

Name:

Languages:

Other ASL needs: YES / NO

Class/Form:

Date of entry to UK education system:

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|-----------|--|--|--|--|--|--|--|--|--|--|
| Date | | | | | | | | | | |
| EAL Stage | | | | | | | | | | |

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|----------------------------------|---|--|--|--|--|--|--|--|--|--|
| Stage 1 Upper Primary | Largely silent but watches others and joins in activities/routines | | | | | | | | | |
| | Beginning to use English to take part in simple collaborative learning activities and games | | | | | | | | | |
| | Expresses needs using gesture/1-2 words/ L1 | | | | | | | | | |
| | Requests help when needed | | | | | | | | | |
| | Responds to greetings/expressions | | | | | | | | | |
| | Shows understanding by responding non verbally and verbally to closed/choice questions and instructions | | | | | | | | | |
| | Gives information on familiar topics (e.g. self/home)using known vocabulary, single words/short phrases | | | | | | | | | |
| | Repeats words/phrases of other pupils/adults | | | | | | | | | |
| | Understands names of some familiar classroom/everyday objects | | | | | | | | | |
| | Names some familiar objects with visual support | | | | | | | | | |
| | Understands some basic classroom/playground English | | | | | | | | | |
| | Follows simple narrative/text with visual support | | | | | | | | | |
| | Joins in repeating the refrain of a story/poem/song | | | | | | | | | |

**If 'no' to any of the above, the pupil is at stage 1
If 'yes' to all of the above the pupil is at stage 1 or above**

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|----------------------------------|---|--|--|--|--|--|--|--|--|--|
| Stage 2 Upper Primary | Communicates simple meanings efficiently in informal situations, though with many non-standard features. | | | | | | | | | |
| | May move between English and home language to check understanding and communicate. | | | | | | | | | |
| | 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 | | | | | | | | | |
| | 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 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 | | | | | | | | | |
| | 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 | | | | | | | | | |
| | 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 | | | | | | | | | |

**If 'no' to any of the above, the pupil is at stage 2
If 'yes' to all of the above the pupil is at stage 2 or above**

