

St. Monica's Catholic Primary School EAL Policy



‘Let Trust, Respect and Love live here.’

Approved: Autumn 2025
Review due: Autumn 2026

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

At St. Monica's, we strive to ensure that all children are offered the opportunity and challenged to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Definition

We at St Monica's value the linguistic experiences that children bring with them. Pupils with EAL often live in a home where they are exposed to more than one language (spoken, heard or written). We understand that in some cases pupils will have English as the dominant language but are able to negotiate different language systems due to the exposure of other languages. Pupils who are considered multilingual may have varying degrees of competency and fluency in their home languages and English.

1 Introduction

At St Monica's we are committed to providing the best education for all our pupils. We strongly believe that all pupils need to feel safe, accepted and valued in order to learn and incorporate this into our school ethos. Pupils who are learning English as an additional language, this includes recognising and valuing their home languages and cultural background. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

2 Aims and objectives

2.1 To welcome and value the cultural, linguistic and educational experiences that BME pupils including those with EAL bring to the school.

2.2 To implement school wide strategies to ensure that BME/ EAL pupils are supported to access the curriculum across all areas.

2.3 To support EAL pupils to gain confidence and fluency in English in order to fulfil their academic potential.

2.4 To be able to assess the needs of BME/ EAL pupils and give appropriate provision throughout the school.

2.5 To monitor pupils progress systematically and analyse and use data critically to inform decisions on classroom management and curriculum planning.

2.6 The aim of this policy is therefore to help ensure that we meet all the needs of those children who are BME/ EAL. This is in line with the requirements of the Equalities Act (2010).

3 Teaching and learning style

3.1 St Monica's provide a system for staff to share planning with support staff. Plans will identify the demands of the National Curriculum and provide differentiated opportunities matched to individual BME/ EAL pupils' needs.

3.2 Staff will monitor children's progress and where having English as an additional language affects their progress an EAL support plan will be put in place. St Monica's use NASSEA steps to support this (See Appendix A)

3.3 Classroom activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in lessons. Staff review groupings and setting arrangements to ensure that BME/ EAL learners have access to strong English language peer models.

3.4 Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and learning
- Talking partners and trios
- Effective role models of speaking, reading and writing
- Additional visual support – posters, pictures, working walls
- Bilingual resources – dictionaries, key words list, bilingual staff/pupils/parents
- Pre-teaching of key vocabulary
- Writing frames
- Word banks
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Learning progresses, where possible, from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

4 Assessment for learning

4.1 In Key Stage 1 and Key Stage 2, we use the NASSEA assessments to measure and track the English language competence of EAL children whose learning is affected by having English as an additional language. Progress is monitored and assessments are completed termly and reviewed throughout the year by teachers. EAL targets are then set for those who are assessed at S4 or under to ensure sufficient language development and progress in learning. Those children

scoring at S5 and above will have their Literacy target as the other children and be monitored accordingly. Provision for these children is the class teacher's responsibility. Visual cues, multi-lingual resources and ICT support will be used accordingly to allow the EAL child to access the curriculum.

This assessment procedure is used across schools in Milton Keynes, and have been adopted according to advice from the Local Authority.

In EYFS we use Wellcomm. This toolkit helps identify children who may have speech and language development issues early on, making sure they get the support they need when it matters most. Early identification ensures children get the help they need, boosting their confidence and helping them thrive. WellComm uses easy-to-understand traffic light reporting to highlight a child's speech and language development. Green indicates an expected level, amber suggests targeted support may be needed and red signals more complex needs that could require referral to a speech and language specialist and personalised interventions. The children are assessed using this tool kit termly.

4.1 The school analyses BME/ EAL achievement regularly to evaluate the effectiveness of pupil progress within quality first teaching (QFT) and interventions.

4.2 A register is kept of all EAL children who require additional interventions to accelerate their progress and an individual EAL support plan is used as necessary.

5 Monitoring and review

5.1 This policy is monitored by the governing body, and will be reviewed in two years.

5.2 A governor will be appointed to have the responsibility for BME/ EAL pupils.

6 Parental involvement

6.1 We provide a welcoming admission process for the induction, assessment and support of newly arrived pupils to country and school and their families/carers.

6.2 We take account of parents/ carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

6.3 We actively strive to welcome parent involvement in all areas of school life and value their experiences and background.

This policy is reviewed a minimum of once every two years by school staff and is approved by the Governing Body.

