

5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION – support material

STAGE A (new to English)	STAGE B (Early Acquisition)	STAGE C (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> ◆ Silent period ◆ Copies/repeats some words and/or phrases ◆ Uses single words or short phrases ◆ Has very basic, limited range of vocabulary ◆ Understands some everyday expressions and simple instructions in English 	<ul style="list-style-type: none"> ◆ Uses spoken English for 'social' purposes ◆ Has limited awareness of grammar syntax ◆ Vocabulary is widening but tends to be related to familiar contexts ◆ Is acquiring some topic/subject specific vocabulary ◆ Follows day to day social communication in English ◆ Understands simple instructions ◆ Follows narrative/accounts with visual support 	<ul style="list-style-type: none"> ◆ Uses spoken English confidently but structural inaccuracies still apparent ◆ Has a fairly wide vocabulary which includes a growing bank of subject specific words ◆ Gives appropriate responses to a wider range of situations without the need for visual support ◆ Able to follow more complex verbal input 	<ul style="list-style-type: none"> ◆ Speech is more complex and mostly demonstrates an awareness and appropriate use of the rules of grammar and word order with fewer errors ◆ Has a wide vocabulary with more use of abstract words ◆ Some vocabulary gaps still evident ◆ Usually copes with a wide range of verbal input from a variety of sources 	<ul style="list-style-type: none"> ◆ Is a fluent speaker of English in a full range of situations
READING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ Copes with familiar words/word patterns and is able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> ◆ Reads adequately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> ◆ Reads and understands a wide variety of texts but struggles with suitable nuances of meaning 	<ul style="list-style-type: none"> ◆ Is a fluent reader of English in a full range of situations
WRITING				
<ul style="list-style-type: none"> ◆ Minimal or no literacy in English 	<ul style="list-style-type: none"> ◆ Can produce small amount of independent writing with support from teacher/peers ◆ Has limited awareness of grammar ◆ Uses basic punctuation, e.g. capital letters and full stops ◆ Is becoming aware of simple spelling patterns ◆ Uses basic vocabulary 	<ul style="list-style-type: none"> ◆ Strives towards more developed pieces of writing for a range of purposes ◆ Demonstrates a growing awareness of grammar but continues to make mistakes ◆ Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation ◆ Is producing improved spelling for a wider range of words ◆ Is developing a wider range of vocabulary 	<ul style="list-style-type: none"> ◆ Writes competently for a range of purposes ◆ Writing contains only occasional errors in grammar ◆ Generally uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately ◆ Spells most words correctly ◆ Uses a wide range of vocabulary 	<ul style="list-style-type: none"> ◆ Is a fluent writer of English in a full range of situations
<ul style="list-style-type: none"> ◆ Needs a considerable amount of EAL support 	<ul style="list-style-type: none"> ◆ Needs a significant amount of EAL support to access the curriculum 	<ul style="list-style-type: none"> ◆ Requires on going EAL support to access the curriculum fully 	<ul style="list-style-type: none"> ◆ Needs some/occasional EAL support to access complex curriculum material tasks 	<ul style="list-style-type: none"> ◆ Operates without EAL support across the curriculum