

Name \_\_\_\_\_



**NASSEA EAL STEPS -Listening and Understanding**

<b>STEP 1 (S1)</b>	1	2	3
Listens attentively for short bursts of time			
Uses non verbal gestures to respond to greetings and questions			
Follows simple instructions based on the routines of the classroom			
Relies on listening skills in home language			

<b>STEP 2 (S2)</b>	1	2	3
Understands simple conversational English in familiar contexts			
Listens and responds to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations			
Demonstrates understanding of classroom language with teacher repetition and explanation			

<b>Threshold (S3)</b>	1	2	3
Pupils understand and respond appropriately to simple comments, Closed questions or instructions with contextual support			
Listens attentively to a range of speakers, including teacher presentations to the whole class			
Responds appropriately when the teacher is talking in a small group			
Listens to stories, poems and demonstrates interest			

<b>Secure (S4)</b>	1	2	3
Follows what others say in familiar contexts			
Listens and responds appropriately to a sequence of instructions			
Responds appropriately to a range of different question types (including open questions)			

Record on National curriculum levels if appropriate from this point

<b>Consolidating (S5)</b>	1	2	3
Shows evidence of understanding of the gist of lesson content			
Understands most conversations when the subject of the conversation is more concrete (Fully competent in basic interpersonal communication skills )			
Understands some conversations when the subject of the conversation is more abstract with figurative and idiomatic expressions (cognitive and academic language proficiency)			
Demonstrates understanding of formal and informal language			

<b>Competent (S6)</b>	1	2	3
Understands most conversations when the subject is more abstract with figurative and idiomatic expressions			
Participates as active speaker and listener in group tasks			
Understands more complex academic discourse and specialist interactions as appropriate to age (cognitive and academic language proficiency)			
Understands social and general school interactions delivered at normal speed			
Understands many culturally embedded references and idioms, but some may still require explanation			

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<b>NASSEA EAL STEPS –Speaking</b>			
<b>STEP 1 (S1)</b>	1	2	3
Echoes words and short phrases drawn from classroom routines and social interactions			
Expresses some basic needs, using simple, single words or phrases in English			
Speaks in home language			

<b>STEP 2 (S2)</b>	1	2	3
Joins in predictable refrains/ repetitive language			
Copies talk that has been modelled			
Generates single word utterances and telegraphic language in the context of social interactions			
Pronunciation is generally intelligible			
May demonstrate common grammatical structures for familiar social contexts			

<b>Threshold (S3)</b>	1	2	3
Speaks about matters of immediate interest in familiar settings			
Conveys meaning through talk and gesture and can extend what they can say with support			
Speech is sometimes grammatically incomplete at word and phrase level			
Has a functional vocabulary for social needs			

<b>Secure (S4)</b>	1	2	3
Speaks about matters of interest to a range of listeners			
Has a growing repertoire of extended phrases or simple sentences in the context of a range of curriculum activities			
Speech shows some grammatical complexity in expressing relationships between ideas and sequences of events			
Begins to develop connected utterances			

Record on National curriculum levels if appropriate from this point

<b>Consolidating (S5)</b>	1	2	3
Begins to engage in a dialogue or a conversation within an academic context			
Begins to produce lengthy chunks of organised connected speech			
Demonstrates the ability to modify own language use in context			
Demonstrates an increasing range of academic and more abstract vocabulary			

<b>Competent (S6)</b>	1	2	3
Uses language appropriately across the curriculum for different academic purposes (e.g. explaining); some minor errors may still be evident			
Shows control of functional use of language at discourse level			
Becoming more competent at academic clause construction			
Makes appropriate choice of vocabulary for different context and purposes (including some use of idioms)			

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**NASSEA EAL STEPS - Writing**

<b>STEP 1 (S1)</b>	1	2	3
Uses English letters and letter-like forms to convey meaning			
Copies or writes name and familiar words			
Can write from left to right			
May possess some writing skills in home language			

<b>STEP 2 (S2)</b>	1	2	3
Attempts to express meaning			
Writing is generally intelligible to self and a familiar reader			
Shows some knowledge of sound and letter patterns in English spelling			
Shows knowledge of the function of sentence division			
May be able to write in home language			

<b>Threshold (S3)</b>	1	2	3
Produces recognisable words in texts, which convey meaning			
Can generate simple sentences			
Most commonly used letters are correctly shaped but may be inconsistent in their size and orientation			
Demonstrates a growing awareness of spelling patterns of familiar words			

<b>Secure (S4)</b>	1	2	3
Uses phrases and longer statements that convey ideas to the reader			
Makes some use of full stops and capital letters			
Begins to apply grammatical rules in familiar contexts (e.g. narratives), with some accuracy			
Letters are usually clearly formed and correctly orientated			

Record on National curriculum levels if appropriate from this point

<b>Consolidating (S5)</b>	1	2	3
Uses a range of grammatical structures when given 'scaffolding' support such as writing frameworks and a specific focus on the linguistic requirements of different kinds of writing			
Without support, ideas are contained in separate sentences or through simple connectives (e.g. and, but) rather than linked through the use of clauses			
Attempts to modify writing as appropriate to the demands of the genre			

<b>Competent (S6)</b>	1	2	3
Produces appropriately structured and generally accurate work in a variety of familiar contexts without support			
Recognises and applies organisational features of new genre with support			
Recognises and applies linguistic features of new genre with support			

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**NASSEA EAL STEPS –Reading**

<b>STEP 1 (S1)</b>	1	2	3
Participates in reading activities and knows the difference between print and pictures			
May read in home language and be able to build on knowledge of literacy in this language			
Knows that print, in English, is read from left to right and top to bottom			
Recognises own name and other familiar words			
Can identify some letters of the alphabet by shape and sound			

<b>STEP 2 (S2)</b>	1	2	3
Begins to associate sounds with letters in English			
Begins to predict what texts will be about			
Can read some words and phrases learned in different curriculum areas			
Can follow a text read aloud with support			

<b>Threshold (S3)</b>	1	2	3
Can read a range of familiar words			
Can identify initial and final sounds in unfamiliar words			
Can establish meaning when reading aloud phrases or simple sentences, with support			
Uses contextual clues to gain understanding			
Responds to events and ideas in poems, stories and non-fiction			

<b>Secure (S4)</b>	1	2	3
Can read simple texts			
Uses knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting			
Comments on events or ideas in poems, stories and non-fiction			
Beginning to guess the meaning of unknown words from context			

Record on National curriculum levels if appropriate from this point

<b>Consolidating (S5)</b>	1	2	3
Uses more than one strategy (phonic, graphic, syntactic and contextual) in reading unfamiliar words			
Can read and extract information from a variety of texts			
Beginning to recognise the features of different genres			

<b>Competent (S6)</b>	1	2	3
Demonstrates understanding of some culturally embedded references and idioms			
Reads a range of complex texts			
Reads beyond the literal using higher order skills such as inference, deduction and hypothesis			
Evaluates and analyses the content of texts			