Appendix A

NASSEA Framework Summary KS1



Pupils Name: Year Group: Class: Please date and highlight appropriately **Autumn** **Spring** **Summer**

Speaking, Listening and Understanding	Reading and Writing
<p>Step 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can understand and say words and phrases associated with the classroom and with immediate needs, when supported by gesture and communication symbols, e.g. <i>coat, toilet, drink.</i> <input type="checkbox"/> Understands and follows familiar, routines, taking cues from others, e.g. <i>Sit on the carpet. Tidy up time.</i> <input type="checkbox"/> Responds to name and greetings. <input type="checkbox"/> Can echo or make simple comments about routine, e.g. <i>Line up, dinner time.</i> <input type="checkbox"/> Can answer single step <i>wh</i> questions about routines and lesson content, in words or short phrases, e.g. <i>Where is your coat? What is this? Whose turn is it?</i> <input type="checkbox"/> Communicates in languages spoken in the home while in the setting <input type="checkbox"/> Beginning to show confidence in accessing the provision in the setting. <input type="checkbox"/> Follows a single step instruction when accompanied by supportive prompts e.g. line up. <input type="checkbox"/> May use gesture and touch when struggling to communicate meaning. <input type="checkbox"/> Can name some familiar items independently (personal and classroom items). 	<p>Step 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can recognise names of self and others. <input type="checkbox"/> Can respond to and recognise some familiar labels on displays and on posters. <input type="checkbox"/> Can use pictures as a route to establishing meaning. <input type="checkbox"/> Can choose own reading materials to follow own interests. <input type="checkbox"/> Can use some familiar initial sounds to establish meaning. <input type="checkbox"/> Can reproduce some letters in name or write own name. <input type="checkbox"/> Is beginning to record some words/phrases in taught sessions. <input type="checkbox"/> Can produce legible (but not always correctly oriented) letter forms. <input type="checkbox"/> Shows a developing interest in books. <input type="checkbox"/> Can link letters in own name to other unfamiliar words in print. <input type="checkbox"/> Is beginning to read some simple phrases/sentences using unfamiliar words. <input type="checkbox"/> Attempts to produce simple diagrams or images to convey own message.
<p>Step 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can understand when others talk about familiar and practical things in concrete experiences, when others use simplified talk. <input type="checkbox"/> Can communicate content about concrete matters during familiar and supported activities, <i>Hamza my friend. You(r) turn. My spade blue.</i> <input type="checkbox"/> Can listen attentively for a short time. <input type="checkbox"/> Can make a simple observation/comment with support. May use or point to artefacts/images to convey a message e.g. <i>Is a flower, put water in, Flower have drink, seed go in pot.</i> <input type="checkbox"/> Can communicate content in longer phrases and utterances using concrete supports. <i>Is a octopus... go in here. Look, Goldilocks sleep...in bed.</i> <input type="checkbox"/> Willing to join in alongside others. <input type="checkbox"/> Can use common tense forms of everyday verbs and generalise some rules, e.g. goed. <input type="checkbox"/> Is willing to initiate communication with others. <input type="checkbox"/> Can respond to simple phrased factual questions e.g. <i>Who lived in the castle? Which things use electricity?</i> <input type="checkbox"/> Can classify some common words. <input type="checkbox"/> Messages are often fragmented, but meaning and intention are clear. <input type="checkbox"/> Can use some common adjectives (happy/sad) 	<p>Step 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can respond to simple direct questions relating to the familiar and concrete. <input type="checkbox"/> Can independently use some visual cues to support reading. <input type="checkbox"/> Can join in with reading simple texts alongside others. <input type="checkbox"/> With scaffolding support, can rehearse and construct simple sentences. (subject, verb, object). <input type="checkbox"/> Can use basic tenses in writing, as featured in own speech. <input type="checkbox"/> Can mark spaces between words. <input type="checkbox"/> Can locate some features of a book e/g/ title, front cover, back cover etc). <input type="checkbox"/> Shows interest in using illustrated word books and class topic word banks. <input type="checkbox"/> Beginning to recognise/use capital letters including in own name. <input type="checkbox"/> Uses the pronoun 'I' in own writing.
<p>Step 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can engage with topical activity content, e.g. shared story, book focussed role play, story props. <input type="checkbox"/> Can recall and retell short sequences of events using some key topic vocabulary. (May still be fragmented.) <input type="checkbox"/> Is starting to construct a sentence, still with some inaccuracies. Can use basic adjectives (<i>big, little, red, happy</i>), plurals (<i>wellies, toys</i>) and some positional vocabulary (<i>in, out, on,</i> 	<p>Step 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can locate simple features of a book (title, front cover, back cover). <input type="checkbox"/> Is beginning to use some phonic and visual cues to attempt new words. <input type="checkbox"/> Can record some sentences about familiar events independently. <input type="checkbox"/> With scaffolding and/or oral rehearsal, can compose and write simple sentences (without full grammatical accuracy). <input type="checkbox"/> Handwriting is legible and mostly correctly oriented.

