points to quotations from texts to support a point of view. • Listen to a range of texts (poetry, plays, fiction) read aloud for appropriate intonation and fluency. Group/pair with confident readers. • Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text.

Fluent Step 8	
Reading	Teaching Strategies
• 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.	• Discuss idioms and match literal meaning to actual meaning of proverbs, newspaper headlines matched to pictures/text. • Discuss different cultural references.

English as an Additional Language



Writing

EAL Tracker

Learners may have recording skills in their first language depending on their prior experience

Ensure writing skills apply across the whole curriculum

New to English Step 1	
Writing	Teaching Strategies
• Minimal or no literacy in English. • May be able to write in first language. • Knows that thoughts and speech can be represented in writing and print (asks for something to be written in English), including computing skills. • Holds pen appropriately for writing. • Begins to form letters. • Leaves spaces between groups of letters or symbols. • Writes own name. • Begins to copy words. • Consistently writes from left to right (if new alphabet/script). • Copies text reasonably accurately (if new alphabet/script) e.g. begins to copy the date onto work. • Mixes upper and lower case letters in writing (BaBy, tAle). • Writes letters accurately when sounds are given orally.	• Give pupils who are literate in their first language chance to demonstrate those skills to their peers. Use bilingual/parental support to translate into English. • Provide resources to practise letter formation including multi-sensory resources as appropriate (magnetic/wooden letters, sand tray, <i>Hairy Letters</i> i-pad app). • Provide and display examples of different scripts in the classroom. • Use simple recording systems e.g. grids, either or questions where the emphasis is on understanding or copying script. • Allow homework, and some classwork, to be completed in first language where possible.

New to English Step 2	
Writing	Teaching Strategies
- Writes some high frequency common words with some accuracy. - Writes simple familiar CVC words (e.g. hat, sun) - Can draw simple diagrams/pictures and label them. - Can record for a variety of purposes across the curriculum e.g. number, science, computing etc. - Is becoming aware of simple spelling patterns. - Writes short phrases/labels independently in concept maps/spider diagrams (Age appropriate). - Writes short, simple sentences with support (with oral rehearsal). - Begins to use basic punctuation to show understanding of sentence division (full- stops). - Beginning to write longer words using phonic knowledge with some inaccuracies (bter (better), drgn (dragon)) - Letters are correctly shaped but may be inconsistent in size and orientation.	Provide written support for learners with prior literacy. Noting words down during longer teacher presentations allows the learner to focus on key language. Scaffold writing using substitution tables. Generate ideas through concept maps using first language. Provide written format of lesson objectives/homework tasks for learner to stick in their books; it can take them longer to copy sentences containing unfamiliar words. Homework tasks: need to be simplified or adapted but should still be challenging. e.g - Finding vocabulary or sentences in texts to develop scanning skills - Sequencing tasks - Using model sentences and then producing their own - Research lesson content on the internet.

Early Acquisition	
Step 3	
Writing	Teaching Strategies
• Handwriting is legible and correctly orientated (links to Y1/2 NC Eng). • Writes familiar words using phonic knowledge independently with accuracy. • Writes unfamiliar words using phonic knowledge, with increasing accuracy. • Writes some high frequency words common words accurately (age appropriate). • Writes short, simple sentences without adult support, though with some inaccuracies. • Starting to show understanding of the function of conjunctions (e.g. and). • Uses scaffolds to produce longer, more complex sentences. • Shows awareness of basic punctuation and attempts to use this in writing (links to Y1/2 NC Eng) e.g. capital letters and full stops. • Writing will contain inaccuracies (often also seen in speech) such as subject/verb agreements and tense, plural 's', omission of articles, inappropriate vocabulary choice. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far with adult support.	• Compose sentences orally before attempting to record it in writing. Use recording postcards to encourage the learner to record and listen back to their sentences. • Encourage independent writing at sentence level. Provide and display sentence models with use of capital letters and full-stops. • Provide learner with a sound mat to refer to when writing unfamiliar words during independent writing activities. • Encourage learner to refer to personal dictionary during independent writing activities. Dictionary could be divided into different word types (nouns, verbs, adjectives, adverbs) or organised alphabetically. • Practise spelling high frequency sight words at home in the context of meaningful sentences. • Give feedback on current writing targets rather than over-correcting at this stage. • Scaffold writing using substitution tables: https://eal.britishcouncil.org/teachers/great-ideas-substitution-tables

Early Acquisition	
Step 4	
Writing	Teaching Strategies
- Beginning to use present simple tense appropriately (uses third person –s inconsistently). - Beginning to use past simple tense regular forms (e.g., I played, I listened) and common irregular forms (I went, I saw). - Beginning to use plurals, articles, pronouns, prepositions, though with some omissions and inaccuracies. <i>Beginning to notice and apply some common spelling patterns based on prior knowledge of other similar words.(Links to NC Y1/2 Eng)</i> - Writes a paragraph of at least 2-3 sentences with contextual/visual support/frames/ models but writing still contains inaccuracies (incorrect verb endings, omission of articles etc.) - Uses a wider range of basic vocabulary and some subject-specific vocabulary. - Demonstrates and understands the functions of basic punctuation (e.g. capital letters, full stops, commas, question marks). - Demonstrates some features of a specific form in their writing, as appropriate to the audience, purpose and context. May need support of models and writing scaffolds. - Uses compound sentences with conjunctions such as ‘and/because’ (e.g. ‘I like Biff because she is funny.’) <i>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far independently.</i>	Encourage learner to refer to personal dictionary during independent writing activities. Dictionary could be divided into different word types (nouns, verbs, adjectives, adverbs) or organised alphabetically. Practise spelling high frequency sight words at home in the context of meaningful sentences. Give feedback on current writing targets and encourage to redraft written work based on feedback.

