

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

| Lower Primary | Upper Primary | Strategies for Supporting Writing at Stage 1 |
|--|---|--|
| May write in L1 | May write in L1 | <ul style="list-style-type: none"> • use individual whiteboards and pens • model the writing for the pupil • show/provide examples of different types of writing • provide key word/common word lists linked to writing tasks • clearly organise information on the board • devise shared group writing tasks with opportunities to 'have a go' • ask pupil to copy short text that has been explained and discussed • provide opportunities for talk as rehearsal and the use of talking partners prior to starting writing tasks • provide support for pupils to match simple sentence starters to sentence endings, then ask pupil to copy complete sentences • ask pupil to sort/sequence simple jumbled sentences • use gap fill exercises • provide sentence starters • play simple writing / alphabet card games and puzzles • ask pupils to copy words matched to pictures / diagrams • ICT • encourage pupil to write in first language (as appropriate) • prepare differentiated tasks for the pupil to complete while the others work independently • encourage the use of picture/dual language dictionary as appropriate to age and skills <p style="text-align: center;">talk about writing/use talking as an activity to prepare for writing</p> |
| Forms some letters (in English/L1) - may be from own name or by copying from text. | Forms some letters (in English/L1) - may be from own name or by copying from text. | |
| Consistently writes from left to right | Consistently writes from left to right | |
| Copies text reasonably accurately | Copies text reasonably neatly and accurately | |
| Writes own name independently | Writes own name independently | |
| Can label pictures using familiar vocabulary with support | Can label pictures using familiar vocabulary with support | |
| Attempts to write unaided a limited number of words | Attempts to write unaided a limited number of words | |
| Attempts to construct simple sentences with support | Attempts to construct simple sentences using appropriate basic punctuation with support | |
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EAL Profile of Competence – Writing – Stage 2 (Primary)

| Lower Primary | Upper Primary | Strategies for Supporting Writing at Stage 2 |
|---|---|--|
| Copies text reasonably accurately | Copies text reasonably accurately and at a steady, age appropriate pace | <ul style="list-style-type: none"> • encourage peer modelling in small groups • scribe for individuals • devise paired writing tasks • use storyboards • talk about writing as it is done • link the writing activity to the preceding talk or reading • ask pupil to label pictures / diagrams with initial letter cues and use word lists • ask pupil to write short phrases of two or more words • create cloze procedures • use writing frames from across the curriculum • make literacy activities and games to teach phonics • use interactive, collaborative tasks • develop word banks (with illustrations / translations) • encourage the pupil to write in first language • ICT • build semantic web/topic web of related vocabulary • provide example paragraphs and ask pupils to substitute new set of information • build in writing activities to consolidate new language eg writing crossword clues on key topic vocabulary • encourage the ongoing use of picture/dual language English dictionary as appropriate <p style="text-align: center;">talk about writing/use talking as an activity to prepare for writing</p> |
| Attempts to write words when sounds/letters are given orally | Attempts to write words when sounds/letters are given orally | |
| Attempts to write words using phonic knowledge | Attempts to write words using phonic knowledge | |
| Beginning to make use of basic punctuation | Makes use of basic punctuation regularly | |
| | Uses a basic written vocabulary (based on common word lists) accurately. | |
| Constructs a simple sentence with support from peers/adults | Writes unaided short and simple sentences even if displaying some inaccuracies | |
| Writes some familiar words independently with reasonable accuracy | Writes some familiar words independently with reasonable accuracy | |
| Writes labels/captions. | | |
| | Makes use of simple conjunctions eg and/but to construct longer sentences | |
| | With guidance is beginning to monitor own writing for spelling and some omissions | |
| | Starting to write stories/accounts of events with adult support | |
| Beginning to use simple present/past/future tenses (eg go/see went/saw, will/going to) of the most common verbs | Beginning to use simple present/past/future tenses (eg go/see went/saw, will/going to) of the most common verbs | |
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EAL Profile of Competence – Writing – Stage 3 (Primary)

