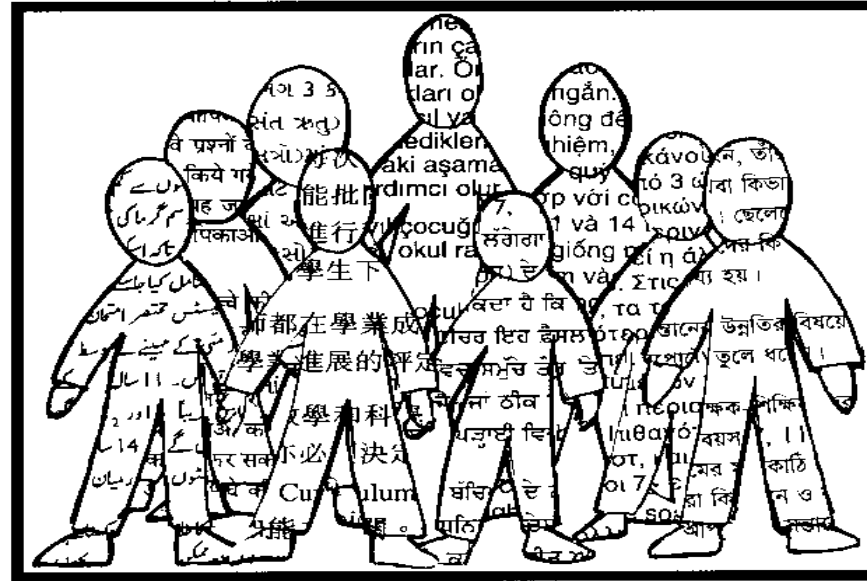


# HOUNSLOW LANGUAGE SERVICE



INVESTOR IN PEOPLE



Equality through Quality

**HOUNSLOW EAL STAGES KS1 and KS2**  
(linked to QCA Language in Common National Curriculum Levels)

*and*

**Foundation Stage EAL Stages for Speaking and Listening**

# Hounslow Language Service

EAL Stages for KS1 and KS2

Linked to QCA Language in Common National Curriculum Levels

## Introduction

These HLS/EAL stages for speaking and listening, reading and writing have been linked to the QCA stage descriptors as set out in the Language in Common. The aim is to reflect the key features of EAL language development in the definitions – particularly in oracy. Hounslow EAL Stages for Oracy (speaking and listening) are currently used as key indicators in initial assessment and monitoring of pupil progress. They highlight the specific EAL needs and assist in differentiating EAL/SEN needs. While the National Curriculum levels provide a *summative* assessment, the HLS/EAL stages provide a *formative* assessment and will also assist in target setting for EAL pupils.


EAL development is cyclical not linear therefore pupils may reflect elements within different stage descriptors. Teachers should look for the ‘best fit’ model when assigning a stage. Age-equivalence to native English speakers is also a vital criteria when assessing EAL levels.

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- Foundation Stage EAL Stages for Speaking and Listening
- EAL Stages for Speaking & Listening KS1 & KS2 linked to QCA Language in Common level descriptors for speaking and listening
- EAL Stages for Reading KS1 & KS2 linked to QCA Language in Common level descriptors for Reading
- EAL Stages for Writing KS1 & KS2 linked to QCA Language in Common level descriptors for Writing
- Characteristics to look for when analysing EAL pupils’ writing.
- Checklist for assessment of ~Writing KS1 & KS2.
- *Appendix* – All EAL Stages in Portrait format

## Hounslow Language Service


### Foundation Stage - EAL Stages for Speaking and Listening

<p><b>Early Years Beginner – EYB</b></p>	<p><b>Early Years Stage 1 – EY1</b></p>
<ul style="list-style-type: none"> <li>• Speaks no English</li> <li>• Understands no English</li> <li>• Uses gesture, including facial expression to communicate</li> <li>• May attempt to interact in home language</li> </ul> 	<ul style="list-style-type: none"> <li>• Observes other children and imitates/echoes words and phrases e.g. <i>well done</i></li> <li>• Beginning to use isolated words and phrases e.g. <i>Where find it; man pizza</i></li> <li>• Beginning to label objects in the environment</li> <li>• May recite numbers</li> <li>• Listening and beginning to join in with repeating patterns of language from rhymes/stories/songs [small group – whole class]</li> <li>• Listens to others in small groups when activity interests them</li> <li>• Responds to simple instructions accompanied by gesture</li> <li>• Relying on props and visuals to gain meaning from stories and teacher talk</li> </ul>
<p><b>Early Years Stage 2i – EY2i</b></p>	<p><b>Early Years Stage 2ii – EY2ii</b></p>
<ul style="list-style-type: none"> <li>• Uses action combined with limited talk relating to current activity (here and now)</li> <li>• Growing vocabulary for naming objects/events and beginning to describe more detail e.g. colour, size</li> <li>• Simple phrases may be combined or expanded to communicate ideas more clearly e.g. <i>man eating pizza</i></li> <li>• Increasing confidence to take part in verbal interactions with children using English</li> <li>• Can understand more English than s/he is using</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use language to explain what is happening and might happen next in an activity</li> <li>• Using talk to recall and relive past experiences. May substitute words to make meanings clear; e.g. <i>Big dog</i> instead of <i>wolf/make food for cooking</i>.</li> <li>• Listens to stories with increasing attention and can recall an event in the story</li> </ul>
<p><b>Early Years Stage 3 – EY3</b></p>	<p><b>Early Years Stage 4 – EY4</b></p>
<ul style="list-style-type: none"> <li>• Using more complex sentences but EAL error will be apparent eg. <i>Man is eating pizza; I go get because I hungry</i></li> <li>• Shows greater confidence using English in most social situations</li> <li>• Demonstrates a wider vocabulary from listening to stories/poems and from being involved in curriculum talk</li> <li>• Listens to stories with increasing attention and can attempt simple retelling of stories [EAL errors will be apparent]</li> </ul>	<ul style="list-style-type: none"> <li>• Has range of oral language skills necessary to participate fully and achieve on parity with peers of similar ability. EAL errors will be less apparent</li> <li>• Can listen with confidence and understand whole class interactions</li> <li>• Responds appropriately to extended teacher talk with relevant comments and questions</li> </ul>