Developing Competence Step 5	
Writing	Teaching Strategies
• Uses plurals, articles, pronouns, prepositions with increasing accuracy. • Uses present simple and continuous tenses appropriately and accurately (third person –s- I dance, he is dancing). • 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. • Monitors own writing for spelling, omissions and grammar with support. • Generally uses basic punctuation correctly, e.g. capital letters, full stops, commas, question marks and is demonstrating an awareness of a wider range of punctuation (age appropriate). • Is developing a wider range of vocabulary. • Uses a wider range of subject-specific vocabulary (age appropriate). • Understands and uses a wider range of conjunctions and pronouns to link ideas between clauses (but, because, so, if, then) (he, she, it, they). • Beginning to use adverbials of time, place and number to link ideas between paragraphs.	• Generate ideas through concept maps before writing. • Use of thesaurus, bilingual dictionary. • Provide EAL learner with writing models from their peers. Encourage re-drafting of written work for improved grammatical accuracy. • Correction: provide alternative vocabulary to extend range; provide alternative sentences which clarify meaning or extend ideas; encourage independent editing (indicate omission of word, grammatical mistake or spelling mistake and ask pupil to correct it, with support if necessary). • Provide writing frames containing language features of specific written genre (e.g. persuasive writing, recounts, description) • Use Dictogloss as a means of introducing/familiarising learners how to use more advanced language structures in context: https://eal.britishcouncil.org/information/great-idea-dictogloss

Developing Competence		Step 6	
Writing		Teaching Strategies	
- Writes competently and at length for different purposes using features of different text types, e.g. lists, labels, letters (age appropriate). - Writes stories/accounts/reports of at least a short paragraph independently. (KS1) - Writes stories/accounts/reports of at least 2 paragraphs independently. (KS2) - Uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately. - Beginning to use a wider range of structures, subordination and an increasing range of cohesive devices. - Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught). - Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies. - Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age appropriate). - Independently monitors own writing for spelling, omissions and grammar.		Generate ideas through concept maps before writing. Use of thesaurus, bilingual dictionary. Provide EAL learner with writing models from their peers. Encourage re-drafting of written work Correction: provide alternative vocabulary to extend range; provide alternative sentences which clarify meaning or extend ideas; encourage independent editing (indicate omission of word, grammatical mistake or spelling mistake and ask pupil to correct it, with support if necessary). Provide writing frames containing language features of specific written genre (e.g. persuasive writing, recounts, description) Use Dictogloss as a means of introducing/familiarising learners how to use more advanced language structures in context: https://eal.britishcouncil.org/information/great-idea-dictogloss	

	• Use sentence writing frames to adapt model sentence structures to form new sentences e.g. if clauses: If I ...I would...
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Competent Step 7	
Writing	Teaching Strategies
• Writes competently and at length for different purposes and has a good understanding of a range of genres e.g. letter, essay, newspaper articles, play scripts etc. • Uses common euphemisms in independent writing (passed away, pull your socks up). • Uses a number of formulaic expressions which signal opinion (it is often argued that, despite this, according to). • Uses advanced connectives (in addition to, on the other hand, as a result). • Writes texts using a range of tenses and appropriate use of active and passive voice (Soang's parents had moved to where they were told to go and worked as cooks for their new employers). • Demonstrates some inaccuracies e.g. Subject-verb agreement (If he <u>stay</u> too long), modals (She would have got any prize she wanted), possessives (I will explain briefly <u>Victor</u> character) and prepositions (Talk about how Arthur was hurt <u>about</u> his late wife) • Demonstrates some inaccuracies with articles, regular and irregular plurals and mass count nouns (e.g. She appeared to be very unhappy girl. We must protect the waters). • Continues to demonstrate some irregularities in cohesion, syntax, and collocation or a reduced vocabulary but meaning is clear. • Presents information in a logical sequence, using paragraphs where appropriate. • Writes using appropriate language for purpose and audience.	• Provide learners with more time than native-speaking peers at the same phase of schooling to process ideas and language prior to and during writing activities. • Considerable exposure to a variety of written genre. • Check writing to ensure consistency of tenses. • Peer assess writing so that the learner is exposed to the writing styles of his/her peers. • Review writing tasks by redrafting work at the same time as using a thesaurus to find words to replace others overused in previous drafts. • Use Dictogloss as a means of introducing/familiarising learners how to use more advanced language structures in context: https://eal.britishcouncil.org/information/great-idea-dictogloss

	• Write as a group, planning content and expressions together to look in more detail at cohesive devices, vocabulary and formulaic/idiomatic expressions used for various written genres.
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Fluent Step 8	
Speaking	Teaching Strategies
• Copes with the writing demands of all areas of the curriculum with some inaccuracies. • Uses complex conditionals (e.g. They would have gone if they had received the message on time). • Uses specialised language to define or describe abstract concepts ‘The water cycle is the movement of water from the earth to the atmosphere.’ • Includes cultural references shared by the reader. • Mimics or parodies particular styles (a fairy story set in modern times). • Uses irony and humour for effect. • Makes complex comparisons in an argumentative text (is the largest, is similar to, not so useful as, rather than, instead of). • Uses cohesive devices, collocation and a varied vocabulary to express complexity and subtleties in writing. • Qualify opinions and statements by using expressions as well as modals (it is certain that, it is likely that, it is possible that, it is generally accepted that, some might say...)	• Can write without extra time at this level. • Continue to use good writing models; looking at how the text is organised, cohesive devices used, how the sentences work together. • Write as a group, planning content and expressions together to look in more detail at subtleties of language used for various written genres.