

DEPTFORD GREEN SCHOOL  
ENGLISH AS AN ADDITIONAL LANGUAGE  
DEPARTMENT

# Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment Steps 1-6

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**Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6**

**Achieving Step 1 (S1)**

**A-/A = NEW TO ENGLISH**

	<b>EAL STEP DESCRIPTORS</b>	<b>Pupils within STEP...</b>
<b>Listening</b>	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to what others do e.g. watches and may imitate</li> <li><input type="checkbox"/> Are alert to words addressed to them, although may remain silent for weeks or months</li> <li><input type="checkbox"/> Respond with non-verbal gestures e.g. nodding smiling to friendly approaches</li> <li><input type="checkbox"/> Respond to English in L1</li> <li><input type="checkbox"/> Concentrate for short periods</li> <li><input type="checkbox"/> Responds appropriately to simple instructions to whole class e.g. sit down</li> <li><input type="checkbox"/> Recognises names of some familiar classroom objects</li> </ul>
<b>Speaking</b>	Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use single words to indicate instructions, greetings, requests e.g. yes/no, hello/goodbye</li> <li><input type="checkbox"/> Use words and phrases from familiar classroom routines e.g. answer name on register, ask about next lesson</li> <li><input type="checkbox"/> Differentiate questions and statements by gestures and intonations e.g. toilet,</li> <li><input type="checkbox"/> Use words without connection between them or inflections</li> <li><input type="checkbox"/> Can communicate likes/dislikes dietary requirements</li> </ul>
<b>Reading</b>	Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can read own name</li> <li><input type="checkbox"/> Can recognise some words / symbols in context e.g. Nike</li> <li><input type="checkbox"/> Takes part in reading activities</li> <li><input type="checkbox"/> Can follow a line of print from left to right and page read from top to bottom</li> <li><input type="checkbox"/> If without prior literacy experience, learn to handle books and recognise they can be grouped by topic</li> <li><input type="checkbox"/> Is beginning to recognise some individual sound/symbol relationships in English</li> </ul>
<b>Writing</b>	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.	<ul style="list-style-type: none"> <li><input type="checkbox"/> May produce similar texts to English L1 pupils if very young</li> <li><input type="checkbox"/> May include elements of writing from L1, or use knowledge from L1</li> <li><input type="checkbox"/> Reflects English conventions in directionality and layout on page</li> <li><input type="checkbox"/> Can copy name and some familiar words</li> <li><input type="checkbox"/> Can write own name and some familiar words independently</li> </ul>

1. Target setting for EAL pupils with no English - Step 1

A-/A = NEW TO ENGLISH

**Long term aims**

- To settle into school routine
- To access the curriculum
- To acquire conversational English
- To acquire listening comprehension skills
- To acquire basic literacy skills in English

**Short term targets**

- To listen attentively for short bursts of time
- To follow simple class instructions
- To take the lead from peers and respond to 'buddies'
- To use non-verbal gestures to make himself/herself understood
- To respond to own name and greetings
- To echo words and expressions used in class
- To express basic needs using single words
- To understand print reads from left to right
- To join in reading activities
- To recognise names and familiar words
- To identify letters by sound and name
- To write own name
- To use a given sentence model and complete a sentence

Teaching Suggestions for EAL pupils with no English – Step 1

A-/A = NEW TO ENGLISH

- Extensive use of the buddy system when a child is a new arrival works well. An EAL child with little English can be supported by peers to understand and join in with class activities.
- Make sure the new arrival is placed in a good ability group where s/he will hear good models of spoken English.
- Allow the child to go through the 'silent period' as s/he needs time to tune into a new language. This could last for weeks or even months.
- When the child does begin to speak, it may only be in single word utterances. Avoid open questions!
- Use visual support wherever possible – pictures, photographs, pictorial dictionaries, artefacts, diagrams.
- Pictorial dictionaries are an excellent resource as many have accompanying vocabulary activity books.
- Face the child whenever you are talking to him/her and expect them to watch you carefully.
- Speak in a clear voice using short simple sentences. Stick to the same phrases.
- Make a point of speaking to the child even though s/he may not appear to understand. Re-phrase the sentence using gestures and pictures to ensure understanding.
- Include the child in all class lessons, including the literacy hour, right from the very first day. This will help him/her to acquire vital listening comprehension and speaking skills.
- Extend his/her speech, by giving the child the correct language model.
- Gradually include him/her in class discussions by using closed questions that you know the child can answer. Be prepared for limited answers. A good way forward is to give the information first, followed by a direct question.
- Encourage the child to begin to talk about a task. Role model the answer first if necessary, and explain the words he/she does not know.
- Using the child's first language in order to record work is quite acceptable at first.
- Reading activities are an excellent way of engaging a bilingual pupil. Good books with excellent illustrations are an endless source for new vocabulary and discussion. Always introduce the book first, talk about the illustrations and check the child understands the vocabulary. Ask questions that necessitate one word answers and finally read the book together.
- Provide differentiated written tasks. In the very early stages the following activities can be incorporated: Labelling // Transferring information from one format to another (ie text to chart) // sorting mixed sentences // completing sentences // sequencing activities // matching words and pictures.

**Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6**

**Achieving Step 2 (S2)**

**A+ = NEW TO ENGLISH**

	<b>EAL STEP DESCRIPTORS</b>	<b>Pupils within STEP...</b>
<b>Listening</b>	Pupils understand simple conversational English. They listen and 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"> <li><input type="checkbox"/> Have growing stamina to listen</li> <li><input type="checkbox"/> Can attend to and understand key words in face to face exchanges if supported by clear, repetitive contextual cues</li> <li><input type="checkbox"/> Can carry out tasks or follow instructions without needing to see the response modelled in full.</li> <li><input type="checkbox"/> Can understand gist of curriculum focused teacher talk with visual support and repetition</li> </ul>
<b>Speaking</b>	Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy talk that has been modelled</li> <li><input type="checkbox"/> Begin to initiate talk in ways that invite response</li> <li><input type="checkbox"/> Use single words and simple phrases.</li> <li><input type="checkbox"/> Demonstrate some control over word order e.g. I go toilet</li> <li><input type="checkbox"/> Pronunciation is generally intelligible</li> </ul>
<b>Reading</b>	Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.	<ul style="list-style-type: none"> <li><input type="checkbox"/> To use sound symbol correspondence</li> <li><input type="checkbox"/> Recognise and name most letters of the alphabet</li> <li><input type="checkbox"/> Read whole words and phrases learned in the curriculum</li> <li><input type="checkbox"/> Can follow a simple text - read aloud with support e.g. visuals, prior discussion</li> <li><input type="checkbox"/> Supported by teacher or adult , can make some use of reference material</li> </ul>
<b>Writing</b>	Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally, their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempt to express meaning through writing show knowledge of letter strings and/or simple words</li> <li><input type="checkbox"/> In spelling of simple words draw on phonic and visual patterns</li> <li><input type="checkbox"/> Can write if closely linked to talk around the text supported by pictures, given phrases or objects e.g. labelling</li> <li><input type="checkbox"/> Can read back some of what is written</li> <li><input type="checkbox"/> Need their writing to be interpreted by someone familiar with its immediate context</li> <li><input type="checkbox"/> May attempt to use full stops</li> </ul>

2. Target setting for EAL pupils presently at **Step 2**

**A+ = NEW TO ENGLISH**

**Long term aims**

- To acquire conversational English
- To access the curriculum
- To acquire basic literacy and numeracy skills in English
- To be able to make him/herself understood

**Short term targets**

- To listen attentively and watch when people speak to him/her in every lesson
- To follow the gist of a conversation and make simple contributions
- To listen attentively during carpet time/class lesson
- To respond appropriately to class instructions
- To answer a question every lesson
- To make good use of visual support, including pictorial dictionaries
- To sequence a series of pictures and comment appropriately
- To be able to express basic needs using single words and phrases
- To repeat modelled talk
- To read ten words learnt in one curriculum area
- To share and follow text when read aloud
- To build a writing vocabulary that focuses on high frequency words
- To use a bilingual dictionary and maintain own work banks
- To write a sentence with support every lesson

Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6

Teaching Suggestions for EAL pupils at **Step 2**

**A+ = NEW TO ENGLISH**

- Ensure the child is placed in good ability groups. Children learning EAL need to hear good models of English.
- Continue to use the buddy system and encourage other children to explain tasks/activities.
- It is important that the focus of any support is on developing listening comprehension and speech. Plan group activities where the child will be an active participator.
- A child at Step 2 in other areas may still be in the 'silent phase'.
- Encourage the child to respond to simple questions using one word answers/phrases. Never ask 'Do you understand'!
- Check the child understands simple class instructions.
- Use strong visual support wherever possible and picture dictionaries.
- Expect the child to observe people carefully when they are speaking.
- Carry on using short simple sentences when addressing the child.
- Always make a point of speaking to the child during lessons. Give explanations slowly and clearly.
- Check the child's comprehension through use of closed questions. Bilingual children are good at sitting quietly and often miss essential information.
- Encourage one word answers. If necessary, start the answer allowing the child to fill in odd words.
- Praise the child's efforts.
- Gradually extend their speech to phrases and short sentences. This technique is often used with young learners acquiring their first language and is very effective.
- Give the child part of a sentences and let them finish.
- Make sure the child is fully included in both literacy and numeracy lessons, especially the first part where the emphasis is on listening and speaking.
- Be aware that limited vocabulary knowledge will inhibit a child's ability to join in with activities/meet class objectives.
- Share text which has good quality visual support. Always read the text to an EAL child at this stage as they do need to hear good role models of English. It serves little purpose in expecting an EAL child to read aloud unsupported. The vocabulary will need to be explained and the text fully discussed before shared reading.
- Introduce key words from the main curriculum areas. Encourage the child to keep key word lists.
- Introduce question forms gradually. Stick to who/what/where to begin with, that require one word answers.
- Shared writing activities are ideal for EAL children, especially at this stage.
- Finishing sentences, sequencing sentences, cloze procedures, finding one word answers and transferring information from one medium to another are all tasks the child can join in with.
- Always encourage the child to talk about the task s/he is about to engage in. Model orally before writing.
- Writing activities will need modelling and extensive support with writing frames etc.
- Check written work with the child and re-read any corrections.

**Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6**

**Achieving Step 3 (S3)**

**B-/B = EARLY ACQUISITION**

	<b>EAL STEP DESCRIPTORS</b>	<b>Pupils within STEP...</b>
<b>Listening</b>	With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are highly dependent on teacher support in whole class context class</li> <li><input type="checkbox"/> Are able to listen and respond in different contexts if there are clearly modelled exchanges</li> <li><input type="checkbox"/> Are able to follow with some understanding what different speakers are saying</li> </ul>
<b>Speaking</b>	Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about things that interest them</li> <li><input type="checkbox"/> Respond to questions about what they have learned</li> <li><input type="checkbox"/> Talk about events or ideas in poems, stories and information texts</li> <li><input type="checkbox"/> Can extend what they say with support e.g. teacher questions and modelling</li> <li><input type="checkbox"/> May supplement meaning with gestures or by varying tone or stress.</li> <li><input type="checkbox"/> Use comprehensible spoken English which is characterised by use of a single tense such as the present, absence of word endings, inflections and syntactic connections</li> </ul>
<b>Reading</b>	Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise and know the sounds of most letters of the alphabet</li> <li><input type="checkbox"/> Read a range of familiar words</li> <li><input type="checkbox"/> With support can establish meaning at sentence level when reading aloud</li> <li><input type="checkbox"/> Uses cueing systems at word, sentence and text level, but not working systematically E.g. Able to work out unfamiliar words by initial and final letter sounds, but cannot check for sense in longer structures of text</li> </ul>
<b>Writing</b>	Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentences division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand some of the ways in which words and sentences are divided and ordered.</li> <li><input type="checkbox"/> What they write can in part be read by an outsider, although spelling may not follow phonological patterns of English</li> <li><input type="checkbox"/> Commonly used letters correctly shaped but may be inconsistent e.g. in size and orientation of letters</li> </ul>



3. Target setting for EAL children at Step 3 [New NC GRADE B]

B-/B = EARLY ACQUISITION

**Long term aims**

- To acquire listening comprehension and speaking skills at an academic level
- To gain self-confidence joining in class discussions
- To improve sentence complexity
- To record a variety of written work with increasing accuracy
- To read and understand a variety of texts

**Short term targets**

- To listen attentively to a range of speakers and respond appropriately and independently
- To listen to class instructions and respond appropriately without support
- To listen attentively to a class presentation and respond by answering direct questions correctly
- To listen with understanding and be able to retell contents with accuracy
- To use more complex sentence structure, using conjunctions and adjectives
- To maintain a two/three turn conversation about a class topic
- To be able to express ideas and opinions simply
- To be able to ask simple questions
- To be able to read a simple text and answer direct questions
- To retell a story, experiment or programme sequentially

Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6

Teaching Suggestions for children at **Step 3** [New NC GRADE B]

