

EAL Profile of Competence – Reading – Stage 1 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Reading at Stage 1
Knows that print carries meaning	Knows that print carries meaning	<ul style="list-style-type: none"> • share reading (books with illustrations) • with younger pupils choose books which have repetitive, predictable patterns of language and are visually well supported • ask pupil to find/match/highlight letters in words, words in texts, phrases in texts • model following print with finger / pen • model letter names and sounds • synchronise spoken with written word • provide talking texts – on tape / CD Rom • provide dual language books / dictionaries / ICT to demonstrate or explain words and phrases • provide visual cues, use props/actions/puppets etc. as appropriate • have a rich, clearly contextualised print environment (cross curricular) • establish peer modelling • read back any writing, pupil and teacher • ask for/ provide / demonstrate meanings of words • play word games eg word pairs/word & picture 'bingo' etc • ask pupils to work collaboratively to sequence pictures with simple written text • ask pupils to work collaboratively to sequence words in sentence/ sentences/instructions/processes/stories • ask pupils to choose between True/False statements to show understanding of text • annotate text with translations of key words/phrases into first language • make picture dictionary/word bank in English and home language • label diagrams/texts/pictures/illustrations with prepared cards (words and phrases) • pre teach key words prior to meeting in text • ensure word level work is appropriate <p>talk about text</p>
Shows interest in books	Shows interest in books	
Handles books appropriately (front to back, title page etc)	Handles books appropriately (front to back, title page etc)	
Engages with a familiar book/story (this may involve some retelling using picture cues)	Engages with less familiar texts (this may involve some retelling using picture cues)	
May be beginning to read in L1	May read in L1	
Recognises own name (Eng/L1)	Recognises own name (Eng/L1)	
Beginning to show awareness that letter shapes represent sounds	May know most English letter names and sounds	
Beginning to show awareness of some letter names		
Beginning to show awareness that letter sounds can be used to build words	Is aware that letter sounds can be used to build words	
Knows that print in English reads left to right and top to bottom	Knows that print in English reads left to right and top to bottom	
Beginning to access meaning in text by using visuals, picture dictionary and key words	Beginning to access meaning in text by using visuals, dual language dictionary and key words	
Beginning to read familiar words and short sentences with visual support	Beginning to read familiar words and short sentences with visual support	
Reads and understands class signs and labels in context	Reads and understands class signs and labels in context	
May be able to decode simple unfamiliar words but with very limited comprehension	May be able to decode simple unfamiliar words but with very limited comprehension	

EAL Profile of Competence – Reading – Stage 2 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Reading at Stage 2
Knows most letter names	Knows most letter names	<ul style="list-style-type: none"> • Display signs, posters, keywords backed up with clear visuals • Illustrate signs • Provide opportunities to talk about text pictures/illustrations with a partner • Teach alphabet rhyme • Use Jolly Phonics/Letterland/multi sensory approach to the teaching of sounds. Use ICT programmes • label pictures and illustrations • provide sentence starters using visual cues. • create cloze procedures with key vocabulary and / or visual cues • provide support to enable pupils to match sentence beginnings to endings • model / rephrase sentences and questions • ICT e.g. Kidspiration/Clicker 4 • provide activities to revisit and reinforce key language • ask focused questions to check or confirm understanding of text • make links across curriculum areas • provide support and encourage pupils to make own books and word banks in English and / or home language • set up paired reading e.g. with fluent reader or pupil who shares home language • Encourage the on-going use of picture/dual language/English dictionary as appropriate • ask for verbal summary of reading • encourage prediction about text content using visual and contextual cues • ask pupil to transfer information from a text into a key visual by completing tables, classifying information, sequencing of key points • for older pupils provide character lists and summaries of longer class texts/novels etc • use collaborative reading activities eg information gap, jigsaw reading etc <p style="text-align: center;">talk about text</p>
Beginning to show awareness of rhythm, rhyme and alliteration	Beginning to show awareness of rhythm, rhyme and alliteration	
May reproduce much of a familiar story by relying on memory		
Reads (decodes) with some understanding familiar words and phrases with visual support	Reads (decodes) with some understanding unfamiliar simple text with visual support	
	Can without visual support read and understand simple text which includes a range of familiar words and phrases	
Reads back own writing	Reads back own writing	
Shows understanding of simple texts (with visual support as appropriate)	Shows understanding of key points in class texts	
Joins in with peers in simple shared reading		
May recognise/read some keywords from current topic	Recognises/reads some curricular based keywords	
	Extracts some meaning from subject specific texts with clear context and support of pictures, diagrams etc	
	Beginning to use written contextual clues to establish meaning in text	
	Beginning to use texts for research purposes with guidance and collaboration with supportive peers	
Beginning to understand simple cohesive markers eg pronouns	Beginning to understand simple cohesive markers eg pronouns	

