

EAL Profile of Competence – Listening and Talking – Stage 1 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Listening and Talking at Stage 1
Plays silently/uses L1		<ul style="list-style-type: none"> • use gesture/visuals/objects • allow pupil time to listen and absorb • talk through & demonstrate actions / events as they happen highlighting key words • teach names of adults and peers • use peers to model routines / language • plan quality time (daily) with pupil • model social language conventions • play games with repetitive language • use paired / small group activities with supportive peers (mixed ability / same language etc) • highlight key words related to classroom activities and routines • use audio/visual props and ICT to provide language contexts • encourage pupil to make links with home language • refer to classroom displays • give clear instructions with consistent use of key words and phrases (repeated if necessary) • plan time for free talk and to talk about work • play games (including oral, board, card, track games) • respond in words that extend and model • encourage pupil to respond in words and phrases e.g. Can I have ... • ask: closed questions; either / or questions; 1 word answer questions • give thinking time for pupil to mentally rehearse words • focus on pupil's meaning rather than the words used • provide the words the pupil needs (as long as it doesn't pre-empt pupils' responses) • expand and extend what pupil says • send on simple errands / messages with partner (check outcome!) • set up home/school communication system. Where possible send word lists/key texts home • encourage parents to: talk about school at home; continue to develop L1; discuss school work/reading book in L1
Largely silent but watches others and joins in activities/routines	Largely silent but watches others and joins in activities/routines	
Beginning to use 1-2 word utterances in English to take part in games and other simple collaborative activities	Beginning to use English to take part in simple collaborative learning activities and games	
Expresses needs using gesture/1-2 words/L1	Expresses needs using gesture/1-2 words/ L1	
Requests help when needed	Requests help when needed	
Beginning to respond to everyday greetings/expressions	Responds to greetings/expressions	
Shows understanding by responding non verbally and verbally to closed/choice questions and instructions	Shows understanding by responding non verbally and verbally to closed/choice questions and instructions	
Beginning to give information on familiar topics (e.g. self/home)using known vocabulary, single words/short phrases	Gives information on familiar topics (e.g. self/home)using known vocabulary, single words/short phrases	
Repeats words/phrases of other pupils/adults	Repeats words/phrases of other pupils/adults	
Understands names of some familiar classroom/everyday objects	Understands names of some familiar classroom/everyday objects	
Names some common objects which are either physically present or visually represented	Names some familiar objects with visual support	
Understands some basic classroom/ playground English	Understands some basic classroom/playground English	
Follows simple story/text, with visual support and repetition	Follows simple narrative/text with visual support	
Joins in repeating the refrain of a story/poem/song	Joins in repeating the refrain of a story/poem/song	

EAL Profile of Competence – Listening and Talking – Stage 2 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Listening and Talking at Stage 2
Communicates simple meanings efficiently in informal situations, though with many non-standard features.	Communicates simple meanings efficiently in informal situations, though with many non-standard features.	<ul style="list-style-type: none"> • teacher modelling / rephrasing sentences and questions • provide models of different language functions e.g. describing, explaining • group with pupils who can provide good models of English • provide sentence starters using visual cues • respond in words that extend and model /recast pupils' utterances in correct form • allow time for child to mentally rehearse words/contributions • whole class reading (modelled by teacher)of fiction / non fiction with contextual support • ask oral gap-fill and either/or questions and encourage pupil to refer to visual cues • games to practise language using set phrases • promote use of L1 for learning • encourage parents to discuss homework in L1 • information seeking activities e.g. simple questionnaires • clarify/explain curricular language eg key words • paired feedback at plenary sessions • provide beginnings of responses • display key curriculum vocabulary & concepts/topics • provide collaborative tasks • retell story / activity (eg investigation) through sequencing pictures • extend child's experience of working in groups, allocating specific role to ensure participation • opportunities for drama/role play • opportunities to plan / talk in groups • opportunities for paired problem solving and feedback • frameworks to scaffold pupil's talk • provide a purpose for listening e.g. use framework to record information to answer pre-set questions/responses to text etc • use buddies/pair work • encourage the use of picture dictionaries • work closely with the family
May move between English and home language to check understanding and communicate.	May move between English and home language to check understanding and communicate.	
Beginning to combine or expand phrases to formulate statements and sentences to take part in games and other simple collaborative curricular-focussed activities	Combines or expands phrases to formulate statements and sentences to take part in games and other simple collaborative curricular focussed activities	
Beginning to use simple adjectives & adverbs in short phrases/sentences	Beginning to use simple adjectives & adverbs in short phrases/sentences	
Beginning to describe things in terms of colour/size/quantity in short phrases/ sentences	Describes things in terms of colour/size/quantity in short phrases/ sentences	
Beginning to show awareness of some grammatical detail (eg plurals, s/he etc)	Beginning to show awareness of some grammatical detail (eg plurals, s/he etc)	
	Beginning to use make appropriate use of simple present/past tense in narrative/report genre	
Understands and is beginning to contribute to group/class discussion using single word/short phrase	Understands and is beginning to contribute to group/class discussion using single word/short phrase	
Gives information on familiar topics (e.g. self/home)		
Follows the gist of curriculum focussed teacher talk with visual support and repetition	Follows the gist of curriculum focussed teacher talk with visual support and repetition	
Speaks briefly to give information about familiar topics/activities, though with many non-standard features	Speaks briefly to give information about familiar topics/activities, though with many non standard features	
Understands a simple story/text, with visual support and can respond to closed/simple open questions to show comprehension	Understands a simple narrative/text, with visual support and can respond to closed/simple open questions to show comprehension	
Retells familiar narratives/texts with visual prompts	Retells familiar narratives/texts with visual prompts	
Joins in repeating stories, songs and rhymes		

