



THE BRITISH
SCHOOL
OF GUANGZHOU
A NORD ANGLIA EDUCATION SCHOOL

Key Stage 2
2018/19

Progress in EAL
Student Language Tracker



Speaking

<i>Complete beginner</i>	<i>Developing beginner</i>	<i>Gaining confidence</i>	<i>Extending language learning</i>	<i>Consolidating language learning</i>	<i>Developing competence</i>	<i>Competent user</i>
<p>1. Can participate in classroom activities using non-verbal gestures.</p> <p>2. Can use basic survival language and vocabulary to convey immediate needs.</p> <p>3. Uses L1 to communicate</p> <p>4. Can name some familiar classroom or home objects</p> <p>5. Can participate in classroom activities with one or two words and non-verbal gestures.</p> <p>6. Can differentiate questions and statements by gestures and intonations</p> <p>7. Can repeat words and phrases</p> <p>8. Can ask for clarification or translation from other L1 speakers</p> <p>9. Can communicate likes/dislikes</p>	<p>10. Can use simple, everyday social language such as greetings</p> <p>11. Can use key words or phrases to give information and ask questions with non-verbal communication to widen meaning</p> <p>12. Can respond to familiar words in more extended talk in a one to one conversation using non-verbal support</p>	<p>13. Can use a range of everyday social language linked to classroom topics</p> <p>14. Can initiate spoken interactions.</p> <p>15. Can respond to routine questions</p> <p>16. Can use words and simple phrases confidently</p> <p>17. Takes risks to produce longer but fragmented stretches of language</p> <p>18. Has a range of vocabulary linked to topics relevant to them</p> <p>19. Shows some control over word order.</p> <p>20. Shows some use of basic grammar – articles, prepositions and tenses</p> <p>21. Intonation and pronunciation of English is evident</p>	<p>22. Can use everyday language in most contexts and talk about a familiar topic or interest</p> <p>23. Can respond to questions on a familiar topic and about what they have learned</p> <p>24. Can recount events and talk about ideas in poems, stories and information texts</p> <p>25. Attempts to express complex ideas although grammatical inaccuracies may impact on meaning of messages</p> <p>26. Uses more language than non-verbal means to communicate</p> <p>27. Oral English shows greater application of grammatical rules – tenses, subject-verb agreement, modal verbs, comparatives</p>	<p>28. Can use sustained stretches of language to convey ideas and opinions although may have difficulty expressing complex academic ideas</p> <p>29. Can use a range of conjunctions and connecting adverbs to structure longer stretches of language and show how ideas are linked</p> <p>30. Can keep the interest of listeners in different contexts (pairs/groups) conveying a message which can be understood</p> <p>31. Can use a range of vocabulary although may sometimes be limited in expressing ideas through lack of appropriate words.</p>	<p>32. Can use English confidently and competently in a range of social situations and some more formal contexts</p> <p>33. Can participate in all classroom talk (whole class, group and paired talk) clearly communicating own ideas, feelings and attitudes</p> <p>34. Can express complex ideas and opinions on all topics and offers explanations</p> <p>35. Can use well-developed vocabulary with only occasional gaps</p> <p>36. Can use complex structures to express possibility, obligation, comparison</p>	<p>37. Can use English confidently and competently for a range of social and academic purposes as age appropriate</p> <p>38. Can use figurative language</p> <p>39. Can use vocabulary and structures to create an impact or for a particular effect</p> <p>40. Can use registers of language as appropriate to context</p>