**Hounslow Language Service**  
**HLS EAL Stages KS1 & KS2 for Speaking and Listening**

(linked to QCA Language in Common National Curriculum Levels – see overleaf for Descriptors)

<b>E A L  B E G  S T A G E  1</b>	<p style="text-align: center;"><b>NC Step 1</b></p> <ul style="list-style-type: none"> <li>• Speaks no English</li> <li>• Has a few isolated words learnt prior to arrival</li> <li>• Is silent (silent period may last even though listening comprehension develops)</li> <li>• May attempt to communicate using gesture or home language</li> <li>• Uses single words to express basic needs</li> <li>• Is beginning to identify and remember words and combining these into simple phrases to convey meaning (sometimes with accompanying gestures) e.g. 'Me finished', 'No milk'</li> <li>• May repeat words and phrases taken from songs/rhymes/stories and set phrases used by other children</li> </ul> <ul style="list-style-type: none"> <li>• Understands no English</li> <li>• Totally reliant on gestures/pictures to follow instructions</li> <li>• Observes what others are doing and copies them</li> <li>• Echoes words or phrases said to them without understanding</li> <li>• Able to understand very simple instructions based on classroom routines, relying heavily on visual or contextual clues</li> <li>• Beginning to understand some peer talk but still relying heavily on gestures</li> </ul>		
<b>E A L  S T A G E  2</b>	<p style="text-align: center;"><b>NC Step 2</b> ⇒</p> <ul style="list-style-type: none"> <li>▪ Attempting simple phrases with some control over word order</li> <li>▪ Able to retell a simple story using a modeled structure and visual cues</li> <li>▪ Can join in simple peer group talk</li> <li>▪ Little control over use of tenses (present tense will predominate)</li> <li>▪ Asks simple questions</li> <li>▪ Can understand basic classroom and social language.</li> <li>▪ Can understand simple questions</li> <li>▪ Can listen with understanding to stories and simple teacher talk but still relying on non-verbal cues</li> </ul>	<p style="text-align: center;"><b>NC Level 1 (Threshold)</b> ⇒</p> <ul style="list-style-type: none"> <li>▪ Beginning to feel confident when speaking to peers and known adults</li> <li>▪ Is more interested in communicating than in correctness</li> <li>▪ Paraphrases/substitutes when English vocabulary is not known</li> <li>▪ Using simple sentences to initiate and respond to speech, but over reliance on 'and' (errors will still be apparent)</li> <li>▪ Show evidence of understanding more English than can use</li> <li>▪ Can follow general teacher talk/stories but misunderstandings still occur</li> <li>▪ Can listen with understanding for increasingly longer periods</li> <li>▪ Becoming less reliant on repetition</li> </ul>	<p style="text-align: center;"><b>NC Level 1 (Secure)</b></p> <ul style="list-style-type: none"> <li>▪ Can sequence events/stories using small range of connectives, e.g. then, when, after</li> <li>▪ Increasing control of English tense system but not always accurate, e.g. I bought it</li> <li>▪ Use of pronouns/prepositions more generally accurate</li> <li>▪ Extended speech has greater cohesion because of better grasp of English grammar</li> <li>▪ Can understand most teacher instructions and basic language involved in lessons but more complex instructions/explanations continue to cause difficulty</li> <li>▪ Respond with increasing appropriateness to what others say</li> <li>▪ Can listen with increasing understanding to whole class interactions</li> </ul>
<b>E A L  S T A G E  3</b>	<p style="text-align: center;"><b>NC Level 2</b> ⇒</p> <ul style="list-style-type: none"> <li>▪ Beginning to operate from a wider range of structures with less repetitive patterns and a more varied vocabulary, but features of L1 are still apparent</li> <li>▪ Attempting to use language for a wider range of functions e.g. explanations, deduction, justifying</li> <li>▪ Beginning to respond appropriately to extended teacher talk with relevant comments and questions</li> <li>▪ Becoming aware of the needs of the listener</li> </ul>	<p style="text-align: center;"><b>NC Level 3</b> ⇒</p> <ul style="list-style-type: none"> <li>▪ Operating from a wider range of structures and vocabulary can communicate ideas with more clarity</li> <li>▪ Features of L1 may still be evidenced but with less frequency</li> <li>▪ Consolidating their use of language over a wide range of higher order language functions</li> <li>▪ Able to respond appropriately to extended decontextualised teacher talk</li> <li>▪ Gaps in detail when hearing unfamiliar accents</li> <li>▪ Beginning to adapt what they say to the needs of the listener</li> </ul>	<p style="text-align: center;"><b>NC Level 4</b></p> <p style="text-align: center;"><b>E A L  S T A G E  4</b></p> <ul style="list-style-type: none"> <li>▪ Can talk with confidence in an increasing range of contexts using a wide range of language functions</li> <li>▪ Can listen with confidence and understanding in a wide range of contexts</li> <li>▪ Can use appropriately the features of standard English vocabulary and grammar used by their peers</li> </ul>