EAL Profile of Competence – Listening and Talking – Stage 3 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Listening and Talking at Stage 3
Understands some curriculum-focussed teacher-talk with some visual support and repetition	Understands some curriculum-focussed teacher-talk with some visual support and repetition	<ul style="list-style-type: none"> • devise collaborative tasks such as problem solving/information seeking activities • support extended listening with tape and book • set up problem solving activities • give independent feedback at plenary • check pupils' understanding by questioning • provide activities to model and practice language for different settings and audiences • provide opportunities for: <ul style="list-style-type: none"> giving explanations, explaining processes, predicting probabilities. • enable contributions to presentations and demonstrations • engage pupil in informal conversation to develop fluency and confidence • use role play and drama • provide time for pupils to initiate talk • give thinking time for responses • encourage partner talk and reporting back (think, pair, share) ▪ continue to pair or group with good language model peers for collaborative activities ▪ provide opportunities for pupils to ask questions for varied roles e.g. interviews / enterprise tasks etc ▪ play games to practise positional & descriptive language ▪ provide keyword cards as aide memoires for listening and retelling ▪ extend range of vocabulary through homework activities (in home language and English) ▪ teacher modelling ▪ guided questioning ▪ make language topic displays and word banks ▪ provide a range of thesauruses and dictionaries ▪ highlight and encourage the recording of keywords and sentence structures for all lessons ▪ provide opportunities for pupils to rehearse and consolidate new language structures orally in pairs/groups
May choose to use first language but less reliant on this for understanding		
Has enough vocabulary to express most ideas.	Has enough vocabulary to express most ideas.	
Shows growing confidence and understanding in using English in most social situations	Shows growing confidence and understanding in using English in most social situations	
Has a command of some topic vocabulary in most curricular areas	Has a command of some topic vocabulary in most curricular areas	
Engages fairly confidently with supportive peers in curriculum focussed collaborative activities	Engages fairly confidently with supportive peers in curriculum focussed collaborative activities	
Contributes to group/class discussion	Contributes to group/class discussion	
	Beginning to explore complex ideas and concepts	
Can explain a sequence of events using sequential language (first, then, next etc)	Can explain a sequence of events using sequential language (first, then, next etc)	
Uses simple past regular tense accurately and appropriately in narrative/report genre (eg I liked...we played...they painted...) and uses some common irregular verb forms	Uses simple past regular tense accurately and appropriately in narrative/report genre (eg I liked...we played...they painted...) and uses some common irregular verb forms	
Speaks with reasonable fluency and accuracy about familiar social topics/activities using mostly standard features.	Speaks with reasonable fluency and accuracy about familiar social topics	
Speaks with reasonable fluency and some accuracy about classroom topics/activities (context-embedded)	Speaks with reasonable fluency and some accuracy about classroom topics/activities (context-embedded)	
Engages in longer informal conversation with adults/peers	Engages in longer informal conversation with adults/peers	
Shows understanding of some of the detail of a longer story/curriculum topic by answering a variety of questions	Shows understanding of some of the detail of a longer narrative /curriculum topic by answering a variety of questions	
Becoming more accurate in the use of plurals/pronouns and prepositions	Becoming more accurate in the use of plurals/pronouns and prepositions	

