**EAL Primary Profile of Competence Guidance**



E A L H i g h l a n d

The initial assessment of pupils with EAL can be done by a member of the EAL team: please email [alison.roy@highland.gov.uk](mailto:alison.roy@highland.gov.uk). Profiles should be saved in a location which all staff can access

eg Shared Area ASN files, SEEMiS.

**Why?**

* It is a scotXed requirement that all pupils have an up to date level of language acquisition recorded on SEEMiS.
* The profiles monitor language acquisition in literacy as well as oral language.
* They provide guidance on teaching strategies.
* They provide information for interpreting Standardised Assessments: if a pupil is not fluent in English, assessment results alone will not give a clear picture of ability.
* They provide information on other assessments eg a pupil who is exposed to more than one language may take longer to build Phonological Awareness.
* For more guidance on English as an Additional Language please see the [EAL Policy](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/39/english_as_an_additional_language).

**How Often?**

* **Primary**: 2/3 times a year at the HT’s discretion eg at the time of SPP updates, reporting and transition. Updating is done by class teachers and can be supported by the EAL team.
* **Secondary**: annually by the EAL team or the SFLT.
* When there are **concerns** about a pupil’s progress.

***Completing the Profiles:***

**Personal Information**

* **Date started U.K. education** informs expected progress (it takes around 7 years to become fluent).
* **Languages spoken** showsthe different languages in the home. When more than one language is spoken at home, enter languages of both parents/carers as shown below.
* **Literate in** field will inform teachers as to whether dual language resources and SQA Alternative Assessment Arrangements are appropriate or not. Leave this blank if the pupil is not literate in their home language.

|  |  |  |
| --- | --- | --- |
| **Name: Kuba Piskorz** | **Other Additional Support Needs**  No  **Details:** | **Languages spoken:**  **Polish (mum); English (step-dad)**  **Literate in:** |
| **Date of Birth:**  **10/11/06** |
| **Date started U.K. education:**  **13/8/14** |

**Progress Overview**

**The level entered should be the level the child is currently working on and targets they are working towards.**  This corresponds with the strategies to be used by teachers from the Strategies booklets and the level to be recorded on SEEMIS under My Profile/Edit/Language/Level of English as an Additional Language. Please use the lowest level eg for the pupil overleaf, level 2 would appear on SEEMiS as Early Acquisition.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **N3/N4** | | **P1** | | **P2** | | **P3** | | **P4** | | **P5** | | **P6** | | **P7** | | |
| **Listening and Talking** |  |  |  |  |  |  |  |  | **2** |  | **2/3** | **2/3** | **3** | **4** |  |  |
| **Reading** |  |  |  |  |  |  |  |  | **1/2** |  | **1/2** | **2** | **2** | **2** |  |  |
| **Writing** |  |  |  |  |  |  |  |  | **2** |  | **2** | **2** | **2** | **2** |  |  |
| Date Reviewed |  |  |  |  |  |  |  |  | 9/14 |  | 10/15 | 3/16 | 9/16 | 3/17 |  |  |
| Reviewed by |  |  |  |  |  |  |  |  | **AR EAL** |  | **SM** | **SM** | **JF** | **JF**  **CT** |  |  |

**Things to look out for**

**‘Spiky’ profiles**: for example the listening & talking elements show good progress but the reading or writing show much slower or little progress (see example above). This may be indicative of a literacy difficulty and informs intervention and investigation.

**Other information**

This box is useful at enrolment and if there any specific concerns or changes in circumstances. Eg.

|  |  |
| --- | --- |
| **Date** | **Comments** |
| 09/14 | Kuba was in nursery in Poland until age 7, therefore has not experienced formal schooling. He likes art and computer games. |
| 08/15 | English speaking step-dad available to support home work |

**Achievements and Targets**

* Enter month and year (m/y) for ‘I can’ statements which have been achieved.
* Enter T for Target, for the statements the pupil is working towards – a maximum of 2 per skill.

Listening and Talking (sample)

|  |  |  |
| --- | --- | --- |
| **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 | 3/16 |
| L3.2 | I can understand and use more basic, mature and topic/subject words to talk about what I am studying | 9/16 |
| L3.3 | I can show my understanding of the details of teacher’s presentations class topics, with pictures and repetition to help me | 9/16 |
| L3.4 | I can speak English using longer and more complex sentences | 9/16 |
| L3.5 | I can use plurals (cats, boxes), articles (a, the), pronouns (he, she, it) and prepositions (to, at, on) more often | 9/16 |
| L3.6 | I can use the Present Simple and Continuous tenses (I dance / he dances, we are dancing) | 3/16 |
| L3.7 | I can use the Past Simple for regular verbs and lots of irregular verbs correctly (I played, they caught, you bought) | 9/16 |
| L3.8 | I am beginning to use more verb tenses: past continuous (I was playing), future (I will play) and conditional (I would play) | 3/17 |
| L3.9 | I am beginning to use words like, might, may, could, would be | 3/17 |
| L3.10 | I can answer appropriately a variety of questions (yes/no, open questions) | 9/16 |
| **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 | 3/17 |
| L4.2 | I can understand and use a wide range of basic, mature (including less common words) and specific topic words | 3/17 |
| L4.3 | I can show my understanding of the detail of class topics by answering a variety of questions | T |
| L4.4 | I can speak correctly and at length about class and social topics | T |
| L4.5 | I can use articles (a, the), plurals (s), pronouns (he, she, it) and prepositions (to, at, on) correctly | 3/17 |
| L4.6 | I can use all regular verbs and most irregular verbs correctly in the Past Simple tense (I played, they caught, they taught) |  |

**For more information about pupils with EAL**

**please contact the EAL Team by emailing alison.roy@highland.gov.uk**