

EAL Primary Profile of Competence at Ranelagh

Listening and Talking

A	LISTENING AND TALKING	new to English	Tick when achieved
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- A1 I can join in activities and routines
- A2 I can follow simple, everyday instructions
- A3 I can repeat words and phrases used by other pupils and adults
- A4 I can join in simple, short conversations (e.g. Good morning, How are you?) and answer with a gesture or smile
- A5 I can understand and name some classroom/everyday objects
- A6 I can say what I want using gesture, 1-2 words and my home language
- A7 I can show that I have understood simple information, with pictures and gestures to help me
- A8 I can give some information on familiar topics (self/home) using single words or short phrases
- A9 I can answer yes/no and either/or questions

B	LISTENING AND TALKING	early acquisition	Tick when achieved
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- B1 I am beginning to join in group activities
- B2 I can follow a short set of instructions
- B3 I am beginning to use a wider range of basic words and some topic words
- B4 I can ask simple questions to help me understand and join in

- B5 I am starting to understand class topics with pictures and simple explanations to help me
- B6 I can speak in English using simple words in short sentences
- B7 I am beginning to use plurals (cats, boxes), articles (a, the), pronouns (he, she, it) and prepositions (to, at, on) more often
- B8 I can use the Present Simple tense (I dance / he dances) correctly
- B9 I am beginning to use the Past Simple tense for regular verbs (I played, I listened) and some irregular verbs (I went, I did, I had, I got)
- B1 I can answer yes/no questions and simple open questions
- 0

C	LISTENING AND TALKING	developing competence	Tick when achieved
C1	I am beginning to join in at whole class discussion time and everyday conversations		
C2	I can understand and use more basic, mature and topic/subject words to talk about what I am studying		
C3	I can show my understanding of the details of teacher's presentations class topics, with pictures and repetition to help me		
C4	I can speak English using longer and more complex sentences		
C5	I can use plurals (cats, <u>boxes</u>), articles (a, the), pronouns (he, she, it) and prepositions (to, at, on) more often		
C6	I can use the Present Simple and Continuous tenses (I dance / he dances, we are dancing)		
C7	I can use the Past Simple for regular verbs and lots of irregular verbs correctly (I played, they caught, you bought)		
C8	I am beginning to use more verb tenses: past continuous (I was playing), future (I will play) and conditional (I would play)		
C9	I am beginning to use words like, might, may, could, would be		
C1	I can answer appropriately a variety of questions (yes/no, open questions)		
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D	LISTENING AND TALKING	competent	Tick when achieved
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- D1 I can join in whole class discussion to give group feedback and share my opinions
- D2 I can understand and use a wide range of basic, mature (including less common words) and specific topic words
- D3 I can show my understanding of the detail of class topics by answering a variety of questions
- D4 I can speak correctly and at length about class and social topics
- D5 I can use articles (a, the), plurals (s), pronouns (he, she, it) and prepositions (to, at, on) correctly
- D6 I can use all regular verbs and most irregular verbs correctly in the Past Simple tense (I played, they caught, they taught)
- D7 I can use other tenses e.g. past continuous (I was running), future (I will run) and conditional (if I ran) correctly most of the time
- D8 I can use words like might, may, could, would be, to talk about probability and prediction
- D9 I can talk about complex ideas and concepts, using longer and more complex sentences and responding to a variety of questions

E	LISTENING AND TALKING	fluent	Tick when achieved
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- E1 I can speak confidently, fluently and accurately on a variety of topics, both informal and academic
- with no more non-standard features than a monolingual speaker of English of similar age and
- ability

E2 My understanding is commensurate with that of a monolingual speaker of English of similar age and

ability

Reading

A	READING	new to english	Tick when achieved
A 1	I can recognise my own name in writing (in English or my first language)		
A 2	<i>P1-3</i> I can show that I know some letter sounds <i>P4-7</i> I can show that I know most English letter names and sounds		
A 3	<i>P1-3</i> I can match some sounds to letter shapes <i>P4-7</i> I can correctly match letter shapes (initial sounds) with sounds		
A 4	I can read simple words (e.g. 'cat' 'dog')		
A 5	I know some common words (e.g. the, is, it)		
A 6	I can follow English language books from left to right, top to bottom)		
A 7	I can understand some short texts using: pictures; my own knowledge; picture/dual language dictionary; glossary		
A 8	I can read and understand some basic words		
A 9	I can recognise some topic words using: e.g. pictures, my experiences/knowledge and a dual language dictionary		
B	READING	early acquisition	Tick when achieved

- B1 *P1-3* I can show that I know all letter sounds
- P4-7* I can show that I know all letter names
- B2 *P1-3* I can read some longer words (e.g. words with consonant blends/vowel digraphs)
- P4-7* I can read longer words (e.g. words with consonant blends/vowel digraphs)
- B3 I can read common words
- B4 I can read and follow simple written instructions
- B5 I can understand some short fiction and non-fiction school texts using: (e.g. pictures) my own experiences/prior learning; dual language dictionary (age-appropriate) and I have some understanding of the difference between the language in different texts (e.g. newspaper, comic, fiction, non-fiction)
- B6 I can read and understand basic and mature words (age-appropriate) and guess the meaning of words I don't know
- B7 *P1-7* I can read and understand some subject words using: pictures, diagrams, my own knowledge, a dual language dictionary (age-appropriate)
- B8 I can show that I understand how to use basic punctuation (e.g. capital letters, full stops, question marks)
- B9 *P1-3* I can show that I understand how to use connectives (and, but) and pronouns (he, she, it)
- P4-7* I can understand the use of connectives and pronouns and words such as what, who, they

