

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

Secondary Stage 1	Secondary Stage 2	Strategies for Supporting Writing at Stage 1	Strategies for Supporting Writing at Stage 2
May write in L1		<ul style="list-style-type: none"> <li>ask pupil to copy short text that has been explained and discussed</li> <li>ask pupil to copy words and match to pictures / diagrams</li> <li>provide support for pupils to match sentence starters to sentence endings, then ask pupil to copy complete sentences</li> <li>provide pupil with essential subject notes to facilitate review and revision at a later date</li> <li>use gap fill exercises</li> <li>provide sentence starters</li> <li>model the writing for the pupil</li> <li>clearly organise information on the board</li> <li>devise shared group writing tasks with opportunities to 'have a go'</li> <li>use simple writing games and puzzles (eg word searches, crosswords etc) in pairs/groups to consolidate new learning/language</li> <li>ICT</li> <li>encourage pupil to write in first language</li> <li>prepare differentiated tasks for the pupil to complete while the others work independently</li> <li>ask pupil to sort/sequence simple jumbled sentences</li> <li>encourage the use of dual language dictionary where appropriate – check pupil can read in L1 and has competent dictionary skills</li> <li>provide subject specific/common word vocabulary lists linked to writing tasks</li> </ul> <p><b>talk about writing/use talking as an activity to prepare for writing</b></p>	<ul style="list-style-type: none"> <li>encourage peer modelling in small groups</li> <li>scribe for individuals</li> <li>devise paired writing tasks</li> <li>use storyboards</li> <li>talk about writing as it is done</li> <li>link the writing activity to the preceding talk or reading</li> <li>ask pupil to label pictures / diagrams with initial letter cues and use word lists</li> <li>ask pupil to write short phrases of two or more words</li> <li>create cloze procedures</li> <li>use writing frames to scaffold different styles/forms of writing required by subject areas.</li> <li>encourage the on going use of dual language/simple English dictionary as appropriate</li> <li>use interactive, collaborative tasks</li> <li>develop word banks (with illustrations / translations)</li> <li>encourage pupil to write in first language</li> <li>ICT</li> <li>Build semantic web/topic web of related vocabulary</li> <li>Provide example paragraphs and ask pupils to substitute a new set of information</li> <li>build in writing activities to consolidate new language eg writing crossword clues on key topic vocabulary</li> </ul> <p><b>talk about writing/use talking as an activity to prepare for writing</b></p>
	Attempts to write words when spellings are given orally		
	Attempts to write words using phonic knowledge		
Forms some letters (in English/L1)			
Consistently writes from left to right			
Copies text reasonably neatly and accurately			
Writes own name independently			
Can label pictures using familiar vocabulary with support			
Attempts to construct simple sentences with support using appropriate punctuation	Writes unaided short and simple sentences even if displaying some inaccuracies		
	Makes use of basic punctuation regularly		
Attempts to write unaided a limited number of words	Uses a basic written vocabulary accurately eg saw/wrote		
	Starting to write stories/accounts of events with adult support		
	Beginning to use simple tenses eg went/saw, will/going to		
	Makes use of simple conjunctions eg and/but to construct longer sentences		
	Beginning to monitor own writing for spelling and some omissions with support		