**B-/B = EARLY ACQUISITION**

- Place bilingual pupils in good ability groups where they will make greater progress and have access to good language role models.
- EAL pupils should not be placed in sets/groups according to what they can produce on paper as this will not be a true reflection of their ability.
- All EAL pupils need the stimulation of a rich language environment as well as the opportunity to interact with both adults and children.
- Visual support is essential in class as this will help comprehension when new subjects are introduced
- Use picture dictionaries extensively.
- EAL pupils usually develop listening comprehension skills far quicker than the ability to speak.
- Check that they are constantly interacting with the language and understand. Check their comprehension through closed questions.
- Ensure the child is fully involved in the literacy hour and interacts during class discussions: set up opportunities for pair work/small group work.
- The child will benefit from hearing someone read to them. Allow them to talk about the book.
- Beware, many bilinguals develop excellent decoding skills but are unable to understand what they are reading. Purposeful interaction with the text will therefore help.
- Remember vocabulary knowledge is limited for most bilingual learners. Check vocabulary. Check the child has access to vocabulary lists, especially when a new subject is introduced.
- Encourage the child to speak and accept any inaccuracies. Always give correct language models. Model again orally before writing.
- Gradually increase question forms.
- Expect the child to be making very rapid progress with reading books. Once understood, the child can re-read the book at home.
- An excellent way of providing additional support is to introduce the text to be studied during the literacy hour. This allows the child to grasp what the text is all about and can make a lot of difference to his/her comprehension.
- Try to provide opportunities for pupils to preview all texts, even if it's just sent home.
- Differentiated writing tasks are essential. The child will benefit from word lists, dictionaries, and scaffolding support, including models of text and writing frames. Individual white boards are useful.
- Most young EAL children may need to be taught the alphabet names and sounds, word blends and digraphs and basic letter shapes and joins. Expect the child to acquire these skills very rapidly and with ease. There should be no reason to dwell on these activities.
- The use of sequencing cards (e.g. ORT produce a set in the teacher's handbook) are an ideal way when starting to write short sentences. Model the sentences if necessary.
- Specific teaching of areas of grammar (e.g. verb tenses and use of pronouns) will be necessary for older pupils.

**Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6**

**Achieving Step 4 (S4)**

**B+ = EARLY ACQUISITION**

	<b>EAL STEP DESCRIPTORS</b>	<b>Pupils within STEP...</b>
<b>Listening</b>	In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow what others say, picking up clues from action as well as talk</li> <li><input type="checkbox"/> Pay sustained attention to clear sequence of instructions</li> <li><input type="checkbox"/> Pay sustained attention to explanations</li> <li><input type="checkbox"/> Take turns in conversation and make appropriate responses</li> <li><input type="checkbox"/> May take time to absorb what they are hearing and need the support of visual clues.</li> <li><input type="checkbox"/> Growing vocabulary evident from responding to what they hear.</li> </ul>
<b>Speaking</b>	Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to use connected utterances which enable them to carry their part in conversation e.g. phrases and sentences to convey opinions/ideas</li> <li><input type="checkbox"/> Sustain the interest of different listeners e.g. contributing in pairs, small group discussion their contribution is understood and acknowledge</li> <li><input type="checkbox"/> Able to express some of the ways in which ideas and events are linked through use of English grammar e.g. using <i>because, so, then</i></li> </ul>
<b>Reading</b>	Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow an age appropriate text with support e.g. visuals, prior work</li> <li><input type="checkbox"/> Read some parts of age appropriate text accurately</li> <li><input type="checkbox"/> Derive meaning from texts by using more than one strategy as they read aloud, although may use cueing systems unevenly e.g. concentrate on print to exclusion of pictures</li> <li><input type="checkbox"/> Use letters sounds, word meanings</li> <li><input type="checkbox"/> Respond to text e.g. by answering simple factual questions, expressing personal view, making links with personal experience</li> </ul>
<b>Writing</b>	Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Convey ideas through recognisable phrases and whole statements</li> <li><input type="checkbox"/> Beginning to spell familiar words accurately, although may not be secure in representing sounds and structures of English words</li> <li><input type="checkbox"/> Most letters clearly shaped and correctly orientated</li> <li><input type="checkbox"/> Show some awareness of broad difference between writing fiction and non-fiction</li> <li><input type="checkbox"/> Use simple sentences, sometimes demarcated with capital letters and full stops</li> <li><input type="checkbox"/> May use simple conjunctions like 'and'</li> <li><input type="checkbox"/> Are developing a range of grammatical structures and sentence patterns e.g. subject-verb-object, although some may still be irregular e.g. subject verb agreement</li> <li><input type="checkbox"/> Can use different forms e.g. letter, narrative, diagram</li> </ul>