| Lower Primary | Upper Primary | Strategies for Supporting Writing at Stage 3 |
|---|---|---|
| Copies text accurately and at a steady age-appropriate pace | | <ul style="list-style-type: none"> ▪ provide visual stimuli for pupils to write from e.g. photos, video, artefacts • discuss context for writing ▪ talk about the structure of English and possible similarities and differences with other languages e.g. different word order, articles etc. • provide opportunities to rehearse before writing • encourage paired work and peer evaluation ▪ play games / provide activities to help understanding and use of prepositions, match nouns and pronouns, teach articles ▪ provide sentence starters ▪ support planning by sequencing key words and phrases prior to writing ▪ model writing for the pupil • use writing frames to scaffold first attempts ▪ introduce different connectives/conjunctions eg because, so, then, but, however etc • provide writing frames e.g. to practise connectives/conjunctions • customise known text • provide simple grids or tables for pupils to complete • ICT ▪ encourage students to learn from their mistakes ▪ encourage pupils to punctuate while writing ▪ ask pupil to read back the sentences to see if they 'sound right' ▪ provide interactive display e.g. of new or key words ▪ encourage the ongoing use of dual language/English to English dictionary as appropriate <p style="text-align: center;">talk about writing/use talking as an activity to prepare for writing</p> |
| Writes words when sounds/letters are given orally | Writes words when sounds/letters are given orally | |
| Writes familiar words independently with accuracy | Writes familiar words independently with accuracy | |
| Regularly writes unfamiliar words using phonic knowledge in independent writing | Regularly writes unfamiliar words using phonic knowledge in independent writing | |
| Writes with contextual/visual support simple stories/accounts of events producing at least 2-3 sentences with reasonable accuracy | | |
| | Writes short simple narrative/non-narrative text with prompts/frames/models | |
| Uses a basic written vocabulary (based on common word lists) accurately | Uses a basic written vocabulary (based on common word lists) accurately | |
| | Uses basic subject specific vocabulary and associated structures even if displaying some inaccuracies | |
| Makes regular use of basic punctuation | Uses a range of punctuation (inc. full stops, commas, question marks, speech marks etc)with a degree of accuracy | |
| Makes use of simple conjunctions eg and/but to construct longer sentences | Beginning to use greater variety of conjunctions (because, then, so) to produce longer more complex sentences | |
| Uses simple tenses (eg present/past/future – go/went/will go) with some accuracy and beginning to use a variety of compound tenses (present perfect/past perfect/conditionals – has gone/had gone/would go)although displaying some inaccuracies. | Uses simple tenses (eg present/past/future – go/went/will go) with some accuracy and beginning to use a variety of compound tenses (present perfect/past perfect/conditionals – has gone/had gone/would go)although displaying some inaccuracies. | |
| Monitors own writing for spelling, omissions and grammar with adult support/prompt | Monitors own writing for spelling, omissions and grammar with adult support/prompt | |

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

| Lower Primary | Upper Primary | Strategies for Supporting Writing at Stage 4 |
|---|---|---|
| Writes for different purposes using features of different forms eg lists, labels, letters | Writes with a degree of accuracy and length showing some understanding and control of subject specific language/style/genre | <ul style="list-style-type: none"> ▪ establish writing partners ▪ show good examples of texts and stories to demonstrate final outcome ▪ talk about language within the context of the text e.g. parts of speech ▪ discuss the differences between spoken and written English ▪ brainstorm ideas in pairs/groups prior to writing ▪ use highlighters to track ideas ▪ use writing frames to scaffold writing in different genres/styles ▪ provide classroom displays to highlight the literacy focus ▪ devise activities to broaden the vocabulary around a theme ▪ use dictionaries and thesaurus ▪ demonstrate and encourage the use of spider graphs/mind maps to organise writing ▪ model use of bullet points / note taking ▪ encourage awareness of word families e.g. photograph, photographer, photography ▪ develop semantic awareness e.g. ‘volume’ in music and science • develop activities to incorporate ideas from source materials into own texts e.g. changing genre and register to fit own writing • demonstrate and encourage the use of punctuation to show clause and sentence structure and clarify meaning • encourage pupils to practise using paragraphs to separate and connect ideas • encourage pupils to practise writing extended texts ▪ continue to model writing and text convention ▪ support the use of subject specific language ▪ use texts to develop figurative language e.g. metaphor / idiom etc ▪ continue opportunities to rehearse ‘out loud’ ▪ reread work to check flow and continuity ▪ continue activities to broaden vocabulary choices ▪ games and activities to develop use of adjectives, adverbs, determiners ▪ use word order grids and cards ▪ use (shared) activities to improve selected sentences / texts • provide feedback on an individual basis so pupil can understand how correct form clarifies meaning. • ICT • Encourage the ongoing use of dual language/English to English dictionary as appropriate <p style="text-align: center;">talk about writing/use talking as an activity to prepare for writing</p> |
| Produces stories/accounts of events of at least a short paragraph independently | | |
| Beginning to use a greater variety of conjunctions to produce longer and more complex sentences | Uses a greater variety of conjunctions to produce longer and more complex sentences | |
| Uses a range of punctuation with support | Uses a range of punctuation regularly and accurately | |
| Moves between simple tenses appropriately and forms compound tenses with some accuracy | Moves between simple tenses appropriately and forms compound tenses with some accuracy | |
| Independently monitors own writing for spelling, some grammar and omissions | Independently monitors own writing for spelling, some grammar and omissions | |
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EAL Profile of Competence – Writing – Stage 5 (Primary)

| Lower Primary | Upper Primary |
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| Copes confidently and competently with the writing demands of all areas of the curriculum with no more errors or difficulties than an average monolingual speaker of English of similar age and ability. Demonstrates an age-appropriate written vocabulary and control of genre/style, and punctuation. | Copes confidently and competently with the writing demands of all areas of the curriculum with no more errors or difficulties than an average monolingual speaker of English of similar age and ability. Demonstrates an age-appropriate written vocabulary and control of genre/style, and punctuation. |