## EAL Profile of Competence - Writing – Stages 3 and 4 (Secondary)

Secondary Stage 3	Secondary Stage 4	Strategies for Supporting Writing at Stage 3	Strategies for Supporting Writing at Stage 4
Writes words when sounds/letters are given orally		<ul style="list-style-type: none"> <li>▪ use writing frames to scaffold first attempts</li> <li>• discuss context for writing</li> <li>▪ talk about the structure of English and possible similarities and differences with other languages e.g. different word order, articles</li> <li>▪ model writing for the pupil</li> <li>▪ provide sentence starters</li> <li>▪ support planning by sequencing key words and phrases prior to writing</li> <li>▪ introduce different connectives/conjunctions eg because, so, then, but, however etc</li> <li>• provide writing frames e.g. to practise connectives</li> <li>• provide opportunities to rehearse before writing</li> <li>▪ encourage paired work and peer evaluation</li> <li>▪ play games / activities to help understanding of prepositions, match nouns and pronouns, teach articles</li> <li>▪ provide visual stimuli for pupils to write from e.g. photos, video, artefacts</li> <li>▪ encourage students to learn from their mistakes</li> <li>▪ encourage student to punctuate while writing</li> <li>▪ ask pupil to read back the sentences to see if they 'sound right'</li> <li>▪ provide interactive display e.g. of new or key words</li> <li>▪ ICT</li> <li>• customise known text</li> <li>• provide simple grids or tables for pupils to complete</li> <li>• encourage the use of dual language/English to English dictionary as appropriate</li> </ul> <p style="text-align: center;"><b>talk about writing/use talking as an activity to prepare for writing</b></p>	<ul style="list-style-type: none"> <li>▪ establish writing partners</li> <li>▪ show good examples of texts and stories to demonstrate final outcome</li> <li>▪ talk about language within the context of the text e.g. parts of speech</li> <li>▪ discuss the differences between spoken and written English</li> <li>▪ brainstorm ideas in pairs / groups prior to writing</li> <li>▪ use highlighters to track ideas</li> <li>▪ use writing frameworks to scaffold writing in different genres/styles</li> <li>▪ provide classroom displays to highlight the literacy focus</li> <li>▪ devise activities to broaden the vocabulary around a theme</li> <li>▪ talk about writing e.g. with focus on sentence structure</li> <li>▪ encourage the use of dictionaries (mono and bi-lingual) and thesaurus</li> <li>▪ demonstrate and encourage the use of spider graphs / mind maps to organise writing e.g. brainstorm and mind map around key words</li> <li>▪ model use of bullet points / note taking</li> <li>▪ encourage awareness of word families e.g. photograph, photographer, photography</li> <li>▪ develop semantic awareness e.g. 'volume' in music and science</li> <li>• develop activities to incorporate ideas from source materials into own texts e.g. changing genre and register to fit own writing</li> <li>• demonstrate and encourage the use of punctuation to show clause and sentence structure and clarify meaning</li> <li>• encourage pupils to practise using paragraphs to separate and connect ideas</li> <li>• encourage pupils to practise writing extended texts</li> <li>▪ continue to model writing and text convention</li> <li>▪ support the use of subject specific language</li> <li>▪ use texts to develop figurative language e.g. metaphor / idiom etc</li> <li>▪ continue opportunities to rehearse 'out loud'</li> <li>▪ reread work to check flow and continuity</li> <li>▪ continue activities to form and use tenses correctly (e.g. timelines)</li> <li>▪ continue activities to broaden vocabulary choices</li> <li>▪ games and activities to develop use of adjectives, adverbs, determiners</li> <li>▪ teach how to combine ideas in writing by using subordination</li> <li>▪ use word order grids and cards</li> <li>▪ use (shared) activities to improve selected sentences / texts</li> <li>▪ provide feedback on an individual basis so pupil can understand how correct form clarifies meaning.</li> <li>▪ ICT</li> <li>▪ encourage the ongoing use of dual language/English to English dictionary as appropriate</li> </ul>
Writes unfamiliar words using phonic knowledge regularly in independent writing			
Writes short simple narrative/non-narrative text with prompts/frames/models			
Uses basic subject specific vocabulary and associated structures even if displaying some inaccuracies			
	Writes with a degree of accuracy and length showing some understanding and control of subject specific language/style/genre		
Beginning to use greater variety of conjunctions (because, then, so) to produce longer more complex sentences	Uses a variety of conjunctions to produce longer and more complex sentences		
Uses simple tenses with some accuracy and beginning to use a variety of compound tenses although displaying some inaccuracies	Moves between simple tenses appropriately and forms compound tenses with some accuracy		
Uses a range of punctuation with a degree of accuracy	Uses a range of punctuation regularly and accurately		
Monitors own writing for spelling, grammar and omissions with some adult support/prompt	Independently monitors own writing for spelling, grammar and omissions		
			<p style="text-align: center;"><b>talk about writing/use talking as an activity to prepare for writing</b></p>

## **EAL Profile of Competence – Writing – Stage 5 (Secondary)**

<b>Secondary</b>
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.