EAL Profile of Competence – Reading – Stage 3 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Reading at Stage 3
Shows fluency and accuracy in reading familiar words and sentences with visual support (as appropriate)		<ul style="list-style-type: none"> pick out key words (e.g. underlining, highlighting) to help understanding
Beginning to use simple texts for research purposes with guidance and collaboration with supportive peers	Uses texts for research purposes with guidance and collaboration with supportive peers	<ul style="list-style-type: none"> preview text (e.g. introduce key vocabulary, ideas, subject matter, share similar stories, concept maps, word weaving, brain storm relevant topic etc)
Extracts some meaning from curricular based text with clear content and support of pictures/diagrams	Able to extract some meaning from text using written contextual clues	<ul style="list-style-type: none"> encourage re-reading use teacher/adult-led shared reading strategies
May reproduce much of familiar story by relying on memory		<ul style="list-style-type: none"> encourage shared reading in groups and pairs (eg set up 'jigsaw' reading activities etc)
Understands some of the detail of text with visual support/explanation	Understands some of the detail of text with visual support/explanation	<ul style="list-style-type: none"> scaffold questions leading to <i>how</i> / <i>why</i> questions listen to taped stories for intonation / developing reading stamina
Understands age appropriate texts with visual support/explanation		<ul style="list-style-type: none"> listen to others on tape set up role play activities / act out play scripts
Demonstrates understanding of short texts by sequencing, questions & answers		<ul style="list-style-type: none"> explain cultural references/nuances provide dictionary / thesaurus work reinforce subject specific language
	Makes some inferences independently	<ul style="list-style-type: none"> use highlighters to track ideas at paragraph / text level use visual / audio / video support for text
May show some awareness of a variety of genres with support	May show some awareness of a variety of genres	<ul style="list-style-type: none"> provide an interactive visual display around text provide opportunities to link reading to personal experiences
Can understand some simple cohesive markers eg pronouns and simple connectives	Can understand some simple cohesive markers eg pronouns, connectives	<ul style="list-style-type: none"> practise hot seating characters provide a framework to ask / answer questions about the text e.g. <i>who</i>, <i>what</i>, <i>where</i> grid
	Can use a dictionary independently	<ul style="list-style-type: none"> write book reviews discuss homonyms make cross-curricular references, links and glossaries (mono and bilingual) (ask pupils to) restructure text by remodelling information from a text into a different format (eg flow chart, diagram, list etc) use cloze to consolidate newly learned key vocabulary and structures ask pupils to sequence sentences into paragraphs/paragraphs into chapters etc to show understanding <p style="text-align: right;">talk about text</p>

EAL Profile of Competence – Reading – Stage 4 (Primary)

Lower Primary	Upper Primary	Strategies for Supporting Reading at Stage 4
Decodes age appropriate texts with a measure of fluency and accuracy		<ul style="list-style-type: none"> • explain cultural references / nuances • make cross-curricular references, links and glossaries (mono and bilingual) ▪ ask specific skimming questions ▪ ask specific scanning questions ▪ use colour coding/numbering etc to identify different types of information in text ▪ discuss ambiguous phrases ▪ discuss and teach idiomatic language ▪ explain hidden and actual meanings of texts ▪ discuss figures of speech, simile, metaphor, personification ▪ discuss symbolism/allegory ▪ ask pupils to match headlines to pictures / titles to texts e.g. in text books, newspapers ▪ ask pupils to identify topic sentences of paragraphs ▪ use DARTS activities (directed activities related to text) ▪ use Reciprocal Reading techniques (predicting, clarifying, questioning and summarising) to engage pupils with text giving each a role/responsibility within a group reading task ▪ use vocabulary building strategies: word banks at appropriate level, crosswords, word searches, matching vocabulary with definitions etc ▪ ask pupils to underline words they don't understand, match sentences to pictures/diagrams ▪ use cloze procedure, true/false or fact/opinion statements ▪ cut up and jumble the words/sentences/paragraphs of a known text and ask pupils to sequence ▪ ask pupils to underline key facts or events ▪ ask pupils to transfer information from a text onto a grid/table or label a diagram ▪ ask pupils to identify and use information in a text to predict/anticipate/hypothesize ▪ identify and highlight specific language structures associated with particular types of text/genres to support pupils' understanding and control of style/tone/genre etc ▪ encourage pupils to look for bias and recognise different perspectives of a common event <p style="text-align: right;">talk about text</p>
Understands much of an age appropriate curricular based text with or without visual support/ explanation as appropriate	Understands much of the detail of an age appropriate curricular based text without visual support/explanation	
Beginning to make inferences independently	Makes some inferences independently	
Understands most cohesive markers eg pronouns, connectives etc (age appropriate)	Understands most cohesive markers eg pronouns, connectives etc	
Beginning to use information texts independently for research purposes with reference to index, glossary etc	Uses most information texts independently for research purposes with reference to index/glossary	
	Can identify some language conventions of genre	
Attempts to extract meaning from text by using written contextual clues		
	Makes regular independent use of dictionary	

EAL Profile of Competence – Reading – Stage 5 (Primary)

Lower Primary	Upper Primary
Reads (decodes), understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than an average monolingual speaker of English of similar age and ability.	Reads (decodes), understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than an average monolingual speaker of English of similar age and ability.