<p><i>under)</i> in conversation about familiar matters.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notices and can sometimes correct some irregularities in own speech, e.g. <i>goed/went</i>. <input type="checkbox"/> Interacts more independently with texts read aloud and audio materials. <input type="checkbox"/> Is beginning to take part in a dialogue of several exchanges. <input type="checkbox"/> With encouragement is willing to speak in more formal class situations. <input type="checkbox"/> Uses basic present, past and future tenses, although not always with full accuracy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Is aware of and can mark some sentences with capital letters and full stops. <input type="checkbox"/> Is beginning to make simple predictions about text. <input type="checkbox"/> Can express some ideas emerging from text e.g. Goldilocks is naughty. <input type="checkbox"/> Can compose a sentence orally before attempting to record it in writing.
<p>Step 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can independently express content well enough for anyone to understand in longer utterances, although with some syntax mistakes. <input type="checkbox"/> Can ask simple questions using appropriate intonation patterns. <input type="checkbox"/> Can communicate effectively with peers in social situations. <input type="checkbox"/> Can listen for longer periods, reacting spontaneously in the learning environment. <input type="checkbox"/> Where communication is supported by context clues, modelled and rehearsed, the pupil can express observations, personal opinions, and make simple prediction appropriate to the content of the activity. <input type="checkbox"/> Where support in L1 is given, can explain and comment appropriately, and relay some messages back in English. <input type="checkbox"/> Can express own wishes and feelings independently. <input type="checkbox"/> Can sustain a conversation about topical matters with adults or peers. 	<p>Step 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows engagement in reading a wide range of texts in class and for pleasure. <input type="checkbox"/> Can locate and make use of glossary/index/word bank. <input type="checkbox"/> Is beginning to use and mark syntax cues (e.g. tense markers and plurals) in reading and make predictions about events in stories. <input type="checkbox"/> Can make use of common spelling patterns to generate new words. <input type="checkbox"/> Can retell events from text in connected form when supported by rehearsal/scaffolding. <input type="checkbox"/> Can read and check own writing to check it makes sense. <input type="checkbox"/> Will attempt to read a wide range of class texts, at an appropriate level, asking and answering questions. <input type="checkbox"/> With scaffolding, can produce meaningful sentences and sequences to form a short text. <input type="checkbox"/> Can make vocabulary choices for writing using a word bank or display. <input type="checkbox"/> Can make independent use of basic punctuation. <input type="checkbox"/> Is beginning to record some common irregular words accurately.
<p>Step 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can understand the key ideas in most sessions/activities. <input type="checkbox"/> Can handle most routines and social situations confidently. <input type="checkbox"/> Can express own ideas, feelings and opinions in connected language both socially and academically where contexts are familiar and there are contextual supports. <input type="checkbox"/> Can use appropriate vocabulary related to topical tasks. Vocabulary is expanding rapidly. <input type="checkbox"/> Can understand and respond to <i>wh</i> questions and longer instructions. <input type="checkbox"/> Can ask simple questions about own work. <input type="checkbox"/> Can describe and narrate known content, in simple connected sentences, although may not always be in full accuracy. 	<p>Step 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can write simple, connected and mostly correct text about familiar topics. <input type="checkbox"/> Can connect sentences in simple ways, e.g. and, so. <input type="checkbox"/> Can connect simple forms of present, past and future tense appropriately (may not always be with full accuracy). <input type="checkbox"/> Can retell events confidently and engage with emotional content of stories. <input type="checkbox"/> Can express own ideas in written and picture form <input type="checkbox"/> Is willing to explore or discuss meaning of new words, making links to text and to own prior knowledge. <input type="checkbox"/> Joins in with drama/role play, poems and songs in class- some learned by heart. <input type="checkbox"/> Can write independently about personal experiences, real and imagined events and is beginning to use joined handwriting. <input type="checkbox"/> Can say then write words using knowledge of letters and sounds, many spelled correctly.
<p>Step 6</p> <p>This step sees pupils rapidly expanding their understanding and use of academic vocabulary, developing control and refining their use and range of grammatical structures within their existing repertoire as they respond to models within setting.</p> <p>They move backwards and forwards between needing more contextual support as new topics are introduced, and needing very little support where they are confident about the subject content, or are on familiar ground. They develop increased fluency in conveying ideas.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sometimes they can perform close to age related expectations. <input type="checkbox"/> Sometimes they perform lower than expectations where they have not shared the same experiences as their peers, or where cultural differences exist. 	<p>Step 6</p> <p>This step sees pupils rapidly expanding their understanding and use of academic vocabulary, developing control and refining their use and range of grammatical structures within their existing repertoire as they respond to models within setting.</p> <p>They move backwards and forwards between needing more contextual support as new topics are introduced, and needing very little support where they are confident about the subject content, or are on familiar ground. They develop increased fluency in conveying ideas.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This is particularly noticeable in reading, if the content of images and text is culturally unfamiliar and bears no reference to pupil's own experiences. <input type="checkbox"/> Think it, say it, write it... The pupil is likely to need drama and practical ways of visualising, modelling and rehearsing before recording in writing.



