EAL Secondary Profile of Competence



E A L H i g h l a n d

*(adapted and reproduced with thanks to City of Edinburgh Council EAL)*

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E A L H i g h l a n d

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| **Name:** | **Other Additional Support Needs**  Yes/No  **Details:** | **Languages spoken:**  **Literate in:** |
| **Date of Birth:** |
| **Date started U.K. education:** |

1 (New to English); 2 (Early Acquisition); 3 (Developing Competence); 4 (Competent); 5 (Fluent)

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|  | **P7** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** |
| **Listening & Talking** |  |  |  |  |  |  |  |
| **Reading** |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |
| **Date Reviewed** |  |  |  |  |  |  |  |
| **Reviewed by** |  |  |  |  |  |  |  |

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| **Targets** | **Suggested Strategies** |
| **Listening and Talking** |  |
| **Reading** |  |
| **Writing** |  |

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| **Date** | **Relevant Information** |
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Listening and Talking

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| **EAL STAGE 1 LISTENING AND TALKING new to english** | | | **M/Y** |
| L1.1 | | I can join in activities and routines |  |
| L1.2 | | I can follow simple, everyday instructions |  |
| L1.3 | | I can repeat words and phrases used by other pupils and adults |  |
| L1.4 | | I can join in simple, short conversations (e.g. Good morning, How are you?) and answer with a gesture or smile |  |
| L1.5 | | I can understand and name some classroom/everyday objects |  |
| L1.6 | | I can say what I want using gesture,1-2 words and my home language |  |
| L1.7 | | I can show that I have understood simple information, with pictures and gestures to help me |  |
| L1.8 | | I can give some information on familiar topics (self/home) using single words or short phrases |  |
| L1.9 | | I can answer yes/no and either/or questions |  |
| **EAL STAGE 2 LISTENING AND TALKING early acquisition** | | | **M/Y** |
| L2.1 | I am beginning to join in group activities | |  |
| L2.2 | I can follow a short set of instructions | |  |
| L2.3 | I am beginning to use a wider range of basic words and some topic words | |  |
| L2.4 | I can ask simple questions to help me understand and join in | |  |
| L2.5 | I am starting to understand class topics with pictures and simple explanations to help me | |  |
| L2.6 | I can speak in English using simple words in short sentences | |  |
| L2.7 | I am beginning to use plurals (cats, boxes), articles (a, the), pronouns (he, she, it) and prepositions (to, at, on) more often | |  |
| L2.8 | I can use the Present Simple tense (I dance / he dances) correctly | |  |
| L2.9 | I am beginning to use the Past Simple tense for regular verbs (I played, I listened) and some irregular verbs (I went, I did, I had, I got) | |  |
| L2.10 | I can answer yes/no questions and simple open questions | |  |
| **ST EAL STAGE 3 LISTENING AND TALKING developing competence** | | | **M/Y** |
| L3.1 | | I am beginning to join in at whole class discussion time and everyday conversations |  |
| L3.2 | | I can understand and use more basic, mature and topic/subject words to talk about what I am studying |  |
| L3.3 | | I can show my understanding of the details of teacher’s presentations class topics, with pictures and repetition to help me |  |
| L3.4 | | I can speak English using longer and more complex sentences |  |
| L3.5 | | I can use plurals (cats, boxes), articles (a, the), pronouns (he, she, it) and prepositions (to, at, on) more often |  |
| L3.6 | | I can use the Present Simple and Continuous tenses (I dance / he dances, we are dancing) |  |
| L3.7 | | I can use the Past Simple for regular verbs and lots of irregular verbs correctly (I played, they caught, you bought) |  |
| L3.8 | | I am beginning to use more verb tenses: past continuous (I was playing), future (I will play) and conditional (I would play) |  |
| L3.9 | | I am beginning to use words like, might, may, could, would be |  |
| L3.10 | | I can answer appropriately a variety of questions (yes/no, open questions) |  |
| **EAL STAGE 4 LISTENING AND TALKING competent** | | | **M/Y** |
| L4.1 | | I can join in whole class discussion to give group feedback and share my opinions |  |
| L4.2 | | I can understand and use a wide range of basic, mature (including less common words) and specific topic words |  |
| L4.3 | | I can show my understanding of the detail of class topics by answering a variety of questions |  |
| L4.4 | | I can speak correctly and at length about class and social topics |  |
| L4.5 | | I can use articles (a, the), plurals (s), pronouns (he, she, it) and prepositions (to, at, on) correctly |  |
| L4.6 | | I can use all regular verbs and most irregular verbs correctly in the Past Simple tense (I played, they caught, they taught) |  |
| L4.7 | | I can use other tenses e.g. past continuous (I was running), future (I will run) and conditional (if I ran) correctly most of the time |  |
| L4.8 | | I can use words like might, may, could, would be, to talk about probability and prediction |  |
| L4.9 | | I can talk about complex ideas and concepts, using longer and more complex sentences and responding to a variety of questions |  |
| **EAL STAGE 5 LISTENING AND TALKING fluent** | | | **M/Y** |
| L5.1 | | I can speak confidently, fluently and accurately on a variety of topics, both informal and academic  with no more non-standard features than a monolingual speaker of English of similar age and  ability |  |
| L5.2 | | My understanding is commensurate with that of a monolingual speaker of English of similar age and  Ability |  |