C	READING	developing	Tick when achieved
competence			

- C1 I can read letter names and know letter sounds
- C2 I can read familiar texts suitable for my age group fluently, accurately and with understanding
- C3 I can read common words correctly and with understanding
- C4 I can show that I understand short fiction and non-fiction texts using pictures, my own knowledge and picture/ dual language dictionary (age-appropriate) and I

understand the difference between the language in different texts (e.g. newspaper, comic, fiction, non-fiction)

- C5 I can read and understand a wider range of basic and mature words and guess the meaning of words I don't know from the context
- C6 I can show that I understand most subject-specific words using: pictures, my own knowledge, dual language dictionary (age-appropriate)
- C7 I can show that I understand how to use a wider range of punctuation such as speech marks, exclamation mark
- C8 I am beginning to make simple inferences and conclusions when reading
- C9 I can identify and use a range of cohesive markers to understand a text (e.g. connectives, pronouns)

D	READING	competent	Tick when achieved
D 1	I can read unfamiliar new texts (suitable for my age) fluently and accurately with understanding		
D 2	I can show that I understand most of the detail of fiction and non-fiction texts (age-appropriate) without pictures		
D 3	I can show that I understand most common mature vocabulary for my age and most topic vocabulary and guess the meaning of words I don't know without help		
D 4	<i>P1-3</i> I can make simple inferences and draw conclusions when reading <i>P4-7</i> I can make inferences and draw conclusions by myself when reading		
D 5	I can understand a wide range of cohesive markers e.g. pronouns, (he, she, it) connectives (and, but, therefore, meanwhile, nevertheless, despite etc) (age-appropriate)		
E	READING	Fluent	Tick when achieved

E1 I can reads, understand, select, interpret and respond 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

A	WRITING	new to english	Tick when achieved
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- A1 I can write my own name
- A2 I am beginning to form letters and copy words (if early literacy or new script)
- A3 I can remember to write from left to right (if early literacy or new script)
- A4 I can copy words quite well (if early literacy or new script)
- A5 I can write letters when I hear their sounds
- A6 I am beginning to write some common words correctly
- A7 I can write short, simple sentences / phrases about familiar subjects (family/ class) with help

B	WRITING	early acquisition	Tick when achieved
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- B1 I can copy words correctly
- B2 I can write simple words that I know (eg. hat, sun) using my knowledge of sounds
- B3 I can correctly write some of the common words
- B4 I can write short, simple sentences on my own
- B5 I can use simple words in my writing as well as some new topic words
- B6 P1-3 I am beginning to use capital letters and full stops

P4-7 I can use capital letters and full stop

B7 P1-3 I am beginning to use joining words (and, but) to write longer sentences

P4-7 I can use connectives (and, but, then) to write longer sentences

B8 I can use plurals (cats, boxes), articles (a, the), pronouns (he, she, it), prepositions (to, at, on)

B9 I can use the Present Simple tense correctly (I dance / he dances)

B1 I can use the Past Simple tense for regular verbs (I played, I listened) and some
0 irregular verbs (I went, I saw, I got) correctly

C	WRITING	developing competence	Tick when achieved
C1	I can copy text correctly and at the same speed as other people in my class		
C2	I can correctly write familiar words on my own, using my knowledge of letter sounds		
C3	I can write new words using my knowledge of letter sounds		
C4	I can correctly write most of the common words that we have learned in class		
C5	P1-3 I can write a paragraph of at least 2-3 sentences (with help from pictures, writing frames or modelled examples from my teacher) P4-7 I can write a longer paragraph (with help from pictures, writing frames or modelled examples)		
C6	I can use a wider range of basic vocabulary, some mature words and topic words I have learned in class		
C7	P1-3 I can use basic punctuation correctly all the time (capital letters, full stop) P4-7 I can use a range of punctuation correctly (comma, question/ exclamation mark)		
C8	P1-3 I am beginning to use a wider range of joining words and structures to write longer/more complex sentences P4-7 I can use a wider range of connectives and structures to write longer and more complex sentences		

- C9 I can use plurals, articles (a, the), pronouns (he, she, it), and prepositions (at, to, on)
- C1 I can use the Present Simple (I dance, he dances) and Continuous (he is dancing)
0 tenses
- C1 I can use the Past Simple for regular verbs (I played) and lots of irregular verbs (they
1 caught, you bought)
- C1 I am beginning to use some other tenses (past continuous, present/past perfect,
2 conditional)
- C1 With support, I can check over my own writing for spelling, grammar and things I
3 have missed

D	WRITING	competent	Tick when achieved
D1	I can write longer and different kinds of texts correctly e.g. lists, labels, letters		
D2	<i>P1-3</i> I can write stories/accounts/reports of at least a short paragraph on my own <i>P4-7</i> I can write stories/accounts/reports of at least 2 paragraphs on my own		
D3	I can use a wider range of mature and topic vocabulary		
D4	I can use a range of punctuation correctly		
D5	I can use grammatical structures (e.g. connectives) to write longer and more complex sentences		
D6	I can use all regular (walked) and most irregular (I taught, I bought) past simple tense forms correctly		
D7	I can use other tenses (past continuous, present/past perfect, conditional)		
D8	I can use language to predict and talk about probability using(might, may, could, would be)		
D9	I can check over my own writing for spelling, grammar and things I have missed on my own		
E	WRITING		Tick when achieved
fluent			

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- E1 I can cope confidently and competently with the writing demands of all areas of the curriculum with no more errors or difficulties than a monolingual speaker of English of similar age and ability. I demonstrate age-appropriate control of language (vocabulary, structures, punctuation) to produce a variety of text types