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| **Stage of English Language Tracker** **Primary**  |
| Name:  | Date of Birth: | Languages spoken: |
| Date started UK education: | Other ASN (see additional tracking information): | Literate in: |
| Additional Information: |

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

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| CfE | Early Level | First Level | Second Level |
|  | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
| L&T |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |
| Date of assessmentAssessed by (initials and role) |  |  |  |  |  |  |  |

* *Enter the month (M) & year (Y) achieved in the right hand column. If not achieved, leave blank.*
* *A learner is working at a given stage when they have achieved* ***all*** *descriptors of the aspect of the previous stage*

**[Strategies for Supporting EAL Pupils](http://ealhighland.org.uk/strategies/strategies-for-supporting-eal-pupils/) – Strategies for each EAL Stage**

[**Using Technology to support EAL Learners in Primary**](https://docs.google.com/document/d/16IDJcsObXlp5HZIOPcBJl0hSbfFzzg7tSFdvkNbsf18/edit?usp=sharing) **– for links to useful ICT resources for EAL learners**

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| STAGE 1 – NEW TO ENGLISH (approx. 6-18 months) | M/Y |
| 1 | Is starting to follow instructions/join in simple routine activities |  |
| 2 | Uses basic greetings and names everyday objects using single words/short phrases, expresses need using gesture/1-2 words/home language |  |
| 3 | Shows understanding of simple information by answering yes/no questions |  |
| 4 | Knows some letter sounds/names and can recognise own name  |  |
| 5 | Is starting to decode simple words (e.g. CVCs) and recognise some high frequency words (e.g. first 10) |  |
| 6 | Is starting to read and understand some basic vocabulary and key subject specific words |  |
| 7 | Can write own name and copy words with some accuracy |  |
| 8 | Writes letters accurately when sounds are given orally |  |
| 9 | Can write a few (e.g. 2-3) common words accurately |  |
| 10 | Writes short, simple sentences with support |  |
| STAGE 2 – EARLY ACQUISITION (approx. 6-18 months) | M/Y |
| 1 | Is beginning to interact in group activities and can follow a short sequence of instructions |  |
| 2 | Is beginning to show some understanding of curriculum topics, e.g. responds verbally to closed and simple open questions |  |
| 3 | Can communicate meaning using basic vocabulary in simple phrases and sentences, though with some inaccuracies |  |
| 4 | When talking, is starting to use some different tenses and grammar structures (e.g. plurals, prepositions), with some inaccuracies |  |
| 5 | Knows all letter sounds/names, is starting to decode longer words (e.g. words with consonant blends/vowel digraphs), and reads high frequency common words with some accuracy |  |
| 6 | Shows some understanding of short fiction and non-fiction texts using: contextual information (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary  |  |
| 7 | Starting to demonstrate an understanding of the functions of basic punctuation, connectives and pronouns when reading (e.g pauses at full stops, reads and/but with understanding, knows what 'it' refers to etc) |  |
| 8 | Beginning to use basic vocabulary and some subject-specific vocabulary to write short, simple sentences without adult support (though with some inaccuracies) |  |
| 9 | Beginning to use basic connectives (e.g. and, but) to build longer sentences |  |
| 10 | Writing is beginning to show some awareness of tenses and grammar structures (e.g. plurals, prepositions), with some inaccuracies |  |

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| **Stage 3** – DEVELOPING COMPETENCE (approx. 2-3 years)Demonstrates these skills across the curriculum some of the time**Stage 4** – COMPETENT (approx. 2-3 years)Demonstrates these skills across the curriculum most of the time  | **Stage 3**  | **Stage 4** |
| 1 | When talking to the whole class or in a group, understands and uses a wide range of basic vocabulary and an increasing range of mature and subject-specific vocabulary  |  |  |
| 2 | Shows understanding of the detail of curriculum topics e.g. responds verbally to, and is able to ask a variety of questions about curriculum topics, can speak at length and with accuracy on curriculum and social topics. |  |  |
| 3 | When talking, is mostly accurate in the use of tenses and grammatical structures (e.g. can use simple past tense, express opinion, use future/conditional tense for predicting, construct questions), |  |  |
| 4 | Reads familiar and unfamiliar age-appropriate texts fluently, accurately and with increasing understanding |  |  |
| 5 | Reads and understands a wide range of basic, mature vocabulary and subject-specific vocabulary |  |  |
| 6 | Reading shows understanding of the functions of a wide range of punctuation and cohesive markers to establish the meaning in text (e.g. commas, exclamation/question marks, speech marks, parentheses connectives, pronouns) |  |  |
| 7 | Is able to understand and explain inference and can draw conclusions independently when reading (e.g. through summarising, note taking, Bloom’s questioning)  |  |  |
| 8 | Writing demonstrates increasing accuracy with spelling patterns and includes a range of basic, mature and subject-specific vocabulary |  |  |
| 9 | Uses a wider range of connectives and grammatical structures to write longer and more complex and accurate sentences (e.g. connectives - so, because, afterwards, while, uses language of prediction, accuracy with plurals, prepositions) |  |  |
| 10 | Writing shows increasingly accurate use of more complex tenses (e.g. future tense - will/going to and compound tenses – have/had been, would like)  |  |  |
| 11 | Writes mostly accurately and at length, for different purposes, using features of different text types e.g. for report writing, imaginative writing, instructional writing |  |  |
| STAGE 5 - FLUENT | M/Y |
| 1 | Speaks confidently, fluently and accurately no more non-standard features than a monolingual speaker of English of similar age and ability. Understanding is commensurate with that of a monolingual speaker of English of similar age and ability |  |
| 2 | Reads and understands 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. |  |
| 3 | Is confident and competent with written language (vocabulary, structures, punctuation) and is able to produce a variety of text types with no more errors or difficulties than a monolingual speaker of English of similar age and ability |  |