Reading

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| EAL STAGE 1 READING new to english | | **M/Y** |
| R1.1 | I can understand class labels and signs in context |  |
| R.1.2 | I can show that I know the alphabet and some sounds |  |
| R1.3 | I can correctly decode simple words in context |  |
| R1.4 | I can read simple words (e.g. ‘cat’ ‘dog’) |  |
| R1.5 | I know some words but don’t always understand them |  |
| R1.6 | I can follow English language books from left to right, top to bottom |  |
| R1.7 | I can understand some short texts using: pictures; my own knowledge; picture/dual language dictionary; glossary |  |
| R1.8 | I can read and understand some basic words |  |
| R1.9 | I can recognise some topic words using: e.g. pictures, my experiences/knowledge and a dual language dictionary |  |
| EAL STAGE 2 READING early acquisition | | **M/Y** |
| R2.1 | I can show that I know all letter sounds and names |  |
| R2.2 | I can read longer words (e.g. words with consonant blends/vowel digraphs) |  |
| R2.3 | I can read and understand many words |  |
| R2.4 | I can read and follow simple written instructions |  |
| R2.5 | I can understand some short fiction and non-fiction school texts using: (e.g. pictures) my own experiences/prior learning; dual language dictionary (age-appropriate) and I have some understanding of the difference between the language in different texts (e.g. newspaper, comic, fiction, non-fiction) |  |
| R2.6 | I can read and understand basic and mature words (age-appropriate) and guess the meaning of words I don’t know |  |
| R2.7 | I can use texts for research purposes with help from my classmates |  |
| R2.8 | I can show that I understand how to use basic punctuation (e.g. capital letters, full stops, question marks) |  |
| R2.9 | I can understand the use of connectives and pronouns and words such as what, who, they |  |
| EAL STAGE 3 READING developing competence | | **M/Y** |
| R3.1 | I can read letter names and know letter sounds |  |
| R3.2 | I can read familiar texts suitable for my age group fluently, accurately and with understanding |  |
| R3.3 | I can gain an understanding of unfamiliar texts |  |
| R3.4 | I can show that I understand short fiction and school texts using pictures, my own knowledge and picture/ dual language dictionary (age-appropriate) with some support and I understand the difference between the language in different texts (e.g. newspaper, comic, fiction, non-fiction) |  |
| R3.5 | I can read and understand a wider range of basic and mature words and guess the meaning of words I don’t know from the context |  |
| R3.6 | I am beginning to use text independently for some research purposes |  |
| R3.7 | I can show that I understand how to use a wider range of punctuation eg. speech marks, exclamation mark, semi colon, colon and dash |  |
| R3.8 | I am beginning to make simple inferences and conclusions when reading on my own |  |
| R3.9 | I can identify a variety of linking words or connectives to understand a text (e.g. firstly, although, also) |  |
| EAL STAGE 4 READING competent | | **M/Y** |
| R4.1 | I can read unfamiliar new texts (suitable for my age) fluently and accurately with understanding |  |
| R4.2 | I can use texts independently for most research purposes with reference to index and glossary including identifying the features of different text types. |  |
| R4.3 | I can show that I understand most common mature vocabulary for my age and most topic vocabulary and guess the meaning of words I don’t know without help |  |
| R4.4 | I can make inferences and draw conclusions by myself when reading |  |
| R4.5 | I can understand a wide range of linking words or connectives (eg on the one hand, consequently, furthermore) |  |
| EAL STAGE 5 READING Fluent | | M/Y |
| R5.1 | I can reads, understand, select, interpret and respond 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