# Hounslow Language Service

## QCA Language in Common Level Descriptors for Speaking and Listening

<b>NC Step 1</b>		
<p>Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words and phrases in English.</p>	<p>Pupils listen attentively for short bursts of time. They use non-verbal gesture to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.</p>	
<b>NC Step 2</b>	<b>NC Level 1 (Threshold)</b>	<b>NC Level 1 (Secure)</b>
<p>Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some complexity in expressing relationships between ideas and sequencing of events. Pupils convey meaning, sustaining their contributions and the listener's interest.</p> <p>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 conversations.</p>
<b>NC Level 2</b>	<b>NC Level 3</b>	<b>NC Level 4</b>
<p>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 expanding 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.</p>	<p>Pupils listen and talk confidently in different contexts, exploring and communicating ideas. In discussions, 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.</p>	<p>Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to purpose: developing ideas thoughtfully, describing events and conveying opinions clearly. In discussions, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some features of standard English vocabulary and grammar.</p>


**Hounslow Language Service  
HLS EAL Stages KS1 & KS2 for Reading**

**(linked to QCA Language in Common National Curriculum Levels – see overleaf for Descriptors)**

E A L  B E G  S T A G E  1	<p><b>NC Step 1</b></p> <ul style="list-style-type: none"> <li>No previous experience of reading</li> <li>Can handle a book appropriately with an understanding of left/right orientation</li> <li>Are aware that print carries meaning</li> <li>Can recognize their own name</li> <li>Beginning to understand 1:1 correspondence in words</li> <li>Can tell a story from pictures and play read</li> <li>Pupils may build on their knowledge of literacy in another language</li> </ul>	<p><b>NC Step 2</b></p> <ul style="list-style-type: none"> <li>Can recognize some familiar words from environment and other curriculum areas and some key words from NC Reception list</li> <li>They can identify some letters of the alphabet by shape and sound</li> <li>Beginning to hear rhyme</li> <li>With support can follow texts and join in understanding</li> <li>Using picture cues to gain understanding</li> <li>Able to read back their own writing</li> </ul>	<div style="border: 2px solid blue; padding: 10px;"> <p>NB</p> <p>The expected level of achievement will vary according to age. A pupil will have full competence when they have command of the written word comparable with native English speakers of a similar age.</p> </div>
	E A L  S T A G E  2	<p><b>NC Level 1 (Threshold) ⇒</b></p> <ul style="list-style-type: none"> <li>Can read a range of familiar words</li> <li>Can identify initial and final sounds in unfamiliar words</li> <li>Beginning to use contextual clues as a reading strategy</li> <li>With support, are able to understand simple texts with controlled vocabulary and repetitive structure</li> <li>Can respond to ideas &amp; events in poems, stories and non-fiction</li> </ul>	
E A L  S T A G E  3		<p><b>NC Level 2 ⇒</b></p> <ul style="list-style-type: none"> <li>Able to draw meaning from texts with less reliance on pictures</li> <li>Reading of simple texts is generally accurate</li> <li>Able to draw on a range of strategies e.g. phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning</li> </ul>	<p><b>NC Level 3 ⇒</b></p> <ul style="list-style-type: none"> <li>Shows understanding of the main points when reading both fiction and non-fiction</li> <li>Able to extract information from more complex non-fiction texts</li> <li>Uses knowledge of alphabet to locate books and find information</li> <li>Able to identify and summarise key points of fiction and non-fiction texts</li> <li>Is beginning to scan ahead</li> <li>Beginning to understand inference</li> </ul>

## Hounslow Language Service

### QCA Language in Common Level Descriptors for Reading

NC Step 1		NC Step 2	
	<p>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</p>	<p>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.</p>	
NC Level 1 (Threshold)	NC Level 1 (Secure)	NC Level 1 (Secure)	
<p>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 phrase or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.</p>	<p>Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events and ideas in poems, stories and non-fiction.</p>	NC Level 1 (Secure)	
NC Level 2	NC Level 3	NC Level 4	
<p>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.</p>	<p>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 main points and express preferences. They use their knowledge of the alphabet to locate books and find information.</p>	<p>On responding to a range of texts, pupils show understanding of 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.</p>	