NASSEA Framework Summary Lower KS2

Pupils Name: Year Group: Class: Please date and highlight appropriately **Autum** **Spring** **Summer**

Speaking, Listening and Understanding	Reading and Writing
<p>Step 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has enough confidence to watch and listen to some speakers in a supportive situation for short periods of time, e.g. appears engaged during group work which is EAL-friendly. <input type="checkbox"/> Can follow a single step routine instruction when accompanied by supportive prompts e.g. <i>Line up.</i> <input type="checkbox"/> Can follow others to make choices in practical tasks and during routines. Can recognise and respond to some frequently used expressions connected to familiar routines, concrete matters and immediate needs, e.g. <i>Stick the paper in your book.</i> <input type="checkbox"/> Can respond with understanding to simple comments in the context of direct tasks with support, e.g. <i>We are going to colour the triangles green.</i> Responds to one-step <i>wh</i> questions, e.g. <i>Where is the cube?</i> (not 'why' questions at this step). <input type="checkbox"/> May still use gesture and touch to communicate meaning when struggling. Names some familiar items independently (personal and classroom items). <input type="checkbox"/> Can use single words and some phrases meaningfully to express needs or comment in a supportive situation. Some communications may be fragmented, e.g. <i>Miss, glue stick.</i> <input type="checkbox"/> Can answer simple direct questions relating to immediate task or familiar content, e.g. <i>here cube!</i> May echo heard words or phrases while processing meaning. 	<p>Step 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can recognise important signage around school e.g. <i>toilets, exits.</i> <input type="checkbox"/> Can recognise some common significant words by shape or by first letter. <input type="checkbox"/> Can form most English letters and copy known words. <input type="checkbox"/> Can use an age appropriate dual language dictionary. <input type="checkbox"/> Can recognise own name and names of some others in the setting. <input type="checkbox"/> Can recognise and respond to some frequently recurring nouns and verbs on displays. <input type="checkbox"/> Can match and spot familiar words related to task content or names of characters in familiar texts. <input type="checkbox"/> Is familiar with some initial sounds and uses them to establish meaning. Links letters in own name to other words. Makes use of pictures as a route to meaning. <input type="checkbox"/> Is confident enough to pick up books and make choices of texts to enjoy (including audio versions or electronic texts). <input type="checkbox"/> Can copy known words correctly into blanks as part of a taught sequence with familiar content, e.g. <i>the triangle is g-.</i> <input type="checkbox"/> Can add most basic layout features as taught (e.g. date, title). <input type="checkbox"/> Produces diagrams and images. Can write own name.
<p>Step 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can communicate content about concrete matters during familiar tasks, e.g. <i>put water in beaker, you in goal today.</i> <input type="checkbox"/> Can express the simplest parts of lesson content if it has been delivered with contextual support. May use or point to artefacts/images to convey their message. <input type="checkbox"/> Can recognise that verbs change form, and uses elements of tenses but cannot use verb forms with accuracy. <input type="checkbox"/> Can understand simple, straightforward sentences and frequently used expressions connected to the familiar, the concrete, and content with high contextual support, e.g. <i>Look at the pictures. This animal has fur. Find another animal with fur.</i> <input type="checkbox"/> Can take part in short, simple social conversations during familiar routines and practical tasks, e.g. <i>I like... Your turn...</i> <input type="checkbox"/> Can respond to simply phrased factual questions about lesson content, e.g. <i>How much did the bean grow? Show me.</i> <input type="checkbox"/> Can communicate some content about concrete matters during simple, routine, familiar tasks, e.g. <i>bean need water.</i> <input type="checkbox"/> Can use verbs like <i>go, do, make</i> and recognises that these words change form but cannot yet manipulate them accurately. <input type="checkbox"/> Speech is still often fragmented, but carries meaning. <input type="checkbox"/> Has a repertoire of common words and phrases appropriate to social language of peers for everyday matters. Can use some common adjectives (<i>big, fast, good</i>) to add detail. 	<p>Step 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can respond to one-step <i>wh</i> questions relating to images and familiar text. <input type="checkbox"/> Can read simple sentences relating to images which have already been discussed. <input type="checkbox"/> Can locate important high content words in texts (e.g. names of characters). <input type="checkbox"/> Can understand significance of full stops and capital letters in reading and in writing. <input type="checkbox"/> With scaffolding, can construct short sentences using familiar content. <input type="checkbox"/> Ready to attempt independent writing in some contexts. <input type="checkbox"/> Can recognise most initial consonants to support decoding and spelling. <input type="checkbox"/> Joins in with reading parts of familiar texts aloud (especially those with chorus/repetitive phrases). <input type="checkbox"/> Re-reads simple sentences and makes reference to items in accompanying pictures.
<p>Step 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can use the support systems and scaffolding offered in class (e.g. audio, files, glossaries, writing frames, vocabulary book). 	<p>Step 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can locate and use features such as title, blurb, contents, search, tabs. <input type="checkbox"/> Can retrieve information from texts and dictionaries at a simple level.