Listening

<i>Complete beginner</i>	<i>Developing beginner</i>	<i>Gaining confidence</i>	<i>Extending language learning</i>	<i>Consolidating language learning</i>	<i>Developing competence</i>	<i>Competent user</i>
<p>1. Can focus on what is happening in the classroom and follows peers</p> <p>2. Can understand non-verbal cues and visual/contextual cues linked to language</p> <p>3. Can distinguish between English and other languages</p> <p>4. Shows response to words spoken to them using non-verbal gestures</p> <p>5. Responds to English in L1</p> <p>6. Can concentrate for short periods</p> <p>7. Can follow simple, routines and familiar instructions</p> <p>8. Can recognise names of some familiar classroom objects</p>	<p>9. Can respond to routine everyday social language such as greetings</p> <p>10. Can follow routine everyday language</p> <p>11. Can respond to simple instructions with non-verbal or visual support</p> <p>12. With take-up time, can respond to simple questions.</p> <p>13. Listens actively and intently to understand new language and contexts</p> <p>14. Shows understanding of key ideas from simple stories where there is visual support</p>	<p>15. Understands a range of everyday social language and language linked to classroom learning and topics</p> <p>16. Understands routine questions</p> <p>17. Can actively for extended periods.</p> <p>18. Understands key points from teacher talk where the topic is familiar or visual/contextual support is provided.</p> <p>19. Can follow a set of routine instructions without visual/contextual support</p> <p>20. With take-up time, can participate in paired, group and class activities with visual/contextual/peer support</p>	<p>21. Understands everyday social English in familiar contexts</p> <p>22. Listens attentively and responds in a range of contexts where there is contextual support and modelling</p> <p>23. Can follow what different speakers are saying in a small group context, but may need more support in a whole class situation</p> <p>24. Can understand and participate in class academic, curriculum learning activities with contextual support</p> <p>25. Can follow learning related instructions where there is contextual support and/or modelling</p> <p>26. With take-up time, can understand longer presentations in which language is graded</p>	<p>27. Understands purpose and main points of extended peer and adult talk in learning activities within a familiar context</p> <p>28. Understands what others say in different contexts when speaker speed is slowed</p> <p>29. Can listen attentively to explanations and sequences of instructions</p> <p>30. Can take turns in a conversation and respond appropriately</p>	<p>31. Participates as a listener in classroom activities</p> <p>32. Understands extended peer and teacher talk in all topics with only minor misunderstandings of complex language, questions or precise details</p> <p>33. Can listen confidently to a range of audiences in different contexts</p> <p>34. Understands the main ideas in fast-paced group discussions</p> <p>35. Understands commonly used colloquial and idiomatic language</p> <p>36. Understands extended stretches of talk at native speaker speed</p> <p>37. Can follow changes of topic</p> <p>38. With support, can understand humour, poetic, figurative language</p>	<p>39. Understands all spoken interactions as appropriate to age</p> <p>40. Understands colloquial and idiomatic language as well as most cultural references</p>

Reading

<i>Complete beginner</i>	<i>Developing beginner</i>	<i>Gaining confidence</i>	<i>Extending language learning</i>	<i>Consolidating language learning</i>	<i>Developing competence</i>	<i>Competent user</i>
1. Can recognise most of the letters of very familiar words and identify some initial sounds 2. Can read some words from familiar contexts 3. Can recognise name 4. Can use visual/contextual cues to understand simple texts or the main points in a text Dependent on prior L1 reading skills: 5. Can use literacy strategies from L1 6. Can use a bilingual dictionary 7. Is familiar with Roman script 8. Can use L1 knowledge to seek meaning of words	9. Can understand short texts, with familiar words and chunks of text 10. Can use contextual and visual cues to gain meaning from simple texts 11. Can understand the purpose and structure of some text types - narrative, instructions, recount 12. Can use decoding skills when reading unfamiliar texts although comprehension is limited 13. Can recognise some words and sentences in texts or familiar topics 14. Shows responses to texts read 15. Can join in with key words and repetitive phrases in familiar texts	16. Can follow and understand simple texts with visual/contextual support –narrative, recount, instructions 17. Can read simple information texts on familiar topics supported by introduction of new vocabulary, concepts 18. Uses developing knowledge of English to seek meaning from texts 19. Understands and uses appropriate meta-language in English – word, letter, title, heading etc. 20. Uses a range of reading strategies with more attention on gaining meaning than simply decoding	21. Can read and understand a range of texts where visual support is well-linked or context is familiar at a less complex level than their peers 22. With support can understand texts where the context is unfamiliar and in fiction texts which are culturally influenced 23. Can retell a story with some prompts 24. Uses a range of reading strategies to decode and to gain meaning, seeking explanation or clarification where meaning is unclear 25. Can use developing knowledge of English to make predictions	26. Understands a range of texts in familiar contexts 27. Understands the literal meaning of texts, but has difficulty making inferences 28. Can identify main points but may miss details 29. With support can understand more complex texts and cohesive links within them especially referencing of pronouns, connective adverbs 30. With pre-teaching and scaffolding can read texts on unfamiliar topics or those with new types of language 31. Can seek the meaning of unfamiliar words used in new contexts 32. With scaffolding can understand figurative and poetic language and subtleties of meaning	33. Reads and understands fiction and non-fiction independently although may need time to process content or comprehend culturally bound texts or subtleties 34. Can draw inferences and conclusions 35. Can follow cohesive links through extended text 36. Can comment on and discuss texts they have read 37. Can express preferences and make links with prior reading 38. Can skim, scan, find main ideas in and summarise texts 39. With extra time given can process and fully comprehend denser texts 40. Understands a range of complex structures 41. Has a broad reading vocabulary	42. Understands most texts with no additional time needed 43. Reads independently and competently for a range of social and academic purposes as appropriate to age 44. With support can access highly culturally bound language in texts

