

EAL Profile of Competence – Listening and Talking - Stages 1 and 2 (Secondary)

Secondary Stage 1	Secondary Stage 2	Strategies for supporting Listening and Talking at Stage 1	Strategies for supporting Listening and Talking at Stage 2
Responds to greetings/expressions	Communicates simple meanings efficiently in informal situations, though with many non-standard features.	<ul style="list-style-type: none"> • use gesture • 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 • use support to allow for quality time with pupil • model social language conventions • 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) • engage in collaborative tasks which allow pupil to take a non-verbal/shadowing role or use repetitive language • plan time for free talk and to talk about work • 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 (nb 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!) 	<ul style="list-style-type: none"> • teacher modelling / rephrasing sentences and questions • provide models of different language functions e.g. describing, explaining • provide paragraph starters using visual cues • respond words that extend and model / recast pupil utterances in correct form • allow time for child to mentally rehearse words • whole class reading (modelled by teacher) of fiction / non fiction • ask cloze questions, pupil to refer to visual cues • games to practice and recycle language • information seeking activities e.g. simple questionnaires • clarify language used across the curriculum • paired feedback at plenary sessions • provide beginnings of responses • display key curriculum vocabulary and highlight key items on worksheets • provide collaborative tasks • retell story / activity (eg investigation) through sequencing pictures, storyboarding etc • extend student's experience of working in groups • allow time to rehearse contributions / presentations • opportunities for drama / role play • opportunities to plan / talk in groups • opportunities for paired problem solving and feedback • information seeking activities • frameworks to scaffold pupil's talk • provide a purpose for listening • provide multiple choice oral questions • pre teach vocabulary • activate prior learning/brainstorm • ask direct questions to check understanding • give opportunities to practise key vocabulary and structures
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 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		
Understands the names of some familiar classroom/everyday objects			
Names some familiar objects with visual support	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		
Expresses needs using gesture/1-2 words/L1			
Requests support with formulaic statements eg "I don't understand", "I need help" etc when required	Requests support efficiently when needed and can ask simple questions about text/activities to aid understanding and participation		
Shows understanding by responding non verbally and verbally to closed/choice questions and instructions	May move between English and home language to check understanding and communicate		
Gives information on familiar topics (e.g. self/home) using known vocabulary, single words/short phrases	Speaks fairly briefly with non standard features to give information about classroom topics/activities		
Understands some basic classroom/playground English	Understands some detail of a subject lesson with visual support, rephrasing.		
Follows simple narrative/text with visual support	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		

EAL Profile of Competence – Listening and Talking - Stages 3 and 4 (Secondary)

Secondary Stage 3	Secondary Stage 4	Strategies for supporting Listening and Talking at Stage 3	Strategies for supporting Listening and Talking at Stage 4
Speaks with reasonable fluency and accuracy about familiar social topics		<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 lists 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 ▪ provide chapter summaries for novels 	<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 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/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)
Engages in longer informal conversation with adults/peers	Engages in sustained informal and formal (inc academic) conversation with adults/peers		
Contributes fairly confidently to group/class discussion on subject specific topics	Confident in contributing to group/class discussion using appropriate vocabulary and largely accurate structures		
Speaks with reasonable fluency and some accuracy about subject specific topics/activities (context-embedded)	Speaks at length with considerable fluency and accuracy on subject specific topics/activities (context reduced)		
Engages fairly confidently with supportive peers in curriculum focussed collaborative activities	Initiates and engages confidently with peers in active learning and curriculum focussed collaborative activities		
Beginning to explore complex ideas and concepts	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		
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	Mostly accurate in the use of plurals, pronouns, prepositions 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 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 some curriculum-focussed teacher-talk including abstract explanation with visual support and repetition	Understands most curriculum focussed teacher talk inc. abstract explanation.		
Understands most information presented orally			
Shows understanding of some of the detail of a longer narrative /curriculum topic by answering a variety of questions	Shows understanding of most of the detail of a longer narrative /more complex topic by retelling and responding to questions		

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

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.