

QCA EAL SCALE:

'A language in common: Assessing English as an Additional Language (EAL)'

Scale for assessing early progress in EAL

= two descriptions for attainment before English National Curriculum Level 1: Step 1, Step 2

= a further two descriptions for attainment within Level 1: Level 1 Threshold, Level 1 Secure

	Listening	Speaking	Reading	Writing
Step 1 (S1)	<ul style="list-style-type: none"> • Pupils listen attentively for short bursts of time. • Use non-verbal gestures to respond to greetings & questions about themselves. • Follow simple instructions based on classroom routines. 	<ul style="list-style-type: none"> • Echo words & expressions drawn from classroom routines & social interactions to communicate meaning. • Express some basic needs, using single words or phrases in English. 	<ul style="list-style-type: none"> • Participate in reading activities, know that in English print is read from left to right and from top to bottom. • Recognise own name and familiar words. • Identify some letters of the alphabet by shape and sound. 	<ul style="list-style-type: none"> • Use English letters & letter-like forms to convey meaning. • Copy or write own name and familiar words & write from left to right.
Step 2 (S2)	<ul style="list-style-type: none"> • Pupils understand simple conversational English. • Listen & respond to the gist of general explanations by the teacher, where language is supported by non-verbal cues, including illustrations. 	<ul style="list-style-type: none"> • Copy talk that has been modelled. • In speech, show some control of English word order. • Pronunciation is generally intelligible. 	<ul style="list-style-type: none"> • Begin to associate sounds with letters in English & to predict what the text will be about. • Read words & phrases learned in different curriculum areas. • With support, can follow a text read aloud. 	<ul style="list-style-type: none"> • Attempt to express meanings in writing, supported by oral work or pictures. • Generally their writing is intelligible to themselves and a familiar reader & shows some knowledge of sound & letter patterns in English spelling. • Building on their knowledge of literacy in another language, show knowledge of the function of sentence division.

	Listening	Speaking	Reading	Writing
Level 1 Threshold (1T)	<ul style="list-style-type: none"> • With support, pupils understand and respond appropriately to straight forward comments or instructions. • Listen attentively to a range of speakers, including teacher presentation to the whole class. 	<ul style="list-style-type: none"> • Speak about matters of immediate interest in familiar settings. • Convey meaning through talk and gesture & can extend what they say with support. • Speech is sometimes grammatically incomplete at word & phrase level. 	<ul style="list-style-type: none"> • Can read a range of familiar words & identify initial & final sounds in unfamiliar words. • With support, can establish meaning when reading aloud phrases or simple sentences & use contextual cues to gain understanding. • Respond to events & ideas in poems, stories & non-fiction. 	<ul style="list-style-type: none"> • Produce recognisable letters & words in texts, which convey meaning & show some knowledge of English sentence division & word order. • Most commonly used letters are correctly shaped, but may be inconsistent in their size & orientation.
Level 1 Secure (1S)	<ul style="list-style-type: none"> • In familiar contexts, pupils follow what others say about what they are doing and thinking. • Listen with understanding to sequences of instructions. • Usually respond appropriately in conversation. 	<ul style="list-style-type: none"> • Speak about matters of interest to a range of listeners & begin to develop connected utterances. • What they say shows some grammatical complexity in expressing relationships between ideas & sequences of events. • Convey meaning, sustaining their contributions and the listeners' interest. 	<ul style="list-style-type: none"> • Use knowledge of letters, sounds & words to establish meaning when reading familiar texts aloud, sometimes with prompting. • Comments on events or ideas in poems, stories & non-fiction. 	<ul style="list-style-type: none"> • Use phrases & longer statements which convey ideas to the reader, making some use of full stops & capital letters. • Some grammatical patterns are irregular & grasp of English sounds & how they are written is not secure. • Letters are usually clearly shaped & correctly orientated.