

PUPIL PROFILE FOR MONITORING THE PROGRESS OF NEW ARRIVALS IN LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

Produced by

**LANCASHIRE ETHNIC MINORITY ACHIEVEMENT
SUPPORT SERVICE**

NAME OF PUPIL			
M/F		UPN	
School:			
Referral Number:			

Pupil Information		Date Profile opened: Year group of pupil when Profile opened:	
D.O.B	Place of birth	Admission date	Year group on entry
Ethnicity	Religion	Siblings in school	Asylum seeker Yes No
Languages spoken in family		Languages spoken by pupil	
Languages read by pupil		Languages written by pupil	
Does the pupil have tuition in languages other than English outside school?			
Previous schooling (including pre-school)			
Attendance and timekeeping			
Social or emotional concerns			
Medical concerns			
Other information/particular skills or achievements			
Extended holidays (date, destination and duration)			

Monitoring the developing EAL proficiency of newly arrived pupils

This Pupil Profile is an essential record of a new arrival's progress in learning English. It highlights areas where the pupil is gaining proficiency and helps to identify targets for future teaching and learning. It also provides evidence of the impact of the EMA Support Service's work in schools.

This introduction explains how to record and report on the EAL progress of newly arrived pupils using the Pupil Profile. It summarises the main points contained in Lancashire's *EAL Profile Handbook*, published in 2003. This included extensive background information and detail on completing the Pupil Profile for both beginners and more advanced EAL learners. **This version of the Profile is intended only for use with newly arrived pupils.**

At the end of support the Profile should be left with the school as part of the pupil's on-going record. It will then be a source of information to pass on to other schools/colleges as the pupil moves through the education system.

The Pupil Profile consists of four sections and a Supplement:

1. a page to enter information about the pupil
2. the Qualifications and Curriculum Authority (QCA) Assessment Scales for EAL
3. the pages listing 'Pupil Performance Descriptors' in listening and understanding, speaking, reading and writing
4. the 'EMASS Pupil Assessment' page
5. the 'Supplement For Monitoring The Progress of New Arrivals Beyond The QCA Steps'

1. Pupil Information (page 1)

- This page is to record personal and biographical information about the newly- arrived pupil. Some sections can be filled in as soon as support begins. Others will be completed as information becomes available. It may be the case that the school is not aware of some of the information recorded here due to difficulty in communicating with the family.

2. QCA Assessment Scales for EAL (pages 4 – 5)

- These pages reproduce the assessment scales for EAL progression described by the QCA in their publication *A Language in Common: assessing English as an additional language (QCA 2000)*. The scales are based on four QCA Steps (Step 1, Step 2, Threshold and Secure). The QCA system is strongly recommended by the Department for Children, Schools and Families and Ofsted for use by schools when reporting on pupils' EAL progress, although it is not a statutory requirement under current national curriculum legislation.

3. Pupil Performance Descriptors (pages 6 – 12)

- The statements in the column under the heading **Pupil Performance Descriptor** describe what the pupil can do in and with the English language. They do not reflect achievement in any other language that the pupil may use or have access to.
- The numbers in the column to the left of the Pupil Performance Descriptors are simply for reference. **Although language learning follows a generally developmental pattern, it is not a linear process. A pupil should not, therefore, be expected to progress in order through each Pupil Performance Descriptor.**
- The column headed **QCA Step** locates each Pupil Performance Descriptor within the QCA Assessment Scales for EAL shown on pages 4 and 5.
- The column headed **Comments/Evidence/Date** is used to note the pupil's achievement as the criteria outlined in the Pupil Performance Descriptors are met, and to provide a record of progress over time. **Entries in this column should be made on a regular basis from the time you begin to teach your pupil. It is recommended that you update your Pupil Profiles every half term.**

4. The 'EMASS Pupil Assessment' (page 13)

- The 'EMASS Pupil Assessment' form and instructions for completing it are included on this page. Schools are required to report annually on all pupils at the end of each summer term. Our expectation is that this will include information on new arrivals' attainment in English, either through national tests or exams or through optional tests, teacher assessment and predicted GCSE grades.
- The information on new arrivals' attainment in English is collected in order to report using a nationally recognised system.
- If the school is unable to provide a National Curriculum level, please level the pupil using the QCA steps.
- **Please note that the information recorded on page 13 should only relate to the pupil's performance in English, not in any other subject area.**

5. The Supplement for Monitoring the Progress of New Arrivals beyond the QCA Steps.

QCA Assessment Scales for EAL

Listening and Understanding

Step 1

Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.

