

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

Listening	Speaking	Reading	Writing
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 share a book with an adult, ‘labelling’ and ‘echoing’. They hold a book the correct way up.	Step A – Pupils engage in activities requiring hand – eye co-ordination.
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 listen to simple stories and poems with enjoyment. They handle books correctly and may ‘pretend’ to read a story.	Step B – Pupils use a pencil, holding it effectively. They make marks and draw a basic figure.
Step 1	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 participate in reading activities. b) They know that, in English, print is read from left to right and from top to bottom. c) They recognise their names and familiar words and identify some letters of the alphabet by shape and sound. 	<ul style="list-style-type: none"> a) Pupils use English letters and letter – like forms to convey meaning. b) They copy or write their names and familiar words. c) They write from left to right.
Step 2	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 to associate sound with letters in English. b) They begin to predict what the text will be about. c) They read words and phrases that they have learned in different curriculum areas. d) With support, they can follow a text read aloud. 	<ul style="list-style-type: none"> a) Pupils attempt to express meaning in writing, supported by oral work or pictures. b) Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. c) Building on their knowledge of literacy in another language pupils show knowledge of the function of sentence division.

Listening	Speaking	Reading	Writing
Level 1 (Threshold)	Level 1 (Threshold)	Level 1 (Threshold)	Level 1 (Threshold)
<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 read a range of familiar words, b) Pupils identify initial and final sounds in unfamiliar words. c) With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. d) They respond to events and ideas in poems, stories and non-fiction. 	<ul style="list-style-type: none"> a) Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order b) Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
Level 1 (Secure)	Level 1 (Secure)	Level 1 (Secure)	Level 1 (Secure)
<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 their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. b) They comment on events or ideas in poems, stories and non-fiction. 	<ul style="list-style-type: none"> a) Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. b) Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. c) Letters are usually clearly shaped and correctly orientated.