

**EAL PROFILE OF COMPETENCE**

**Secondary**

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**EAL PROFILE OF COMPETENCE – Secondary**

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| **Name:** | **Date of birth:** | **Languages spoken:** |
| **Arrived in UK:**  **Date started UK education:** | **Other additional support needs:**  **Yes / No** | **Literate in:** |
| LAC Asylum seeker Accompanied/Unaccompanied Traveller GRT Not living with parents | | |

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| **Personal and Social contexts** |
| * Pupil is showing signs of distress. * Pupil appears settled and feels safe in their new environment. * Pupil has friends in school. * Pupil has established several friends outside of school. * Pupil appears isolated in school and is finding social and/or cultural integration difficult. * Pupil forms relationships with a wider range of language backgrounds. * Pupil with limited English befriends child with challenging behaviour. * Pupil is over-physical with others, can become/seem aggressive. * Pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency). * Pupil is comfortable to engage with the full range of curriculum opportunities. * Pupil chooses not to speak at school. |

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| **Family contexts** |
| * Pupil has been prepared for the transition into an English speaking school. * Parents need support to communicate with the school in English. * Parents need support to aid the completion of reading practice/homework. * Pupil has good attendance with no trends of concern in attendance or punctuality. * Pupils have extended holidays overseas during term time. * Parents seem comfortable in school, are keen to come in/ engage with school and proactive about school life. * Parents are familiar with the UK school system. * Parents are aware of the range of after school activities. * Parents inform school if pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency). |

**Guidance for using the EAL Levels of Competence.**

The Solihull EAL Levels of Competence is an assessment framework which has been developed to support practitioners in tracking the progress of their English as additional language (EAL) learners in Years 1-6. There are 8 steps in the acquisition of English in the 4 skill areas; **Listening and Understanding, Speaking, Reading** and **Writing**. It will enable class, subject and support teachers to assess and track the progress of the receptive and expressive English language skills of their EAL learners.

Each skill is divided into 8 steps. The first 2 steps show the stages that a beginner learner who is new to English goes through. Steps 3 and 4 describe a learner who is at the early acquisition stage of English. Steps 5 and 6 describe the development stages of an EAL learner developing competence and steps 7 and 8 of an advanced EAL learner. Step 8 is reserved solely for those pupils who are fluent in English in that skill. The 8 steps show a development of English language acquisition from a level of no English to a level of English language skills which are equal to that of a monolingual learner of the same age.

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| EAL learner | EAL level | Key |
| **New to English (Code A)** | Step 1 | S1 |
| Step 2 | S2 |
| **Early Acquisition (Code B)** | Step 3 | S3 |
| Step 4 | S4 |
| **Developing Competence**  **(Code C)** | Step 5 | S5 |
| Step 6 | S6 |
| **Competent (Code D)** | Step 7 | S7 |
| **Fluent (Code E)** | Step 8 | S8 |

The codes relate to those provided by the DfE (see appendix 1) and previously collected as part of the annual census return. The EAL Service will continue to collect Proficiency in English data on a termly basis.