EAL Profile of Competence – Listening and Talking – Stage 4 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Listening and Talking at Stage 4
Speaks at length with fluency and reasonable accuracy on curricular topics/activities (context reduced)	Speaks at length with fluency and reasonable accuracy on curricular topics/activities (context reduced)	<ul style="list-style-type: none"> • devise collaborative tasks that will necessitate extended speaking • support extended listening with tape and book • set up problem solving activities • give independent feedback at plenary • check pupils' understanding using formative assessment strategies • provide activities to model and practise language for different settings and audiences • provide opportunities for: <ul style="list-style-type: none"> giving explanations, explaining processes, predicting probabilities. • enable contributions to presentations and demonstrations • engage pupil in informal conversation to develop fluency and confidence • use role play and drama • provide time for pupils to initiate talk • give thinking time for responses • encourage partner talk and reporting back (think, pair, share) <ul style="list-style-type: none"> ▪ continue to pair/group with good language model peers ▪ ask questions for varied roles e.g. interviews / enterprise tasks etc ▪ provide opportunities for pupils to play games to practise positional & descriptive language ▪ extend range of vocabulary through homework activities (in home language and English) ▪ teacher modelling as required ▪ guided questioning ▪ make language topic displays, word banks and glossaries ▪ provide a range of thesauruses and dictionaries ▪ encourage maintenance of personal vocabulary jotter ▪ be aware of language needed for academic success (inc assessments)
Has enough vocabulary to express and develop almost all ideas using more complex sentences	Has enough vocabulary to express and develop almost all ideas using more complex sentences	
Has a command of topic vocabulary in most areas of the curriculum and expresses more complex ideas and concepts	Has a command of topic vocabulary in most areas of the curriculum and expresses and explores more complex ideas and concepts with some confidence	
Initiates and engages confidently with peers in active learning and curriculum focussed collaborative activities	Initiates and engages confidently with peers in active learning and curriculum focussed collaborative activities	
Confident in contributing to group/class discussion using appropriate vocabulary and largely accurate structures	Confident in contributing to group/class discussion using appropriate vocabulary and largely accurate structures	
Understands most curriculum focussed teacher talk inc. abstract explanation, with reduced visual support and repetition	Understands most curriculum focussed teacher talk inc. abstract explanation.	
Uses simple past regular and irregular tense accurately and appropriately in narrative/report genre (eg I liked...we played...they went...) and makes appropriate use of most other tenses (eg conditionals, future, present & past continuous etc). Appropriately uses structures to express prediction and probability (eg might/may could/would be)	Uses simple past regular and irregular tense accurately and appropriately in narrative/report genre (eg I liked...we played...they went...) and makes appropriate use of most other tenses (eg conditionals, future, present & past continuous etc). Appropriately uses structures to express prediction and probability (eg might/may could/would be)	
Mostly accurate in the use of plurals, pronouns, prepositions etc)	Mostly accurate in the use of plurals, pronouns, prepositions etc)	
Engages in sustained informal conversation with adults/peers	Engages in sustained informal and formal (inc academic) conversation with adults/peers	
Shows understanding of detail of a longer story / more complex topic by retelling and responding to questions	Shows understanding of detail of a longer narrative /more complex topic by retelling and responding to questions	

EAL Profile of Competence – Listening and Talking – Stage 5 (Primary)

Lower Primary	Upper Primary
Speaks confidently, fluently and accurately on a variety of topics, both informal and academic with no more non-standard features than the average monolingual speaker of English of similar age and ability.	Speaks confidently, fluently and accurately on a variety of topics, both informal and academic, with no more non-standard features than the average monolingual speaker of English of similar age and ability.
Understanding is commensurate with that of the average monolingual speaker of English of similar age and ability.	Understanding is commensurate with that of the average monolingual speaker of English of similar age and ability.