

**Newcastle Ethnic Minority Traveller and Refugee Achievement Service
EXTENDED SCALES FOR THE ASSESSMENT OF PUPILS WITH EAL
(PRE – NC LEVEL 2)**

Listening	Speaking	Reading
Step A – Pupils respond to own name and to greetings and expressions of friendliness, possibly non – verbally.	Step A – Pupils show an interest but do not join in with activities.	Step A – Pupils with an adult, ‘la ‘echoing’. They the correct way
Step B – Pupils watch and copy other children. They join in activities and follow some simple instructions.	Step B – Pupils use gestures, body language, eye contact and facial expressions to communicate.	Step B – Pupils stories and poem enjoyment. They correctly and ma read a story.
Step 1	Step 1	Step 1
<ul style="list-style-type: none"> a) Pupils listen attentively for short bursts of time. b) They use non – verbal gestures to respond to greetings and questions about themselves. c) They follow simple instructions based on the routines of the classroom. 	<ul style="list-style-type: none"> a) Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. b) They express some basic needs, using single words or phrases in English. 	<ul style="list-style-type: none"> a) Pupils partic reading acti b) They know print is read right and fro bottom. c) They recogn names and and identify the alphabe sound.
Step 2	Step 2	Step 2
<ul style="list-style-type: none"> a) Pupils understand simple conversational English. b) They listen and respond to the gist of general explanations by the teacher where language is supported by non – verbal cues, including Illustrations. 	<ul style="list-style-type: none"> a) Pupils copy talk that has been modelled. b) In their speech, they show some control of English word order. c) Their pronunciation is generally intelligible. 	<ul style="list-style-type: none"> a) Pupils begin sound with English. b) They begin the text will c) They read v phrases tha learned in d curriculum a d) With suppor follow a text
Listening	Speaking	Reading
Level 1 (Threshold)	Level 1 (Threshold)	Level 1 (Thresh

<ul style="list-style-type: none"> a) With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. b) They listen attentively to a range of speakers, including teacher presentation to the whole class. 	<ul style="list-style-type: none"> a) Pupils speak about matters of interest in familiar settings. b) They convey meaning through talk and gesture and can extend what they say with support. c) Their speech is sometimes grammatically incomplete at word and phrase level. 	<ul style="list-style-type: none"> a) Pupils can r familiar wor b) Pupils ident final sounds words. c) With support establish me reading aloud simple sente contextual c understandi d) They respon and ideas in stories and
<p>Level 1 (Secure)</p>	<p>Level 1 (Secure)</p>	<p>Level 1 (Secure)</p>
<ul style="list-style-type: none"> a) In familiar contexts, pupils follow what others say about what they are doing and thinking. b) They listen with understanding to sequences of instructions and usually respond appropriately in conversation. 	<ul style="list-style-type: none"> a) Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. b) What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. c) Pupils convey meaning, sustaining their contributions and the listeners' interest. 	<ul style="list-style-type: none"> a) Pupils use t of letters, so words to es when readin aloud, some prompting. b) They comm or ideas in p and non-fict