4. Target setting for children at Step 4

**B+ = EARLY ACQUISITION**

**Long term aims**

- To acquire understanding and fluency in spoken English at an academic level
- To access the NC
- To be accustomed to using English as the language of instruction
- To acquire the basic literacy skills usually used by children of his/her age group

**Short term targets**

- To listen to a series of instructions and respond appropriately every lesson
- To follow class conversations and respond appropriately during the majority of lessons
- To listen to and be able to pick out specific information during a class presentation
- To engage in and maintain an individual conversation with an adult at an academic level eg expressing an opinion
- To use subject specific vocabulary in all lessons
- To be able to explain his/her own ideas using good sentence structures
- To comment about a story content with accuracy
- To re-tell story content with accuracy and fluency
- To read with increasing fluency and developing awareness of intonation
- To write in sentences using improving grammatical structures
- To write using more complex sentences using conjunctions.
- To start to understand different question forms

Teaching Suggestions for Step 4

**B+ = EARLY ACQUISITION**

- Make sure the child is in a good ability group where s/he can get support from peers.
- Small group work where each child is a contributor is ideal. Often a bilingual child will join in a group task but be unwilling to join in a whole class discussion.
- Extend the child's length of conversation by two/three turns.
- Always check the child's comprehension through direct questions. Extend question forms to include open questions.
- Ask the child to explain the task they are carrying out.
- At this stage the child is acquiring conversational English but will still need support for developing academic language.
- Expect the child to answer in class using phrases and short sentences even though these may not be grammatically correct.
- Check the pupil has access to word banks, maintains own word lists and uses a dictionary.
- Any additional support should focus on the introduction of any new text the class will be studying. Most bilingual learners are able to function at a high cognitive level despite lacking the necessary skills in English.
- Set cognitively challenging tasks as well as 'scaffolding' writing tasks.
- Expect rapid progress with reading, especially if the child has literacy skills in their first language. Check the child's comprehension as bilingual children often understand at a superficial level only. Draw them into a conversation about the text.
- Shared writing tasks are ideal as these involve all the main language areas, namely, listening comprehension, speaking, reading and writing. It can also be a way of extending and developing their language.
- Language development is always more successful in the context of the curriculum where EAL learners are working alongside their peers.
- Ample 'scaffolding' support can greatly enhance the quality of any EAL pupil's writing.
- Free writing can be problematic. EAL children will benefit from support in structuring written work. They will struggle if they are not fluent speakers in English. They need to be encouraged to talk about the task before attempting any writing. Use of first language (e.g. for planning) may be helpful.
- Models of different writing genres are essential.
- Specific grammatical errors will still need addressing.

**Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6**

**Achieving Step 5 (S5)**

**C-/C = DEVELOPING COMPETENCE**

	<b>EAL STEP DESCRIPTORS</b>	<b>Pupils within STEP...</b>
<b>Listening Speaking</b>	Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take part as speaker and listener in most classroom exchanges although may misunderstand more complex questions and speech</li> <li><input type="checkbox"/> Join in group discussions</li> <li><input type="checkbox"/> Speak and listen to range of audiences in different contexts <i>e.g. assembly, class</i></li> <li><input type="checkbox"/> Can work in role in drama activities</li> <li><input type="checkbox"/> Use subject specific vocabulary which is taught</li> <li><input type="checkbox"/> Include some details</li> <li><input type="checkbox"/> Use appropriate expression and intonation</li> </ul>
<b>Reading</b>	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy such as phonic, graphic, syntactic, and contextual, in reading unfamiliar words and establishing meaning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Beginning to read a variety of fiction and non-fiction without support</li> <li><input type="checkbox"/> Can sustain accurate, independent reading over short passages of text</li> <li><input type="checkbox"/> In response to teachers' questions, gives views on some main points of the story or information</li> <li><input type="checkbox"/> When subject matter is familiar, can use context as well as phonic cues to make sense of the text</li> <li><input type="checkbox"/> Can offer comments about differences between texts</li> </ul>
<b>Writing</b>	Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can write accurately and legibly enough for an outside reader to understand</li> <li><input type="checkbox"/> Can write for different purposes although may produce writing more based on speech than written models.</li> <li><input type="checkbox"/> Use a range of connectives</li> <li><input type="checkbox"/> Usually spell simple taught words correctly and uses phonetically plausible spelling for others</li> <li><input type="checkbox"/> Use capital letters and full stops.</li> <li><input type="checkbox"/> Can use more complex or lengthy sentences although grammatical construction may show evidence of EAL</li> </ul>

