

Name:

Languages:

Other ASL needs: YES / NO

Class/Form:

Date of entry to UK education system:

Date											
EAL Stage											

<b>Stage 1 Secondary</b>	Knows that print carries meaning										
	Shows interest in books										
	Handles books appropriately (front to back, title page etc)										
	May read in L1										
	Recognises own name in Eng										
	Knows most English letter names and sounds										
	Is aware that letter sounds can be used to build words										
	Knows that print in English reads left to right and top to bottom										
	Beginning to access meaning in classroom texts by using dual language dictionary, key words and visuals										
	Reads and understands class signs and labels in context										
	Able to read and understand familiar words and short sentences with visual support										
	May be able to decode text but with very limited comprehension										

**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**

<b>Stage 2 Secondary</b>	Knows all letter names and most sounds										
	Beginning to transfer awareness of rhythm, rhyme and alliteration into English										
	Extracts some meaning from subject specific texts with clear context and support of pictures, diagrams etc										
	Shows understanding of key points in class texts										
	Recognises some subject specific keywords										
	Can without visual support read and understand simple text which includes a range of familiar words and phrases										
	Can decode a simple text and read aloud individually										
	Reads (decodes) with some understanding unfamiliar simple text with visual support										
	Beginning to use written contextual clues to establish meaning in text										
	Reads back own writing										
	May decode text fairly accurately but with limited understanding										
	Beginning to use texts for research purposes with guidance and collaboration with supportive peers										
	Beginning to understand simple cohesive markers eg pronouns										

**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**

<b>Stage 3 Secondary</b>	Knows all letter names and sounds										
	Understands more detail of a text with visual support/explanation										
	Able to extract some meaning from text using written context clues										
	Makes some inferences independently										
	Shows awareness of some genre ie fiction, non-fiction										
	Understands some cohesive markers and can identify appropriate pronoun referents										
	Beginning to use text independently for some research purposes										
<b>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</b>											
<b>Stage 4 Secondary</b>	Understands much of the detail of a complex narrative and subject specific texts without visual support/explanation										
	Makes most inferences independently										
	Can identify the language conventions of most genres										
	Understands most cohesive markers and can identify appropriate pronoun referents										
	Uses texts independently for most research purposes with reference to index glossary										
<b>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</b>											
<b>Stage 5 Secondary</b>	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.										