**Listening & Understanding**

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| **ONE**  **Code A** | * Understands home language.   \**Pupils with apparent language delay in first language will need specialist assessment.*   * Watches others and joins in activities and routines. * Listens readily and willingly to some speakers with support. * Responds to tone of voice, body language and facial expression of adults and peers. * Shows understanding of simple information, given with visual support and gesture. * Begins to follow single instructions relying on key words and gestures. * Begins to follow simple routine instructions where context is obvious. * Recognises the names of some familiar objects found in the classroom (e.g. pencil, book, table, chair). |
| **TWO**  **Code A** | * Responds to yes/no and either/or questions. * Follows a short sequence of instructions in familiar, routine circumstances. * Responds with non-verbal language to comments (smile when greeted, shake or nod of head). * Understands familiar, simple sentences and frequently-used expressions with contextual support. * Identifies single items of information (key words) from short spoken texts (number, colour, name). * Responds to key words and phrases in a range of routine instructions (‘Shut the door,’ ‘put your pens down’). * Identifies objects or characters from pictures or diagrams (where is Macbeth? Point to the triangle). * Listens attentively for short amounts of time. * Uses dictionary independently to support understanding of unknown vocabulary. |
| **THREE**  **Code B** | * Follows a short sequence of instructions applied in a wider range of circumstances (moving away from routine instructions). * Actively collects and learns new subject-specific vocabulary. * In a supportive situation indicates when they need to hear something again. * Understands time references at the beginning of a sentence (Yesterday, Today, Tomorrow). * Listens attentively during lessons and responds to some questions/makes some single word contributions with support. * Understands that intonation, volume or stress are used with different effects (shout a warning, whisper in a group). * Understands the function of time connectives (first, next, then). * Responds to obvious humour. |
| **FOUR**  **Code B** | * Listens carefully to the conversations of others and shows some understanding (e.g. laughing). * Asks the speaker to repeat or add detail so that they can understand more of the message. * Understands teacher questions on familiar topics by responding with phrases/ sentences. * Shows understanding of the details of curriculum topics, with visual/contextual support and repetition. * Understands a variety of instructions from a variety of different speakers. * Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why…? Because…?) * Listens for detail using key words to extract some specific information. * Reacts to events with independent comments. * Orders information heard using pictures/ Follows narrative accounts with visual support. * Understands the gist of class lessons with little visual/contextual support. |
| **FIVE**  **Code C** | * Begins to differentiate between past, present and future tenses. * Identify a range of sequence markers indicating steps (First, after that, finally). * Begins to engage with ‘How…?’ and ‘Why…?’ questions. * Listens for and follows the gist of explanations, instructions and narratives. * Understands a wide range of basic and subject-specific vocabulary. * Listens for and identifies the main points of short explanations or presentations. * Understands and responds to longer questions and more detailed instructions. * To understand inference when listening to someone speak or within a text |
| **SIX**  **Code C** | * Organises spoken information into diagrams, graphs, tables. * Follows the gist and some detail of teacher talk on a new topic at normal speed with little visual/contextual support. * Listens for and identifies relevant information and new information from discussions, explanations and presentations. * Listens to and responds appropriately to other points of view. * Active listener in group tasks and asks for clarification if necessary. |
| **SEVEN**  **Code D** | * Shows understanding of the detail of curriculum topics, with reduced visual/ contextual support (e.g. Answers a variety of topic-based questions). * Shows understanding of idiomatic language ‘raining cats and dogs,’ ‘pull your socks up’ and phrasal verbs (e.g. come up with, give in). * Listens for and understands explanations, instructions and narratives in different subject areas in a range of contexts with no support. * Can follow reasoning, discussion and argument in English as long as speaker is clear. * Learner appears confident, independent and fully engaged during speaking and listening activities. |
| **EIGHT**  **Code E** | * Understanding is commensurate with that of a monolingual speaker of English of similar age and ability. |