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| EAL STAGE 1 WRITING new to english | | | **M/Y** |
| W1.1 | I can write in my own language(s) | |  |
| W1.2 | I am beginning to form letters and copy words (if early literacy or new script) | |  |
| W1.3 | I can remember to write from left to right (if early literacy or new script) | |  |
| W1.4 | I can copy words reasonably neatly and accurately (if early literacy or new script) | |  |
| W1.5 | I can write words when they are spelt out loud | |  |
| W1.6 | I am beginning to write short phrases | |  |
| W1.7 | I can write short, simple sentences including basic punctuation about familiar subjects (family/ class) | |  |
| EAL STAGE 2 WRITING early acquisition | | | **M/Y** |
| W2.1 | I can copy words correctly | |  |
| W2.2 | I can write familiar words with some mistakes | |  |
| W2.3 | I can write short phrases | |  |
| W2.4 | I can write short, simple sentences with correct structure with some inaccuracies | |  |
| W2.5 | I can use basic vocabulary, some mature and subject-specific vocabulary | |  |
| W2.6 | I can use capital letters and full stops | |  |
| W2.7 | I can use connectives (and, but, then) to write longer sentences and paragraphs | |  |
| W2.8 | I can use plurals (cats, boxes), articles (a, the), pronouns (he, she, it), prepositions (to, at, on ) | |  |
| W2.9 | I can use the Present Simple tense correctly (I dance / he dances) | |  |
| W2.10 | I can use the Past Simple tense for regular verbs (I played, I listened) and some irregular verbs (I went, I saw, I got) correctly | |  |
| W2.11 | With some help, I am beginning to check over my own writing for spelling and things I have missed | |  |
| EAL STAGE 3 WRITING developing competence | | | **M/Y** |
| W3.1 | I can copy text correctly and at the same speed as other people in my class | |  |
| W3.2 | I can correctly write familiar words on my own, using my knowledge of letter sounds | |  |
| W3.3 | I can write new words using my knowledge of letter sounds | |  |
| W3.4 | I can correctly write most of the common words that we have learned in class | |  |
| W3.5 | I can write a longer paragraph (with help from pictures, writing frames or modelled examples) | |  |
| W3.6 | I can use a wider range of basic vocabulary, some mature words and topic words I have learned in class | |  |
| W3.7 | I can use a range of punctuation correctly (comma, question/ exclamation mark) | |  |
| W3.8 | I can use a wider range of connectives and structures to write longer and more complex sentences | |  |
| W3.9 | I can use plurals, articles (a, the), pronouns (he, she, it), and prepositions (at, to, on) | |  |
| W3.10 | I can use the Present Simple (I dance, he dances) and Continuous (he is dancing) tenses | |  |
| W3.11 | I can use the Past Simple for regular verbs (I played) and lots of irregular verbs (they caught, you bought) | |  |
| W3.12 | I am beginning to use some other tenses (I was playing, I have played, I had played, I could play, I could have played) | |  |
| W3.13 | With support, I can check over my own writing for spelling, grammar and things I have missed | |  |
| **EAL STAGE 4 WRITING competent** | | | **M/Y** |
| W4.1 | | I can write longer and different kinds of texts correctly e.g. essays, reports, analyses, letters |  |
| W4.2 | | I can write using structure and paragraphs |  |
| W4.3 | | I can use a wider range of mature and topic vocabulary |  |
| W4.4 | | I can use a range of punctuation correctly and effectively |  |
| W4.5 | | I can use wide range of structures to write longer and more complex sentences |  |
| W4.6 | | I can use all present tenses and past simple tense correctly (eg I dance, he dances, I am dancing / he is dancing / they are dancing, I danced) and most irregular verbs (I teach, he teaches, I taught etc) |  |
| W4.7 | | I can use other tenses (eg. I was playing, I would play, I will play) |  |
| W4.8 | | I can use language to predict and talk about probability using (might, may, could, would be) |  |
| W4.9 | | I can check over my own writing for spelling, grammar and things I have missed on my own |  |
| **EAL STAGE 5 WRITING fluent** | | | **M/Y** |
| W5.1 | I can cope confidently and competently with the writing demands of all areas of the curriculum with no more errors or difficulties than a monolingual speaker of English of similar age and ability. I demonstrate age-appropriate control of language (vocabulary, structures, punctuation) to produce a variety of text types | |  |