<ul style="list-style-type: none"> <input type="checkbox"/> Understands own needs in class, e.g. works towards objectives, asks for clarification in a focused way, roughs and drafts, seeks information in own preferred language. <input type="checkbox"/> Can recall and re-use important vocabulary taught in context; vocabulary is growing. <input type="checkbox"/> Can generalise how to construct a sentence, so independent speech now has more features such as plurals, positional language, adjectives and basic conjunctions. The pupil can express much more of lesson content and is less dependent on frequently heard phrases. Mistakes are still common, e.g. <i>The book is about a boy who war stripe pyjama.</i> <input type="checkbox"/> In a supportive situation, can ask the speaker to repeat or add detail in order to understand more of the message. <input type="checkbox"/> Responses show that the pupil is listening for longer and understanding new words and phrases when content is delivered with contextual support, e.g. <i>Look at all the animals. Show me the animals with fur.</i> Vocabulary is growing quickly and noticeably. <input type="checkbox"/> Can understand more of what is expected of pupils in the class, or individual targets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Can read with understanding a differentiated or specially written text. <input type="checkbox"/> Can use phonics to support decoding and spelling. <input type="checkbox"/> Can write sentences about familiar content (although spelling and syntax may be irregular). Can use capital letters and full stops. <p>With scaffolding, can construct short, simple, phrases and sentences using familiar and rehearsed content to convey meaning, e.g. <i>We all talked about the castle... Who can finish this sentence about the moat...?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning to use illustrated word books, on line resources and class topic word banks to find familiar content words. <input type="checkbox"/> Marks spaces between words and handwriting can be easily read. <input type="checkbox"/> Can attempt to engage with guided texts, picking out some known items, in text and images. <input type="checkbox"/> Shows an awareness of taught punctuation and taught layout features and attempts to use them, may not fully understand all the details e.g. question mark, comma etc.
<p>Step 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reacts to events with immediate independent comment, showing an understanding of what has been said in class, e.g. <i>I seen that! Miss fighting in castle there arrow gonna kill him.</i> <input type="checkbox"/> Is aware that there are higher levels of lesson content, and is starting to react to instructions asking pupils to compare things, or to predict outcomes. <input type="checkbox"/> Speech contains many errors, but is mostly easy to understand, except that the pupil cannot always explain when or where an event happened and this can cause confusion, especially after an incident. <input type="checkbox"/> Learns new words all the time and uses them in fresh contexts. <input type="checkbox"/> Can express own wishes and feelings independently. <input type="checkbox"/> Can join in spontaneously with comments or dialogue about known topical content and matters of immediate interest. Can self-correct grammatical/pronunciation errors while speaking. 	<p>Step 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has enough confidence to interact with a wide range of texts and may ask questions about the meaning of words. Decodes unfamiliar words with minimal support. <input type="checkbox"/> Notices and marks inflections in texts, e.g. plural endings and regular verb forms. <input type="checkbox"/> Can use taught features such as contents, glossary and headings in texts. <input type="checkbox"/> Can find a part of the story/text that s/he likes/dislikes and give a reason why. <input type="checkbox"/> Can retell full story content, adding details and emotional aspects, after oral rehearsal and scaffolding support. <input type="checkbox"/> With scaffolding, can write meaningful sentences and paragraphs. <input type="checkbox"/> Can extend the range of grammatical structures used in response to a model, if this is in context and reads own writing to check that it makes sense <input type="checkbox"/> Extends vocabulary choices for writing using thesaurus, word bank, word book, on-line resource or display. <input type="checkbox"/> Makes independent use of taught punctuation and can apply common spelling patterns.
<p>Step 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can understand most of the content when teachers speak clearly at a normal pace, if it is not very complex. Understands and responds independently <input type="checkbox"/> Listening stamina is increasing to a level approaching that of most peers. <input type="checkbox"/> Can engage fully with "How?" and "Why?" questions. <input type="checkbox"/> Can deal with language demands of day-to-day routines and common situations, and is able to converse socially on familiar matters. <input type="checkbox"/> Can produce simple, cohesive utterances on known, familiar content, or on topics related to personal opinions and experiences. <input type="checkbox"/> Can describe and narrate known content, in simple connected sentences, although with some grammatical errors. <input type="checkbox"/> Is able to provide details which explain content fully, e.g. <i>It was John and Sue, they took ball and bouncing it on window at playtime.</i> <input type="checkbox"/> Language difficulties do not prevent the pupil from enqaging actively in class. 	<p>Step 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can read texts if most of the language used is already familiar, i.e. about known content expressed in practised vocabulary. <input type="checkbox"/> Can retell events from a text adding relevant detail and can explore or discuss meaning of new words. <input type="checkbox"/> Can understand/discuss emotional content in stories in English. <input type="checkbox"/> Joins in with drama and role play, poems and songs in class -some learned by heart. <input type="checkbox"/> With plenty of practice and good, meaningful examples, the pupil can adopt the grammatical structures being taught in English to extend writing. <input type="checkbox"/> Can write simple, cohesive, mostly correct text in paragraphs (on familiar topics, after some modelling and rehearsal). <input type="checkbox"/> Can combine single clause sentences using taught conjunctions. <input type="checkbox"/> Can express own ideas and own experiences using a range of resources as scaffolding. <input type="checkbox"/> Can use a fuller range of English tenses mostly appropriately, if not always accurately.
<p>Step 6</p> <p>The pupil can sometimes perform closely to age-related expectations, but performance will be much lower at the beginning of a new topic, and during any kind of transition or change. Performance will improve again rapidly when transition is over or when the expressions and concepts associated with new topics become more familiar. The learner requires contextual support, scaffolding and rehearsal when terminology, content and linguistic demands of the subject are all new. From this point onwards, EAL is very much about the academic use of language and supporting speaking/listening as well as reading and writing.</p>	