**Speaking**

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| **ONE**  **Code A** | * Appears relaxed, uses body language positively. * Expresses need using first language or non-verbal gestures to familiar adult or peer in order to respond to greetings and questions about themselves. |
| **TWO**  **Code A** | * Repeats familiar words and expressions while trying to understand the meaning. * Begins to develop a simple naming vocabulary and beings to communicate basic needs through single-word utterances and short phrases (e.g. Ok, like book). * Participates in very basic, short, formulaic spoken exchanges (e.g. Good morning, how are you?) and may respond non-verbally (e.g. with a gesture or smile). * Understands and names some familiar classroom/everyday objects (e.g. chair, white board, desk). * Uses simple adjectives to describe/add emphasis (e.g ‘big book, today cold.’). * Pronunciation is often unclear (e.g. learner may show lack of confidence with pronunciation of multi-syllabic words). |
| **THREE**  **Code B** | * Participates in exchanges with familiar adults and peers. * Beginning to form simple ‘wh’ questions ‘where you live?’ Seeks information ‘pizza you like?’ with intonation. * Over-generalises grammatical rules, ‘I goed, she drink.’ * Describes positions of objects correctly (e.g. on, in, under, on top). * Attempts to self-correct pronunciation having heard modelled speech. * Begins to use some descriptive and sequencing language (e.g. The Bunsen burner is hot, First I write date). * Expresses negative sentences using, ‘no’ (e.g. ‘I no speak, no go to school’). * Beginning to interact in more situations using non-verbal gestures and one-word utterances. * Communicates meaning using basic vocabulary. Starting to use some subject-specific vocabulary in simple phrases and sentences, though with some inaccuracies. * Uses basic compound sentences with simple conjunctions with some inaccuracies. (e.g. ‘I go school and I talk with my friends and I eat my lunch’. * Begins to use plurals, articles, pronouns and prepositions, though with some inaccuracies. |
| **FOUR**  **Code B** | * Speech is easier to understand but still contains irregularities and inaccuracies. * Uses a grammatically correct sentence model and can apply it in other, similar contexts. (If a volcano erupts, lava will pour from the top.) * Uses time markers with inaccuracies (yesterday, today, last week, tomorrow). * Relays simple messages, able to give a short sequence of instructions, ‘First…then…’ * Expresses opinions and wishes independently (e.g. I like Geography). * Uses formulaic question tags, ‘isn’t it, ok?’ * Uses adverbial phrases of time and place, ‘In the holidays, On the table’. * Uses subject-specific vocabulary necessary for a familiar topic. * Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why…? Because…?) * Uses past simple tense regular verbs (eg I played, I listened) and common irregular verbs (eg I went, I did, I had, I got) appropriately although with some inaccuracies. * Uses compound sentences with conjunctions such as ‘and/because’ (e.g. ‘I like Tybalt because he is angry). * Uses a wide range of basic vocabulary and an increasing range of mature and subject specific vocabulary. |
| **FIVE**  **Code C** | * Speaks and listens in simple exchanges and in everyday contexts. * Uses common colloquialisms in everyday interactions. * Recounts main events/ideas with relevant detail with scaffolding. * Can make simple comparisons and contrasts, ‘bigger than, more difficult than, like.’ * Uses simple conditionals, ‘If plants don’t have sunlight they die.’ * Communicates meaning using some extended/more complex sentences with increasing accuracy. Uses a range of conjunctions (but, because, so, if). * Uses present simple and continuous tenses appropriately and accurately (he/she,   it–s, e.g. I dance but he dances; we are dancing).   * Pupil speaks about matters of interest to a range of listeners. With appropriate prompts the pupil can speak in front of a small or large group for a short time. * Makes appropriate contributions to class discussions. * Uses appropriate register for different situations (learner/learner, learner/teacher) (e.g. Miss please can I have a pen? / Give us a pen). |
| **SIX**  **Code C** | * Uses relative clauses, ‘I saw the boy who sang in assembly’. * Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught). * Beginning to use other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) but with some inaccuracies. * Contributes to whole class discussions on familiar topics, e.g. giving group feedback, sharing opinions, respecting turn-taking rights of others etc. * Uses plurals, articles, pronouns and prepositions with increasing accuracy. |
| **SEVEN**  **Code D** | * Willingly contributes to class discussions on unfamiliar topics without support or scaffolding. * Uses the passive tense ‘the salt was added to the test tube.’ * Uses tag questions in conversation, ‘You’re a Polish speaker, aren’t you?’, ‘She went to the Dentist yesterday, didn’t she?’ * Communicates meaning, including more complex ideas and concepts with accuracy. * Beginning to use structures to express higher order thinking: expresses prediction, probability and hypothesis (might, may, could, would be). * Able to describe events including necessary details and convey opinions clearly. * Monitors response from listener(s) and modifies own response (change content/length). |
| **EIGHT**  **Code E** | * Uses a variety of articles and prepositions accurately. * Speaks confidently, fluently and accurately on a variety of topics for multiple purposes and audiences (e.g. explaining, informing, persuading, describing, arguing, advising, etc). * Speaks in complex sentences using conjunctions, adverbs, adjectives and correct use of tenses throughout. * Speaks English with an accent but not so that it interferes with understanding. |