Writing

<i>Complete beginner</i>	<i>Developing beginner</i>	<i>Gaining confidence</i>	<i>Extending language learning</i>	<i>Consolidating language learning</i>	<i>Developing competence</i>	<i>Competent user</i>
1. Can copy words from English Dependent on prior L1 literacy skills: 2. Can write in L1 3. Translates word for word from their mother tongue 4. Can use a bilingual dictionary	5. Can write labels and captions on pictures and diagrams 6. Can use modelled/scribed phrases and sentences to write own text 7. Can produce texts using language related to the level of their talk 8. Can write phrases and sentences they have learned 9. Can complete cloze activities on familiar topics with understanding 10. Can use pictures to convey more complex meanings	11. Can write simple texts related to classroom topics, following explicit oral rehearsal and modelling – narratives, recounts, instructions, letters etc. These are below the level expected for their peers 12. Can write independently using the features of their spoken English. These contain typical EAL grammatical misconceptions – tenses, subject-verb agreement, inappropriate vocabulary choices 13. Can accurately spell a growing bank of common words 14. Can predict spellings from their oral vocabulary influenced by pronunciation	15. Can write longer simple texts which show logical organisation 16. Can experiment with language in line with their growing oral proficiency, taking greater risks. Attempts to use more complex language may create comprehension problems for the reader 17. Can edit their writing with support 18. Understands how words are ordered in sentences with increasing accuracy, although sometimes writes with typical grammatical inaccuracies – verb endings, time and place adverbials, word order 19. Can write extended sentences with a range of conjunctions to make compound and complex sentences	20. Can write a range of expected text types, but continues to need explicit modelling and scaffolding especially in new topics 21. Shows control over writing and use of language 22. Writing is less influenced by oral language 23. Can write drawing on ideas from reading 24. Can use complex structures, subordination and cohesive devices 25. Shows increasing grammatical awareness and is 26. Can use the editing process to address errors 27. Uses a wide range of vocabulary especially newly introduced words and phrases	28. Can write extended texts for different purposes at the level expected for their age but will require sufficient time to develop ideas and language and explicit oral rehearsal before recording 29. Can use paragraphs effectively to state main idea and development and cohesive devices to link them 30. Can use a variety of sentence types 31. Can use grammatical structures confidently with occasional errors typical or EAL learners which have little impact on meaning 32. Can use drafting, editing and proof reading to improve writing	33. Can competently in English within the same time frame and at the same level as their peers 34. Can write across the curriculum for different social and academic purposes and audience as age appropriate, although may need support with the production of highly culturally bound texts 35. Can write with good control over grammatical structures and vocabulary to create precise meanings to impact on the reader. Errors will be similar to English speaking peers