NASSEA Framework Summary Upper KS2

Pupils Name: Year Group: Class: Please date and highlight appropriately **Autumn** **Spring** **Summer**

Speaking, Listening and Understanding	Reading and Writing
<p>Step 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appears confident enough to listen and take part in supportive situations where English is being used, e.g. in a group with friendly peers, or with an adult who makes the pupil feel able to join in. <input type="checkbox"/> Can recognise and react to frequently used expressions connected with familiar, concrete matters, current topics and immediate needs, e.g. will follow just like yesterday, here are the columns for hundreds, tens and units if the visuals are good. <input type="checkbox"/> Communication is more effective when speakers show consideration of EAL needs (e.g. by limiting their speech or by using visuals); it is very limited when they do not. <input type="checkbox"/> Can respond to routine classroom instructions, especially if supported by gesture, e.g. go to your groups. <input type="checkbox"/> Can understand one-step <i>wh</i> questions based on routines or familiar content, e.g. Who went to the moon? <input type="checkbox"/> Can answer one step <i>wh</i> questions with single words or short phrases. <input type="checkbox"/> Can use some English words and phrases to express content in a supportive situation, e.g. That one half. May use device, glossary or vocabulary book to find and store new words independently. <input type="checkbox"/> Can use single words and short phrases to meet routine language demands of classroom and school, e.g. I no pencil. <input type="checkbox"/> Pronunciation is often unclear, may be heavily influenced by L1 at first, English pronunciation will develop over time. May echo heard words or phrases while processing meaning. 	<p>Step 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can recognise own name and some routine social sight words on signs and posters. <input type="checkbox"/> Can recognise important signage around school and the classroom. <input type="checkbox"/> Can recognise many frequently used content words by shape or by first letter. <input type="checkbox"/> Can match and spot familiar content words in text. <input type="checkbox"/> Can understand the significance of labels in the classroom and on diagrams. <input type="checkbox"/> Makes use of pictures as a route to meaning. <input type="checkbox"/> If literate in another language, uses dual text dictionary or glossary. <input type="checkbox"/> If literate in another language, may use web resources in that language as a learning support (depending on availability). This can usefully continue throughout all steps if the pupil finds it helpful. <input type="checkbox"/> Can form most English letters and appears confident enough to try and write in English to fill in blanks, copy unknown words or labels/diagrams. <input type="checkbox"/> Can write own name and complete routine writing tasks which have been taught e.g. ticking a choice. <input type="checkbox"/> Can conform to taught expectations about layout features, such as writing the date or putting a heading in bold. <input type="checkbox"/> Can produce diagrams/images and label them.
<p>Step 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can understand simple, straightforward sentences and frequently used expressions connected to the familiar, the concrete and content with high contextual support, e.g. <i>Look at the leaflet. Find the map. Find the web site.</i> <input type="checkbox"/> Can understand the main point in short, simple, clear announcements. <input type="checkbox"/> Can take part in short, simple social conversations about familiar or practical matters, able to negotiate some matters with peers, e.g. <i>rubber, please? I do that one?</i> <input type="checkbox"/> Can respond to simply phrased factual questions about lesson content, e.g. <i>Is the leaflet about animals or about shops?</i> <input type="checkbox"/> Vocabulary may be 1,500 words or more <input type="checkbox"/> Can communicate some content about concrete matters during simple, routine, or familiar tasks, e.g. <i>picture on front page.</i> <input type="checkbox"/> Can use common verbs like 'go', 'do' and 'make'. Recognises that these change form, so tries some different versions, but cannot yet manipulate them accurately. Speech is still often fragmented, but carries meaning. <input type="checkbox"/> Can communicate socially with peers using a repertoire of common words and phrases. <input type="checkbox"/> Independent communication about lesson content remains restricted but with scaffolding and rehearsal, the pupil can communicate more, e.g. <i>The leaflet is about...yes, animals in the zoo. Now you say it. The leaflet..</i> <input type="checkbox"/> Can use some common adjectives e.g. big, fast, good. 	<p>Step 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can find a piece of simple, predictable information in a short text of familiar style, a diagram, a table, or a poster in order to answer a simple <i>wh</i> question. <input type="checkbox"/> Can read simple sentences relating to images which have already been discussed. <input type="checkbox"/> Can locate high content words in texts (e.g. names, important nouns). <input type="checkbox"/> Understands the significance of full stops when reading. <input type="checkbox"/> If using a bilingual dictionary or device, is starting to use this independently, if not always effectively. <input type="checkbox"/> Can recognise most initial and some final consonants to support decoding known words. <input type="checkbox"/> With scaffolding, can write short, simple phrases and sentences with familiar, rehearsed content, e.g. <i>Visit our zoo.</i> <input type="checkbox"/> Can use layout features which are currently being taught if there are examples on show. <input type="checkbox"/> Is confident enough to try writing words and phrases independently in some situations (e.g. towards the end of the week, after lots of practise and examples). Errors show that the pupil is making informed guesses based on what s/he has learned. <input type="checkbox"/> Uses glossaries and other sources of vocabulary if these are provided for the topic. The emphasis is still on content words. If accessing dual language resources, can use these to improve writing. <input type="checkbox"/> Handwriting shows control and can use capital letters and full stops.
<p>Step 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> In a supportive situation, can ask the speaker to repeat or explain words in order to understand more of the message. The pupil does this appropriately and interacts with the message content as expected. <input type="checkbox"/> Responses show that the pupil is listening for longer, and understanding new words and phrases when content is delivered with enough contextual support, e.g. <i>In our leaflet, look at the pictures, captions and the list of attractions.</i> <input type="checkbox"/> Vocabulary is growing very quickly and noticeably. <input type="checkbox"/> The pupil understands and can use independently many of the support systems and scaffolds which are in place. 	<p>Step 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can use features of texts in print and on line to locate information e.g. contents page, tabs, links. <input type="checkbox"/> Can join in with a paired/guided reading session or similar provision. <input type="checkbox"/> Shows some interest and enjoyment in texts. Beginning to make some choices about what to look at or read in English. <input type="checkbox"/> Can read specially written or differentiated texts with understanding. Can read with correct intonation for statements and questions. Can guess from context what unknown words might mean. <input type="checkbox"/> Uses taught phonics cues to decode unknown words. Some pupils now benefit from phonics