**Reading**

*Learners with prior literacy skills in first language may decode texts well but have a limited understanding of what they are reading.*

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| **ONE**  **Code A** | * Minimal or no literacy in English. * Retells a story in first language \**Pupils with apparent language delay in first language will need specialist assessment.* * Knows that print, in English, is read from left to right and top to bottom. * Recognises their names and some familiar words. * Recognises and names some letters of the alphabet (letters in own name) * Beginning to sequence numerals and letters. * Starting to engage with short familiar texts using: contextual information (e.g. pictures, illustrations); prior knowledge; dual language dictionary (age appropriate). |
| **TWO**  **Code A** | * Follows a simple text read aloud with support. * Sequences and re-tells a simple story, a series of events or a process using visuals showing understanding. * Knows many initial sounds and uses them to decode more unfamiliar words. * Obtains information from simple graphs and diagrams (bar graph on shoe sizes of pupils in a class) . * Recognises some mathematical numerals and symbols (age appropriate). * Identifies some words in a sentence, including high frequency words. * Shows some understanding of a variety of short fiction and non-fiction texts using: contextual information (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary (age appropriate). * Starts to recognise topic vocabulary using: contextual information (e.g. pictures, illustrations); recent experiences/pre-visiting vocabulary; age-appropriate dual language dictionary. * Staring to use bilingual dictionary or electronic translator independently (with some inaccuracies) and demonstrates a knowledge of alphabetical order. |
| **THREE**  **Code B** | * Starting to demonstrate and understand the functions of basic punctuation (e.g. capital letters, full stops, question marks). * Starting to show understanding of the function of pronouns (he, she, it). * Completes simple cloze exercises based on a familiar text. * Reads previously encountered words in new contexts. * Reads back own writing or own sentences scribed by another. * Reads and understands a range of basic and some subject-specific vocabulary (age appropriate) using: contextual information (e.g., pictures, illustrations, diagrams); prior learning; dual language dictionary (age appropriate) |
| **FOUR**  **Code B** | * Re-tells and identifies main points from well-known texts with support or appropriate questions. * Asks questions about meaning of words and phrases in texts. * Identifies dialogue and speech in narrative. * Modifies intonation to differentiate questions when reading aloud. * Makes predictions on likely events when reading aloud or listening to text read aloud. * Shows an understanding of simple word order (can reorder words from jumbled sentence). * Follows pronoun references for people and things (the children…they, the candle…it). * Able to respond to simple questions related to text (e.g. What..?, Where...?, When..?, Who..?) and answer appropriately. * Understands the mathematical operation to use within a written word problem (age appropriate). * Uses knowledge of letter sounds or sight words with common spelling patterns to decode new, unfamiliar words (e.g. telephone, magic). * Recognises different purposes of text at this level. |
| **FIVE**  **Code C** | * Recalls and summarises the main ideas from fiction/non-fiction independently e.g. note-taking, re-telling. * Describes the mood and setting of a story. * Selects relevant section of the text to help answer questions. * Follows a sequence of task instructions (making a mathematical shape, setting up an experiment). * Responds to or comments on different social/cultural behaviours/events illustrated in texts (expresses opinion, asks questions). * Begins to respond to ‘How…?’ and ‘Why…?’ questions related to a text. * Identifies unfamiliar cultural references when reading, ‘What is a Union Jack?’ * Shows an understanding of simple paragraph order using connectives (e.g. Correctly reorders jumbled sentences). * Identifies the perspective of a story (third person/first person). * Demonstrates understanding of simple similes ‘as cold as ice,’ ‘as warm as toast.’ |
| **SIX**  **Code C** | * Makes inferences and draws conclusions when reading. * Discusses motivations and emotions of characters from reading a story or a poem. * Identifies a simple argument in a text. * Recognises complex cohesive markers used to link ideas within and across sentences (although, nevertheless). * Able to scan texts to locate key information. * Identifies words which relate to each other (bees, insects, swarms, colony). * Understands shades of meaning expressed by synonyms (strolled, walked, marched). * Identifies key features of different text types/genres (by highlighting) e.g. newspaper, website, poetry. * Begins to follow the peer and self-assessment processes used in class***.*** |
| **SEVEN**  **Code D** | * Gives own opinion of a text and compares it to others’ opinions. * Identifies relevant information to support points made in a text (e.g. in English Point, Evidence, Explanation). * Understands how to identify language features that achieve different purposes (e.g. inform, explain, describe, persuade, argue, advise). * Identifies agent, action and consequence in sentences using the passive voice. * Recognises the meaning of words expressing degrees of probability, possibility or obligation (ought, should have, may, might). * Hypothesises using information from the text (about author, character, ideas, events). * Distinguishes between fact and opinion. * Demonstrates understanding of well-known idioms in context (pull your socks up). * Demonstrates understanding of literary devices such as metaphors and similes in context. * Identifies formal and informal styles of language in common texts. * ***Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry.*** |
| **EIGHT**  **Code E** | * Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability. |

