

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

Secondary Stage 1	Secondary Stage 2	Strategies for Supporting Reading at Stage 1	Strategies for Supporting Reading at Stage 2
Knows that print carries meaning		<ul style="list-style-type: none"> • Encourage use of dual language dictionary – ensure pupil is literate in first language and has the requisite skills to use a dictionary • Provide support to learn alphabet • Teach letter sounds • share reading (books with illustrations) • 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 • provide 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 • 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 /plot & storylines • ask pupils to choose between True/False statements to show understanding of text • annotate text with translations of key words/phrases into first language • encourage pupil to make word bank/glossary in English and home language • label diagrams / texts with prepared cards (words and phrases) • pre teach key words prior to meeting in text • ensure word level work is appropriate 	<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 • label pictures and illustrations • provide sentence starters using visual cues. • create cloze procedures with key vocabulary and / or visual cues • provide support to enable pupil to match sentence beginnings to endings • model / rephrase sentences and questions • ICT e.g. Inspiration • provide activities to revisit and reinforce key language • ask focused questions to check or confirm understanding of text • make links across curriculum areas • encourage pupil to continue to keep word bank/glossary in English and home language • encourage ongoing use of dual language dictionary • set up paired reading e.g. with fluent reader or pupil who shares home language • 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 • provide character lists and summaries of longer class texts/novels etc • use collaborative reading activities eg information gap, jigsaw reading etc
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	Knows all letter names and most 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 transfer awareness of rhythm, rhyme and alliteration into English		
Beginning to access meaning in classroom texts by using dual language dictionary, key words and visuals	Extracts some meaning from subject specific texts with clear context and support of pictures, diagrams etc		
	Shows understanding of key points in class texts		
Reads and understands class signs and labels in context	Recognises some subject specific keywords		
Able to read and understand familiar words and short sentences with visual support	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 be able to decode text but with very limited comprehension	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		
		Talk about text	Talk about text

EAL Profile of Competence – Reading – Stages 3 and 4 (Secondary)

Secondary Stage 3	Secondary Stage 4	Strategies for Supporting Reading at Stage 3	Strategies for Supporting Reading at Stage 4		
Knows all letter names and sounds		<ul style="list-style-type: none"> • pick out key words (e.g. underlining, highlighting) to help understanding • preview text (e.g. introduce key vocabulary, ideas, subject matter, share similar stories, concept maps, word weaving, brain storm relevant topic etc) • encourage re-reading • use teacher/adult-led shared reading strategies • encourage shared reading in groups and pairs (eg set up ‘jigsaw’ reading activities etc) • scaffold questions leading to <i>how / why</i> questions • listen to taped stories for intonation / developing reading stamina • listen to others on tape • set up role play activities / act out play scripts • explain cultural references/nuances • provide dictionary / thesaurus work • reinforce subject specific language • use highlighters to track ideas at paragraph / text level • use visual / audio / video support for text • provide an interactive visual display around text • provide opportunities to link reading to personal experiences • practise hot seating characters • provide a framework to ask / answer questions about the text e.g. <i>who, what, where</i> grid • 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: center;">talk about text</p>	<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: center;">talk about text</p>		
Understands more detail of a text with visual support/explanation					
Able to extract some meaning from text using written context clues	Understands much of the detail of a complex narrative and subject specific texts without visual support/explanation				
Makes some inferences independently	Makes most inferences independently				
Shows awareness of some genre ie fiction, non-fiction	Can identify the language conventions of most genres				
Understands some cohesive markers and can identify appropriate pronoun referents	Understands most cohesive markers and can identify appropriate pronoun referents				
Beginning to use text independently for some research purposes	Uses texts independently for most research purposes with reference to index glossary				

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

Secondary
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.