

Name:

Languages:

Other ASL needs: YES / NO

Class/Form:

Date of entry to UK education system:

Date															
EAL Stage															

Stage 1 Secondary	Responds to greetings/expressions														
	Watches others and joins in activities/routines														
	Joins in by repeating key vocabulary/sentence structure modelled by other pupils/adults in simple collaborative tasks														
	Understands the names of some familiar classroom/everyday objects														
	Names some familiar objects with visual support														
	Expresses needs using gesture/1-2 words/L1														
	Requests support with formulaic statements eg "I don't understand", "I need help" etc when required														
	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														
	Understands some basic classroom/playground English														
	Follows simple narrative/text with visual support														

**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**

Stage 2 Secondary	Communicates simple meanings efficiently in informal situations, though with many non-standard features.														
	Understands and is beginning to use English to contribute to group/class structured activity/discussion on subject specific topics														
	Combines or expands phrases to formulate statements and sentences to take part in games and some other collaborative curricular-focussed/subject specific activities														
	Describes things in terms of colour/size/ quantity in phrases/short sentences within subject specific curricular areas.														
	Uses simple adjectives and adverbs in phrases/short sentences														
	Gives simple instructions, directions and descriptions														
	Beginning to show awareness of some grammatical detail (eg plurals, s/he etc)														
	Appropriately uses simple present/ past tense in narrative/report genre														
	Requests support efficiently when needed and can ask simple questions about text/activities to aid understanding and participation														
	May move between English and home language to check understanding and communicate														
	Speaks fairly briefly with non standard features to give information about classroom topics/activities														
	Understands some detail of a subject lesson with visual support, rephrasing.														
	Understands a simple narrative/text with visual support and responds to questions to show comprehension														
	Retells familiar narratives/texts														
Follows the gist of a more complex narrative/text with visual support															

**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**

Stage 3 Secondary	Speaks with reasonable fluency and accuracy about familiar social topics																		
	Engages in longer informal conversation with adults/peers																		
	Contributes fairly confidently to group/class discussion on subject specific topics																		
	Speaks with reasonable fluency and some accuracy about subject specific topics/activities (context-embedded)																		
	Engages fairly confidently with supportive peers in curriculum focussed collaborative activities																		
	Beginning to explore complex ideas and concepts																		
	Has enough vocabulary to express most ideas																		
	Can explain a sequence of events using sequential language (first, then, next etc)																		
	Becoming more accurate in the use of plurals/pronouns and prepositions																		
	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																		
	Understands some curriculum-focussed teacher-talk including abstract explanation with visual support and repetition																		
Understands most information presented orally																			
Shows understanding of some of the detail of a longer narrative /curriculum topic by answering a variety of questions																			
If 'no' to any of the above, the pupil is at stage 3 If 'yes' to all of the above the pupil is at stage 3 or above																			
Stage 4 Secondary	Engages in sustained informal and formal (inc academic) conversation with adults/peers																		
	Confident in contributing to group/class discussion using appropriate vocabulary and largely accurate structures																		
	Speaks at length with considerable fluency and accuracy on subject specific topics/activities (context reduced)																		
	Initiates and engages confidently with peers in active learning and curriculum focussed collaborative activities																		
	Has a command of subject specific vocabulary in most areas of the curriculum and expresses and explores more complex ideas and concepts with some confidence																		
	Mostly accurate in the use of plurals, pronouns, prepositions etc																		
	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).																		
	Understands most curriculum focussed teacher talk inc. abstract explanation.																		
Shows understanding of most of the detail of a longer narrative /more complex topic by retelling and responding to questions																			
If 'no' to any of the above, the pupil is at stage 4 If 'yes' to all of the above the pupil is at stage 4 or above																			
Stage 5 Secondary	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.																		