**Writing**

*Learners may have recording skills in their first language depending on their prior experience*

*Ensure writing skills apply across the whole curriculum.*

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| **ONE**  **Code A** | * Minimal or no literacy in English. * May be able to write in first language. * Holds pen appropriately. * Begins to form letters. * Leaves spaces between groups of letters. * Writes own name. * Begins to copy words. * Consistently writes from left to right (if new alphabet/script). * Copies text reasonably accurately (if new alphabet/script) e.g. begins to copy the date onto work. * Mixes upper and lower case letters in writing ( BaBy, tAle). * Is willing to write in English using scaffolds. * Letters are correctly shaped but may be inconsistent in size and orientation. |
| **TWO**  **Code A** | * Writes some high frequency common words with some accuracy. * Writes short, familiar words (e.g. CVC words - hat, sun). * Can draw simple diagrams/pictures and label them. * Is becoming aware of simple spelling patterns. * Writes short, simple sentences with support. * Begins to use basic punctuation to show understanding of sentence division (e.g. Uses full- stops). * Beginning to write longer words using phonic knowledge with some inaccuracies (bter (better), drgn (dragon). * Writes short phrases/labels independently in concept maps/spider diagrams. * Able to follow taught expectations about layout. |
| **THREE**  **Code B** | * Handwriting is legible and correctly orientated. * Writes familiar words using phonic knowledge independently with accuracy. * Writes unfamiliar words using phonic knowledge, with increasing accuracy. * Writes some high frequency words accurately (age appropriate). * Writes short, simple sentences without adult support, though with some inaccuracies * Uses scaffolds to produce longer, more complex sentences. * Becomes aware of basic punctuation (e.g. capital letters and full-stops) * Starting to show understanding of the function of conjunctions (e.g. and) * Writing will contain inaccuracies (often also seen in speech) such as subject/verb agreements and tense, plural ‘s’, omission of articles, inappropriate vocabulary choice. |
| **FOUR**  **Code B** | * Beginning to use present simple tense appropriately (uses third person –s inconsistently). * Beginning to use past simple tense regular forms (e.g., I played, I listened) and common irregular forms (I went, I saw). * Beginning to use plurals, articles, pronouns, prepositions, though with some omissions and inaccuracies. * Beginning to notice and apply some common spelling patterns based on prior knowledge of other similar words. * Writes a paragraph of at least 2-3 sentences with contextual/visual support/frames/ models but writing still contains inaccuracies (incorrect verb endings, omission of articles etc). * Uses a wider range of basic vocabulary and some subject- specific vocabulary. * Demonstrates and understands the functions of basic punctuation (e.g. capital letters, full stops, commas, question marks). * Demonstrates some features of a specific form in their writing, as appropriate to the audience, purpose and context. May need support of models and writing scaffolds. * Uses and requests models of written texts. * Uses compound sentences with conjunctions such as ‘and/because’ (e.g. ‘I like Tybalt because he is angry). |
| **FIVE**  **Code C** | * Uses plurals, articles, pronouns, prepositions with increasing accuracy. * Uses present simple and continuous tenses appropriately and accurately (third person –s- I dance, he is dancing). * Uses past simple regular verb forms (e.g. I played, he walked) and a wider range of irregular forms (e.g. they caught, you bought) with increasing consistency and accuracy. * Monitors own writing for spelling, omissions and grammar with support. * Generally uses basic punctuation correctly, e.g. capital letters, full stops, commas question marks and is demonstrating an awareness of a wider range of punctuation. * Uses a wider range of subject-specific vocabulary (age appropriate). * Understands and uses a wider range of conjunctions and pronouns to link ideas between clauses (but, because, so, if, then) (he, she, it, they). * Beginning to use adverbials of time, place and number to link ideas between paragraphs. |
