



THE BRITISH
SCHOOL
OF GUANGZHOU
A NORD ANGLIA EDUCATION SCHOOL

Key Stage 1
2018/19

Progress in EAL
Student Language Tracker



Speaking

Complete beginner	Developing beginner	Gaining confidence	Extending language learning	Consolidating language learning	Developing competence	Competent user
<p>1. Can use single words to indicate instructions, greetings, requests.</p> <p>2. Uses L1 to communicate.</p> <p>3. Can name some familiar classroom or home objects.</p> <p>4. Uses single words with non-verbal gestures to communicate meaning.</p> <p>5. Can differentiate questions and statements by gestures and intonations.</p> <p>6. Can ask for clarification or translation from other L1 speakers.</p> <p>7. Can communicate likes/dislikes.</p>	<p>8. Can join in with routine social language supported by non-verbal cues.</p> <p>9. Can participate in short familiar songs, rhymes and stories.</p> <p>10. Can name some familiar objects.</p> <p>11. Can repeat modelled words and phrases during learning or social activities.</p> <p>12. Can put known words together to form short, incomplete sentences.</p> <p>13. Can use reference items – I, me, you.</p>	<p>14. Copies modelled talk</p> <p>15. Beginning to initiate routine exchanges.</p> <p>16. Uses words and simple phrases confidently.</p> <p>17. May take risks to produce longer but fragmented stretches of language.</p> <p>18. Has growing range of vocabulary linked to topics relevant to them.</p> <p>19. Shows some control over word order <i>e.g. I go toilet.</i></p> <p>20. Shows some use of basic grammar – articles, prepositions and tenses.</p> <p>21. Intonation and pronunciation of English evident.</p>	<p>22. Talks about a familiar topic or interest.</p> <p>23. Responds to questions on a familiar topic and about what they have learned.</p> <p>24. Talks about events or ideas in poems, stories and information texts.</p> <p>25. Extends what they say with prompting/support.</p> <p>26. Tends to use more language than non-verbal means to communicate.</p> <p>27. Oral English shows use of whole sentences. although word order and tenses may often be inaccurate</p>	<p>28. Begins to use more sustained stretches of language to convey ideas and opinions.</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. Keeps the interest of listeners in different contexts – pairs/groups – conveying a message which can be understood.</p> <p>31. Uses a wider range of vocabulary although may be limited in expressing ideas through lack of appropriate words.</p> <p>32. Can use some colloquial language.</p>	<p>33. Uses English confidently and competently in a range of social situations and some more formal contexts.</p> <p>34. Participates in all classroom talk – whole class, group and paired talk, clearly communicating own ideas, feelings and attitudes.</p> <p>35. Uses a range of and newly introduced vocabulary and subject-specific vocabulary appropriately.</p> <p>36. Uses more complex structures to express possibility, obligation, comparison.</p> <p>37. Uses adverbial phrases, modal and auxiliary verbs confidently in speech.</p>	<p>38. Uses English confidently and competently in a range of social situations and more formal contexts appropriate to age.</p> <p>39. Uses figurative language</p> <p>40. Uses vocabulary and structures to create an impact or a particular effect.</p> <p>41. Uses 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 others do and may imitate them.</p> <p>2. Can respond to words spoken to them with non-verbal gestures.</p> <p>3. Can distinguish between English and other languages.</p> <p>4. Responds to English in L1</p> <p>5. Can concentrate for short periods.</p> <p>6. Can follow simple routines and familiar instructions.</p> <p>7. Can recognise names of familiar classroom objects .</p>	<p>8. Can listen for extended periods.</p> <p>9. Can respond with known single words.</p> <p>10. Can understand simple questions if given time to process language.</p> <p>11. Can follow routine instructions with non-verbal support.</p>	<p>12. Can listen actively for extended periods.</p> <p>13. Can understand key words and phrases where the topic is familiar or scaffolding is provided.</p> <p>14. Can follow a set of routine instructions without scaffolding.</p> <p>15. Can participate in paired, group and class activities with scaffolding and sufficient time allowed to process language and formulate responses.</p>	<p>16. Can understand everyday social English in familiar contexts.</p> <p>17. Can listen attentively and respond in a range of contexts where there is contextual support and modelling.</p> <p>18. Can follow what different speakers are saying in a small group context but may need more support in a whole class situation.</p> <p>19. Can follow non-routine instructions where there is contextual support/modelling.</p>	<p>20. Can understand the purpose and main points of classroom and learning activities.</p> <p>21. Can understand what others say in different contexts although may have difficulty understanding and responding to native English speaker speed.</p> <p>22. Can listen attentively to explanations and sequences of instructions.</p> <p>23. Can take turns in a conversation and respond appropriately.</p> <p>24. Can respond appropriately to a range of vocabulary.</p>	<p>25. Can participate as a listener in classroom activities but may sometimes misunderstand complex language and questions.</p> <p>26. Can listen to a range of audiences in different contexts.</p> <p>27. Understands commonly used colloquial and idiomatic language.</p> <p>28. Understands extended stretches of talk at native speaker speed.</p> <p>29. Can follow changes of topic.</p>	<p>30. Understands all spoken interactions as appropriate to age.</p> <p>31. 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>
