

The government now requires that all EAL children have their level of proficiency in English recorded on the school census on a scale ranging from A – E (or N for non assessed) Use the tick boxes below to aid assessment of DfE level of English proficiency. Use the second page to record evidence if required.

<u>New to English</u>		
Uses first language for learning and other purposes		A
Silent in the classroom		
Beginning to copy/repeat words/phrases		
Understands some everyday expressions in English		
Minimal or no literacy in English		
Needs considerable EAL support		
<u>Early Acquisition</u>		
Follows some day to day social communication in English		B
Participates in learning activities with support		
Beginning to use spoken English for social purposes		
Understands some simple instructions		
Can follow narratives/accounts with visual support		
Developed some basic skills in reading and writing		
Developed familiarity with some subject specific vocabulary		
Still needs significant EAL support to access curriculum		
<u>Developing Competence</u>		
Participating in learning with increasing independence		C
Able to express self orally in English but structural errors still there		
Literacy requires ongoing support, particularly for understanding texts and reading		
Able to follow abstract concept and more complex written English		
Requires ongoing EAL support to access curriculum fully		
<u>Competent</u>		
Competent Oral English developing well		D
Successful engagement in activities across curriculum		
Can read and understand a wide variety of texts		
Written English lacks complexity and some errors in structure		
Needs support to access subtle nuances of meaning		
Needs to develop abstract vocabulary		
Needs occasional support to access complex curriculum material and tasks		
<u>Fluent</u>		
Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.		E
Operates without EAL support across the curriculum.		
<u>Not assessed</u>		
If a pupil arrives too close to census day to record a level then record them as N		N

Level	Evidence/Reasoning for Level <small>(make general notes regarding your observations, that tie in with the tick lists above)</small>	Date
New to English		
Early Acquisition		
Developing Competence		
Competent		
Fluent		

Completed by _____