



NEW TO ENGLISH

The pupil may:

Use first language for learning and other purposes

Remain completely silent in the classroom

Be copying/repeating some words or phrases

Understand some everyday expressions in English but may have minimal or no literacy in English

Needs a **considerable** amount of EAL support.



EARLY ACQUISITION

The pupil may:

Follow day-to-day social communication in English and participate in learning activities with support

Begin to use spoken English for social purposes

Understand simple instructions and can follow narrative/accounts with visual support

Have developed some skills in reading and writing

Have become familiar with some subject specific vocabulary

Still needs a **significant** amount of EAL support to access curriculum.



DEVELOPING COMPETENCE

The pupil may:

Participate in learning activities with increasing independence

Be able to express self orally in English, but structural inaccuracies are still apparent

Be able to follow abstract concepts and more complex written English

Literacy will require ongoing support, particularly for understanding text and writing.

Requires **ongoing** EAL support to access curriculum fully.



COMPETENT

Oral English developing well, enabling successful engagement in activities across the curriculum

Can read and understand a wide variety of texts

Written English may lack complexity and contain occasional evidence of errors in structure

Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary

Needs **some/occasional** EAL support to access complex curriculum material and tasks.



FLUENT

Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.

Operates **without** EAL support across the curriculum.