<ol style="list-style-type: none"> 1. Can read own name. 2. Can recognise and name letters in their own name and words which they see and hear frequently. 3. Takes part in reading activities. 4. Understands how to handle books and their directionality. 5. Can recognise some individual phoneme/grapheme relationships in English. 6. Can sequence a known text or activity using pictures or visual aids. 	<ol style="list-style-type: none"> 7. Can identify initial and final sounds in familiar words. 8. Can use visual and contextual clues to make text meaningful. 9. Can read and understands words displayed in the classroom and school environment. 10. Can follow a simple text read aloud with visual support or prior discussion. 11. Knows the sounds of most letters of the alphabet. 	<ol style="list-style-type: none"> 12. Can follow and understand simple texts which are read aloud and have visual/contextual support - narrative, recount, instructions. 13. Can recognise and name most letters of the alphabet. 14. Can use phoneme/grapheme correspondence to decode new words 15. Can read some whole words and phrases that have been used within curriculum and topic learning. 16. Understands the functions of nouns and verbs in texts where there is visual or contextual support. 	<ol style="list-style-type: none"> 17. Can understand a range of texts where visual support is well-linked, or context is familiar. 18. With support, can understand texts where the context is unfamiliar. 19. Can retell a story with some prompts. 20. Can read most whole words and phrases that have been used within curriculum and topic learning. 21. Can use a range of reading strategies at sentence level to to comprehend but understanding may be lost over longer texts. 	<ol style="list-style-type: none"> 22. Understands age appropriate texts in a familiar context read aloud. 23. Can read age-appropriate texts accurately. 24. Understands the literal meaning of texts, but has difficulty making inferences. 25. With scaffolding, can understand more complex texts and the cohesive links within them especially referencing of pronouns and connecting adverbs. 26. With scaffolding, can read texts on unfamiliar topics or those with new types of language. 27. Can seek the meaning of unfamiliar words or familiar words used in new contexts. 	<ol style="list-style-type: none"> 28. Reads a variety of fiction and non-fiction independently but may still need more time to process and fully comprehend denser texts. 29. Understands most texts at a literal level and can sometimes to draw inferences without questioning and support. 30. Can comment on and discuss texts they have read as well as expressing preferences and making links with prior reading. 31. Can comment on differences between texts. 	<ol style="list-style-type: none"> 32. Understands most texts with no additional time needed. 33. Reads independently and competently as appropriate to age. 34. May continue to need support with very 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>
<p>1. Can produce emergent writing in L1.</p> <p>2. Can use knowledge from L1 to produce writing.</p> <p>3. Can use directionality of English appropriately.</p> <p>4. Can copy name.</p>	<p>5. Can label pictures.</p> <p>6. Attempts to write meaningfully following focused talk and modelling.</p> <p>7. Can use pictures to express meaning or to provide a context for their own writing.</p> <p>8. Can copy some familiar words.</p> <p>9. Can write name independently.</p>	<p>10. Can write labels and captions for pictures related to classroom topics.</p> <p>11. Can write simple texts related to classroom topics, following explicit oral rehearsal and modelling.</p> <p>12. Understands and uses the conventions of English; knowledge of letter strings and common words.</p> <p>13. Uses phonic and visual patterns to spell words.</p> <p>14. Can understand the concept of a sentence, using capital letters and full stops.</p> <p>15. Attempts to independently write but may omit verbs, use tenses inappropriately or use wrong word order.</p>	<p>16. Can write short simple texts in a range of genres, showing understanding of the conventions of the identified genre.</p> <p>17. Can organise texts in a logical order according to the text type.</p> <p>18. Understands how words are ordered in sentences with increasing accuracy.</p> <p>19. Can write sentences with common conjunctions to make compound and complex sentences.</p> <p>20. Can use phonological knowledge and knowledge of common words to spell unfamiliar words. These may reflect pupil's pronunciation or use of familiar word patterns.</p>	<p>21. Shows greater control over writing familiar text types.</p> <p>22. Can convey ideas in writing</p> <p>23. Can spell familiar words accurately, although still applies phonological knowledge to unfamiliar words.</p> <p>24. Demonstrates awareness of broad difference between writing fiction and non-fiction.</p> <p>25. Can use some conjunctions and referencing pronouns.</p> <p>26. Writing displays increasing grammatical awareness and any errors in tenses, subject –verb agreement or word order does not impact on meaning.</p> <p>27. Can use a wide range of vocabulary especially newly introduced words and phrases.</p>	<p>28. Can write for different purposes at the level expected for their age.</p> <p>29. Can write longer texts with sufficient time to develop ideas and language and explicit oral rehearsal.</p> <p>30. Can use a range of conjunctions and connecting adverbs.</p> <p>31. Can spell common words correctly and use visual patterns rather than phonics to spell unfamiliar words.</p> <p>32. Can use more complex or lengthy sentences although grammatical structures may show some errors typical of EAL learners.</p>	<p>33. Can write competently in English at the same level as their peers.</p> <p>34. Can write across the curriculum for different purposes and audience.</p> <p>35. May need support with the production of culturally bound texts.</p>