| **SIX**  **Code C** | * Writes competently and at length for different purposes using features of different text types, e.g. lists, labels, letters (age appropriate). * Writes stories/accounts/reports of at least 2 paragraphs independently. * Uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately. * Beginning to use a wider range of structures, subordination and an increasing range of cohesive devices. * Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught). * Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies. * Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age appropriate). * Independently monitors own writing for spelling, omissions and grammar. |
| **SEVEN**  **Code D** | * Uses common euphemisms in independent writing (e.g. passed away, fell off the back of a lorry). * Uses a number of formulaic expressions which signal opinion (it is often argued that, despite this, according to). * Uses advanced connectives ( in addition to, on the other hand, as a result). * Writes texts using a range of tenses and appropriate use of active and passive voice (e.g. Soang’s family had moved to where they were told to go and worked as cooks for their new employers). * Demonstrates some inaccuracies e.g. Subject-verb agreement ( If he stay too long), modals (She would have got any prize she wanted), possessives (I will explain briefly Victor character) and prepositions (Talk about how Arthur was hurt about his late wife). * Demonstrates some inaccuracies with articles, regular and irregular plurals and mass count nouns (e.g. She appeared to be very unhappy girl, We must protect the waters). * Continues to demonstrate some irregularities in cohesion, syntax, and colocation or a reduced vocabulary but meaning is clear. * Presents information in a logical sequence, using paragraphs where appropriate. * Writes using appropriate language for purpose and audience. |
| **EIGHT**  **Code E** | * Copes with the writing demands of all areas of the curriculum with some inaccuracies. * Uses complex conditionals (e.g. They would have gone if they had received the message on time). * Uses specialised language to define or describe abstract concepts ‘The water cycle is the movement of water from the earth to the atmosphere.’ * Includes cultural references shared by the reader. * Mimics or parodies particular styles (a fairy story set in modern times). * Uses irony and humour for effect. * Makes complex comparisons in an argumentative text (is the largest, is similar to, not so useful as, rather than, instead of). * Uses cohesive devices, colocation and a varied vocabulary to express complexity and subtleties in writing. * Qualify opinions and statements by using expressions as well as modals (it is certain that, it is likely that, it is possible that, it is generally accepted that, some might say…)   . |

Appendix 1:

The following descriptors were provided by the DfE in 2016.

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| Code | Description |
| New to English (Code A) | May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words of phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support. |
| Early acquisition (Code B) | May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum fully. |
| Developing competence (Code C) | May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require on-going support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires on-going EAL support to access the curriculum fully. |
| Competent (Code D) | Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence or errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks. |
| Fluent (Code E) | Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum. |

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