## 5. Target setting for EAL children at Step 5

C-/C = DEVELOPING COMPETENCE

### Long term aims

- To acquire higher order listening comprehension skills
- To speak at an academic level
- To access the National Curriculum
- To acquire age appropriate literacy skills
- To work independently

### Short term targets

- To understand conversations with adults and peers
- To grasp essential information from a class discussion/lesson
- To understand a class lesson when little visual support is used
- To understand idiomatic speech with support
- Recall the key points of a class presentation with accuracy and growing subject specific vocabulary knowledge
- To be able to review a story/book, giving reasoned opinions
- To be able to summarise a story accurately
- To plan a story/piece of written work
- To use reading strategies to decipher meaning and apply when reading unfamiliar words
- To write sequentially giving a clear account.
- To produce an extended piece of writing using short paragraphs
- To extract information from a variety of texts

Teaching Suggestions for Step 5

C-/C = DEVELOPING COMPETENCE

- Ensure the pupil is placed in good ability groups where s/he will receive support from peers.
- Whilst the EAL pupil at this stage is acquiring good conversational skills, support will still be needed with English for academic purposes.
- As the EAL pupil will still need to develop comprehension skills at a much higher level, ensure the pupil has access to more difficult and challenging language experiences.
- In order to ensure that the child fully understands any text to be studied in the class, it is advisable that this is presented and thoroughly discussed in a support lesson if possible.
- Check the pupil's comprehension frequently by involving him/her in a discussion.
- Ask subtle questions that necessitate the child really thinking about what they have heard or read.
- Collaborative group work where each member is expected to contribute is an ideal activity for any bilingual learner.
- The child should be encouraged to contribute in class at an academic level e.g. expressing an opinion about a book, re-telling a story.
- The child will benefit from their spoken language being extended and developed. They still need good role models at this stage.
- Be aware that the EAL child is still acquiring vocabulary knowledge and will need access to dictionaries, including bilingual ones.
- Individual pupils may still need help to overcome specific grammatical errors.
- Make extensive use of writing frameworks, especially during free writing sessions, as these are always more difficult for EAL pupils.
- Provide access to good quality text, as models will help all bilingual learners.
- The child will benefit from re-reading and checking work, either with an adult or peers. Examples of how language can be developed can be talked through immediately.



**Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6**

**Achieving Step 6 (S6)**

**C+ = DEVELOPING COMPETENCE**

	<b>EAL STEP DESCRIPTORS</b>	<b>Pupils within STEP...</b>
<b>Listening Speaking</b>	Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand class presentations but may still need support with new or unfamiliar concepts and vocabulary</li> <li><input type="checkbox"/> Can understand main points from presentations or discussions</li> <li><input type="checkbox"/> Are able to give a clear recount on a subject learned about</li> <li><input type="checkbox"/> Use appropriate vocabulary to the subject although it may not be very wide</li> <li><input type="checkbox"/> May try to be adventurous but may misjudge vocabulary choice sometimes</li> <li><input type="checkbox"/> Can ask relevant questions and make comments.</li> <li><input type="checkbox"/> Beginning to recognise standard English</li> </ul>
<b>Reading</b>	Pupils read a range of texts fluently and accurately. They read independently using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the mains points and express preferences. They use their knowledge of the alphabet to locate books and find information.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can retrieve information from age appropriate text</li> <li><input type="checkbox"/> Can make simple inferences from the text</li> <li><input type="checkbox"/> Shows understanding of the main points</li> <li><input type="checkbox"/> Can express preferences</li> <li><input type="checkbox"/> Can co-ordinate a range of reading strategies to read accurately</li> <li><input type="checkbox"/> Can read sentences with complex subject-verb-object patterns although fluency may be slower</li> </ul>
<b>Writing</b>	Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks- is used correctly. Handwriting is joined and legible.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can write at length</li> <li><input type="checkbox"/> Produce writing which shows structure and logical progression of ideas</li> <li><input type="checkbox"/> Makes good use of scaffolding</li> <li><input type="checkbox"/> May rely on one tense, with signs of other tenses emerging</li> <li><input type="checkbox"/> May try to be adventurous with vocabulary</li> <li><input type="checkbox"/> Use key words taught in class</li> <li><input type="checkbox"/> Show cohesion in text through use of various devices such as pronoun reference <i>e.g. he</i>, determiners <i>e.g. another</i>, time sequence <i>e.g. finally</i></li> <li><input type="checkbox"/> Spelling mainly accurate for commonly used words</li> <li><input type="checkbox"/> May have minor grammatical errors <i>e.g. in tense, use of pronouns, subject verb agreements.</i></li> </ul>

Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6

6. Target setting for EAL pupils at Step 6

C+ = DEVELOPING COMPETENCE

Long term aims

- To access the National Curriculum in full
- To have good comprehension skills at an inferential level
- To be a fluent speaker of English at both an academic and social level
- To be an independent learner

Short term targets

- To fully understand class presentations at normal speed
- To be an active listener and ask for clarification when necessary
- To understand speech and text at an inferential level
- To make use of word lists, dictionaries independently.
- To speak using complex sentence structures, using conjunctions, adverbs, adjectives
- To read text for information gathering
- To read age appropriate text with understanding.
- To proof-read and re-draft a piece of work
- To be a confident participating class member
- To use higher order reading skills of inference, deduction and hypothesis
- To work on a range of complex texts, with support
- To produce an appropriately structured piece of writing.
- To produce a piece of writing that is grammatically accurate.
- To demonstrate understanding of audience and genre

Teaching Suggestions for Step 6 [New NC GRADES 0-/0/0+]

C+ = DEVELOPING COMPETENCE

- As at every stage, bilingual learners need to be placed in appropriate groups where they will be presented with challenging work.
- Many EAL pupils have excellent literacy skills in their first language that help them to make rapid progress in acquiring an additional language.
- An EAL pupil may need some additional support at this stage to overcome specific grammatical errors. For example, accurate use of verb tenses can be an on-going problem for some children.
- Support will continue to be needed to develop higher order reading skills, e.g. inference, deduction etc.
- Help will also be needed to develop higher order writing skills such as ensuring cohesion of text, organisation of paragraphs, cross referencing etc.

**Target Setting & Teaching Suggestions for Students based on the EAL Initial Assessment  
Steps 1-6**

**Achieving Step 7 (S7)**

**D = COMPETENT**

	<b>EAL STEP DESCRIPTORS</b>	<b>Pupils within STEP...</b>
<b>Listening Speaking</b>	Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others ideas and views. They use appropriately some of the features of standard English vocabulary and grammar	<ul style="list-style-type: none"> <li><input type="checkbox"/> When retelling stories uses rich narrative with imagery</li> <li><input type="checkbox"/> Uses vocabulary and structures for effect</li> <li><input type="checkbox"/> Uses a variety of sentence structures</li> <li><input type="checkbox"/> Can sustain talk without support</li> </ul>
<b>Reading</b>	In responding to a range of texts, pupils show understanding significant ideas, themes, events and characters. They begin to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can articulate a response to a text's significant ideas, themes and characters</li> <li><input type="checkbox"/> Can understand the effect of different types of language</li> </ul>
<b>Writing</b>	Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words used for effect. Pupils are beginning to use grammatical complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of complex sentences usually correctly</li> <li><input type="checkbox"/> Can use complex noun phrases</li> <li><input type="checkbox"/> Uses a variety of tenses appropriately and generally correctly</li> <li><input type="checkbox"/> Shows clear reasoning</li> <li><input type="checkbox"/> Shows personal interpretation of information or personal voice in narrative</li> <li><input type="checkbox"/> Uses formal language effectively</li> <li><input type="checkbox"/> Uses text structure to suit the genre or purpose</li> <li><input type="checkbox"/> Some good descriptive passages, though not always used appropriately</li> <li><input type="checkbox"/> Using source materials to generate ideas</li> <li><input type="checkbox"/> Keeping control of genre, especially constructing purpose for reader and writer reader relationship</li> <li><input type="checkbox"/> Consistency in use of modal verbs in conditional sentences</li> </ul>

At this stage there is an expectation that EAL pupils have the full range of skills across all four main language areas, in order to fully participate within the National Curriculum and be fairly assessed using only the National Curriculum for English.