<ul style="list-style-type: none"> <input type="checkbox"/> Can use new taught items of vocabulary associated with the current unit of work, and can collect/learn appropriate words independently. <input type="checkbox"/> The pupil is confident enough to use all available support and to check with others when in doubt. S/he may ask how to say something, or ask for feedback about if s/he spoke correctly. <input type="checkbox"/> Can communicate immediate, concrete matters in longer utterances, with some cohesion. <input type="checkbox"/> Has the confidence and skill to speak in a range of situations. <input type="checkbox"/> Can construct own spoken sentences based on what s/he knows about English, no longer dependent on using frequently heard phrases. <input type="checkbox"/> Speech now has more features such as plurals, some adjustment of verb forms, conjunctions like 'and' or 'because' and positional language. These features appear in response to the experiences the pupil has, and they take time to become regular, so speech at this stage is more extended but with many errors (the pupil may feel frustrated). 	<ul style="list-style-type: none"> provision if this is delivered with their vocabulary needs in mind. <input type="checkbox"/> Is aware of support (resources and/or provision) provided in class and uses it effectively. <input type="checkbox"/> Can write sentences about familiar content independently, and can make meaning, although with errors of spelling, punctuation and grammar. <input type="checkbox"/> Makes good use of models and scaffolds, constructs more accurate text with this kind of support. Understands how to use what is provided and what s/he needs to do in order to meet given objectives or personal targets. <input type="checkbox"/> Can use capital letters, full stops and question marks consistently. <input type="checkbox"/> Shows an awareness of taught layout features and attempts to use them. <input type="checkbox"/> Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate.
<p><u>Step 4</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is aware of levels in the lesson beyond the most concrete or simple, and starts to react to more abstract or complex content. For example, in answer to <i>Why is this leaflet better than that one?</i> The pupil might say <i>Zoo leaflet got good pictures and a map.</i> <input type="checkbox"/> Reacts to events with immediate independent comment, showing an understanding of what has been said in class, e.g. <i>they said got elephant with seat on it, get a ride on that.</i> <input type="checkbox"/> Can usually be understood easily, although speech contains many errors. The pupil cannot easily express details like who, when and where without prompting and scaffolding. <input type="checkbox"/> Learns new words all the time and uses them in fresh contexts. <input type="checkbox"/> Can express own feelings and wishes independently. <input type="checkbox"/> Can join in conversations spontaneously. <input type="checkbox"/> Can self-correct some grammatical or pronunciation errors. <input type="checkbox"/> With scaffolding and rehearsal, can express a lot of lesson content. 	<p><u>Step 4</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Has enough confidence to attempt to read more kinds of texts, and asks questions about meaning and can decode unfamiliar words using a range of strategies. <input type="checkbox"/> Looks for texts (on paper and on screen) and audio texts which reflect own interests or current topics. <input type="checkbox"/> Reads aloud, marking inflections (e.g. plurals and -ed endings) <input type="checkbox"/> Can use layout features to find information in an age appropriate way. <input type="checkbox"/> Can give and explain an opinion about a text or story. <input type="checkbox"/> Can re-tell text content with significant details, after scaffolding and rehearsal, e.g. Zoo is interesting with good elephant picture and has café and train. Big reptile house. Can see feeding lions. <input type="checkbox"/> Can write meaningful sentences and paragraphs which reflect taught content. <input type="checkbox"/> Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, arising from discussion of models of writing with similar structure, vocabulary and grammar. <input type="checkbox"/> Writing is proof read for spelling and punctuation errors. <input type="checkbox"/> Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.