Step 2

Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.

Threshold

With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentations to the whole class.

Secure

In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.

Speaking

Step 1

Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.

Step 2

Pupils copy talk that has been modelled. In their speech they show some control of English word order and their pronunciation is generally intelligible.

Threshold

Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.

Secure

Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listener's interest.

Reading

Step 1

Pupils participate in reading activities and may build on their knowledge of literacy in another language. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.

Step 2

Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learnt in different curriculum areas. With support, they can follow a text read aloud.

Threshold

Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.

Secure

Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.

Writing

Step 1

Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.

Step 2

Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.

Threshold

Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.

Secure

Pupils use phrases and longer statements that convey ideas to the reader, making some use of the full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.

LISTENING AND UNDERSTANDING

No.	<i>Pupil Performance Descriptor (PPD)</i>	<i>QCA Step</i>	<i>Comments/Evidence/Date</i>
	The pupil can:		
1.	show evidence of receptive awareness of English, but is mainly silent	Step 1	
2.	show evidence of receptive awareness of English by non-verbal responses in a variety of situations, including greetings and questions about themselves	Step 1	
3.	show evidence of listening by joining in stories and rhymes through the use of words and actions	Step 1	
4.	respond to simple instructions in English	Step 1	
5.	understand simple descriptions with visual support	Step 2	
6.	understand the gist of simple explanations with visual support	Step 2	
7.	show understanding of simple conversational English by making appropriate responses	Threshold	
8.	listen attentively to a range of speakers including teacher presentations to the whole class	Threshold	
9.	follow more complex instructions involving sequences of instructions	Secure	
10.	follow more complex instructions containing embedded prepositions	Secure	
11.	participate as an attentive listener, responding to what others say with increasing appropriateness	Secure	

SPEAKING

No.	<i>Pupil Performance Descriptor (PPD)</i>	<i>QCA Step</i>	<i>Comments/Evidence/Date</i>
	The pupil can:		
1.	give non-verbal responses in a variety of situations	Step 1	
2.	echo words and expressions drawn from classroom routines and social interactions to communicate meaning	Step 1	
3.	communicate needs by gesture/word, often combining first language with simple English words and structures.	Step 1	
4.	use a functional vocabulary for social needs using single words or phrases in English	Step 1	
5.	use a functional vocabulary for developing skills/concepts using single words or phrases in English	Step 1	
6.	answer functional questions with a simple English sentence (not necessarily grammatically correct)	Step 2	
7.	use English language to communicate needs, often in the form of telegraphic sentences, and pronunciation is generally intelligible	Step 2	
8.	give simple descriptions	Step 2	
9.	convey a simple message	Step 2	
10.	give simple instructions	Threshold	
11.	initiate a one-to-one dialogue or conversation in simple terms about experiences	Threshold	
12.	initiate a dialogue or conversation in a group setting in simple terms about experiences	Threshold	
13.	communicate more freely but with common errors	Threshold	

14.	communicate more freely beginning to use negative forms, correct tenses and pronouns	Threshold	
15.	show evidence of a widening vocabulary	Threshold	
16.	re-tell stories with the aid of props/pictures	Threshold	
17.	attempt to answer questions using structured sentences	Threshold	
18.	ask functional questions: what shall I do now?	Threshold	
19.	ask analytical questions, e.g. how? why?	Threshold	
20.	initiate and maintain a social conversation	Secure	
21.	participate appropriately as a speaker in a group task	Secure	
22.	show developing communicative competence as a participant in class discussions, e.g. understands turn-taking	Secure	
23.	relate a connected narrative to a teacher	Secure	
24.	relate a connected narrative to a group	Secure	
25.	make utterances which show some grammatical complexity in expressing relationships between ideas and sequences of events	Secure	
26.	relate what has happened in a story and predict what may happen next	Secure	

