|  |  |  |  |
| --- | --- | --- | --- |
| **EAL Stage 1** *New to English* |  **EAL Stage 2** *Early Acquisition* |  **EAL Stage 3** *Developing Competence* |  **EAL Stage 4** *Competent* |
| Joins in activities and routines | Joins in group activities | Joins in whole class discussions | Joins in whole class discussions to give group feedback and share opinions |
|  |  |  |  |  |  |  |  |
| Repeats words and phrases used by other pupils and adults | Beginning to use wider range of basic words and some topic words | Understands and uses basic, mature words and topic/subject words  | Understands and uses wide range or basic, mature and specific topic words |
|  |  |  |  |  |  |  |  |
|  Understands and names some classroom and everyday objects |  Understands class topics with pictures and simple explanations to support | Understands details of topics with pictures and repetition to help/support | Understanding detail of topics through answering a variety of questions |
|  |  |  |  |  |  |  |  |
| Join in simple conversations (eg Good morning, how are you?) and answer with a gesture or a smile | Asks simple questions to support understanding and joining in | Speaks English using longer and more complex sentences | Speaks correctly and at length about class and social topics |
| Date: |  |  |  |  |  |  |  |
|   |  Beginning to use plurals (eg. cats, boxes), articles (eg. a, the), pronouns (eg. he, she, they) and prepositions (eg. to, at, an) more often | Uses plurals (eg. cats, boxes), articles (eg. a, the), pronouns (eg. he, she, they) and prepositions (eg. to, at, an) more often | Uses articles (eg. a, the), pronouns (eg. he, she, they) and prepositions (eg. to, at, an) correctly |
|  |  |  |  |  |  |  |  |
| Says what is wanted by using gesture, 1 or 2 words in English and home language |  Uses Present Simple tense correctly (I dance, he dances)  | Uses Present Simple tense (I dance/ he catches) and Present Continuous tense (I am dancing/ he is catching) |  |
|  |  |  |  |  |  |  |  |
| Shows understanding of simple information with pictures or gestures to support | Beginning to use Past Simple tense for regular verbs (I danced) and some irregular verbs (I got, I went, I caught) | Uses Past Simple tense for regular verbs (I danced) and lots of irregular verbs (I caught) correctly.  |  Uses Past Simple tense with all regular verbs ( I danced) and most irregular verbs (he caught) correctly |
|  |  |  |  |  |  |  |  |
|  Follows simple everyday instructions | Follows a short set of instructions | Beginning to use more verb tenses such as Past Continuous (I was dancing), Future (I will dance) and Conditional (I would dance)  | Uses more verb tenses such as Past Continuous (I was dancing), Future (I will dance) and Conditional (I would dance) correctly most of the time |
|  |  |  |  |  |  |  |  |
| Beginning to speak English using simple words or short phrases |  Uses simple words in short sentences in English | Beginning to use words such as might, may, could, would be etc. | Uses words to talk about probability and prediction such as might, may, could |
|  |  |  |  |  |  |  |  |
| Answers yes/no and either / or questions | Answers yes/no and simple open questions | Answers questions of different type  | Talks about complex ideas and concepts using longer and more complex sentences |
|  |  |  |  |  |  |  |  |