<p><u>Step 5</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Can understand most of the content when teachers speak clearly at a normal pace, if it is not very complex. <input type="checkbox"/> Listening stamina is increasing to a level approaching that of most peers. <input type="checkbox"/> Can understand and respond to longer questions and instructions. <input type="checkbox"/> Can deal with the language demands of all routines and common situations in school. <input type="checkbox"/> Can engage fully with 'How' and 'Why' questions. <input type="checkbox"/> Asks for support and clarification where necessary, and asks questions about own work. <input type="checkbox"/> Can deal with most day-to-day routines and common situations, and is able to converse socially on familiar matters and on task where there is contextual support. <input type="checkbox"/> Can produce simple, cohesive utterances on known, familiar content, or on topics related to personal opinions and experiences. <input type="checkbox"/> Can describe and narrate known content in simple connected sentences although with some grammatical errors. <input type="checkbox"/> Can provide details which explain content fully, e.g. <i>The café open every day from 9.00 to 3.00. It is next reptile house. Buy ice cream, have coke and crisp, seat outside.</i> <input type="checkbox"/> Language difficulties do not prevent the pupil from engaging actively in class. <input type="checkbox"/> Can use English to express reasoning. 	<p><u>Step 5</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Can read texts if most of the language used has been previously introduced, i.e. about known content expressed in known vocabulary. <input type="checkbox"/> Will look up unfamiliar words and can explore or discuss meaning of new words. <input type="checkbox"/> Can understand/discuss emotional content in stories in English (s/he may already be doing this at a high level in another language, so if possible, encourage use of L1 to extend engagement). <input type="checkbox"/> Language difficulties do not prevent the pupil from joining in with drama or other structured speaking/reading activities in class. <input type="checkbox"/> Can write simple, cohesive, mostly correct text on familiar topics after some rehearsal. <input type="checkbox"/> Can combine single clause sentences using taught conjunctions. <input type="checkbox"/> Is learning to link ideas between paragraphs. <input type="checkbox"/> Can express own ideas and describe own experiences and impressions in text, using a range of resources as scaffolding. <input type="checkbox"/> Uses a fuller range of English tenses mostly appropriately, if not always accurately. <input type="checkbox"/> Structure and organisation of writing is informed by its audience, purpose and content through the appropriate use of: <ul style="list-style-type: none"> - Paragraphs to organise and link, Adverbials of time, place and number, Pronouns and nouns (cohesion), Tense choice and other devices (cohesion)
<p><u>Step 6:</u> The pupil will move on from Step 5, becoming less in need of contextual support and more fluent. Then, at the start of a new topic or during any time of change, the pupil will move back towards needing more scaffolding and contextual support. As the new situation becomes more familiar, or as the language and concepts of the new topic become embedded, the pupil begins to function more independently. From this point onwards, EAL is very much about the development of academic language and the need to support speaking/listening skills as well as writing.</p> <ul style="list-style-type: none"> - Can sometimes perform close to age-appropriate expectations. - Sometimes needs more support and scaffolding than others. 	