READING

No.	<i>Pupil Performance Descriptor (PPD)</i>	<i>QCA Step</i>	<i>Comments/Evidence/ Date</i>
	The pupil can:		
1.	join in with stories and poems, one-to-one and also in small groups	Step 1	
2.	recognise that print carries meaning both in books and in the environment (may build on their knowledge of literacy in another language)	Step 1	
3.	recognise that in English print is read from left to right and top to bottom	Step 1	
4.	demonstrate a developing interest in reading	Step 1	
5.	demonstrate an interest in illustrations and use them to predict	Step 1	
6.	begin to recognise and understand basic vocabulary in English, including their names and familiar words	Step 1	
7.	read and understand brief signs, captions, labels and notices	Step 1	
8.	link sounds to letters in English	Step 1	
9.	hear and say initial sounds in words	Step 1	
10.	hear and say final sounds in words	Step 1	
11.	read a range of familiar words and identify initial and final sounds in unfamiliar words	Step 1	
12.	demonstrate the use of illustrative, contextual and phonic cues to identify words	Step 2	
13.	with support, can follow a text read aloud	Step 2	
14.	read words and phrases that have been learnt in different curriculum areas	Step 2	

15.	recount a story so far and predict what happens next	Step 2	
16.	retell narratives in the correct sequence, using the language patterns of stories	Step 2	
17.	demonstrate a knowledge of alphabetical order, e.g. through use of dictionaries	Threshold	
18.	with support, read phrases or simple sentences with understanding gained from contextual cues	Threshold	
19.	respond to material read aloud, for example, by expressing an opinion	Threshold	
20.	read aloud from familiar stories and poems with fluency and expression	Secure	
21.	comment on events or ideas in poems, stories and non-fiction	Secure	
22.	read a range of materials with some independence, fluency, accuracy and understanding	Secure	
23.	recall significant details in a narrative and begin to infer/deduce from past reading	Secure	

WRITING

No.	<i>Pupil Performance Descriptor (PPD)</i>	<i>QCA Step</i>	<i>Comments/Evidence/Date</i>
	The pupil can:		
1.	demonstrate a degree of fine motor control	Step 1	
2.	demonstrate left-right orientation	Step 1	
3.	draw simple representational pictures	Step 1	
4.	describe own drawings (linking symbols to concepts)	Step 1	
5.	copy words from the environment including his/her own name	Step 1	
6.	form letters with growing accuracy	Step 2	
7.	produce correctly formed and orientated letters associating symbol with sound	Step 2	
8.	attempt to communicate through writing using, for example, pictures, symbols, isolated letters, words or phrases	Step 2	
9.	attempt to write unfamiliar words phonetically	Step 2	
10.	generally produce writing intelligible to themselves and a familiar reader	Step 2	
11.	understand the use of full stops and capital letters and is beginning to use other simple forms of punctuation	Step 2	
12.	understand about writing simple sentences, perhaps building on knowledge of literacy in another language, and frequently uses simple words correctly with support from a dictionary/word bank/word book	Step 2	
13.	write simple sentences from memory	Threshold	

14.	write simple sentences independently, which show some knowledge of sentence division and word order	Threshold	
15.	show some understanding of spelling patterns, although still needs support for most words	Threshold	
16.	attempt, in writing, to spell a widening range of vocabulary showing internalisation of regular patterns and letter strings	Secure	
17.	use phrases and longer statements that convey ideas to the reader but some grammatical patterns are irregular. Their grasp of English sounds and how they are written is still not secure	Secure	
18.	Use sequence in writing simple stories and texts, showing an understanding of story structure	Secure	
19.	write short stories and narratives independently but may still display evidence that English is an additional language by their transference of first language knowledge	Secure	

EMASS PUPIL ASSESSMENT				
QCA Step or National Curriculum level in ENGLISH				
Date	Listening and understanding	Speaking	Reading	Writing
Baseline:				

1. Indicate the baseline QCA Steps or National Curriculum level appropriate for the newly arrived pupil in the four language areas after the initial assessment.
2. Taking into account a range of evidence, indicate the pupil's attainment in each of the four language areas at the end of each term.

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