

# Curriculum Overview

Subject: EAL

English Proficiency: A



At this level students can:

Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings.

Show emerging competence in basic oral expression.

Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English.

Demonstrate competence in managing basic, simple and isolated phrases.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> Getting to know each other. Personal information. Personal qualities, characteristics. School and school subjects. Hobbies/interests. Family. Phonics 1-10	<b>KNOWLEDGE/SKILLS</b> The verb 'to be' in the past tense Writing about your family. Students communicate with each other and gain confidence in asking for information. Describing character, appearance, relationships, physical actions. Ending –s in the third person singular. Interrogative and negative forms in the Present Simple Tense Phonics 11-20	<b>KNOWLEDGE/SKILLS</b> The Past Simple Tense. Regular verbs/ Irregular verbs. The present simple tense. Work and Jobs. Students can describe job responsibilities, advantages and disadvantages of various jobs. Describing different jobs. Positive and negative adjectives to describe jobs. Students can talk about someone else's routine and jobs using third person singular form of the verb Students learn how to ask and answer questions in the present simple tense. Phonics 21-30
<b>KEY ASSESSMENTS</b>  Half term 1: Speaking Assessment  Half term 2: Reading Assessment.	<b>KEY ASSESSMENTS</b>  Half term 1: Speaking Assessment  Half term 2: Grammar Assessment Present Simple Tense	<b>KEY ASSESSMENTS</b>  Half term 1: Speaking Assessment  Half term 2: Grammar Assessment Past Simple Tense. Regular Verbs

Extended reading suggestions and external resources:

Welcome Pack 1  
 Welcome Pack 2  
 Grammar Unit 1  
 Grammar Unit 2  
 Vocabulary Book 1  
 Vocabulary Book 2

# Curriculum Overview

Subject: EAL

English Proficiency: B



At this level students can:

Show a developing autonomy in processing speech.

Show emerging competence in the ability to respond verbally in interactions with others.

Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning.

Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> Prepositions of time. Prepositions of place. The present continuous tense. Students will expand their vocabulary on work and jobs. Present continuous tense. Comparing the use of present tenses. House and home. Housework. Food. Problems at the house. Complaints. Asking and answering questions about houses. Giving instructions. Phonics 31-40	<b>KNOWLEDGE/SKILLS</b> Health. Illnesses. Making an appointment with a doctor. The past simple tense. Irregular verbs. Making an appointment on the phone. Students learn how to talk about their medical problems. Students gain confidence in speaking about their past experiences. Healthy lifestyle. Sport. Free time activities. Some/ Any/ Much / Many Phonics 41-50	<b>KNOWLEDGE/SKILLS</b> Comparative adjectives Superlative adjectives Speaking assessment. Discussing sports and free time activities. Students learn how to talk about their leisure time and how to maintain healthy lifestyle. Food and cooking. Shopping. Phonics 51-55
<b>KEY ASSESSMENTS</b>  Half term 1: Speaking Assessment  Half term 2: Grammar Assessment Past Simple Tense. Questions and Irregular Verbs	<b>KEY ASSESSMENTS</b>  Half term 1: Speaking Assessment  Half term 2: Grammar Assessment Present Tenses.	<b>KEY ASSESSMENTS</b>  Half term 1: Speaking Assessment  Half term 2: Grammar Assessment. Comparative/ Superlative adjective. Extreme adjectives.

Extended reading suggestions and external resources:

- Grammar Unit 2
- Grammar Unit 3
- Grammar Unit 4
- Grammar Unit 5
- Vocabulary Book 3
- Vocabulary Book 4
- Vocabulary Book 5

# Curriculum Overview

Subject: EAL

English Proficiency: C



At this level students can:

Show developing independence in the use of basic listening skills needed to engage with learning.

Demonstrate emerging competence in spontaneous expression and communication.

Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks.

Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> Future tenses. Talking about tastes, shopping and recipes. Students learn to talk about their shopping and cooking preferences. Cafes and restaurants. Giving an opinion. Making suggestions and offers. Writing an informal letter Students learn to order food in a restaurant, express their opinion and make a suggestion to go out. Short questions to express interest.	<b>KNOWLEDGE/SKILLS</b> Phrasal verbs. Talking about family members and describe appearances. Students learn how to hold a conversation about people and their family members. Life experiences. The present perfect tense. Talking about personal experiences using the present perfect tense. Students learn to use correct grammar tense when they talk about recently completed actions or experiences.	<b>KNOWLEDGE/SKILLS</b> Invitations and suggestions. Roleplays. Students learn how to accept, refuse and offer invitations. Last holiday. Future plans. Grammar revision Phrasal verbs Grammar practice tasks Students identify areas for improvement in using grammar.
<b>KEY ASSESSMENTS</b>  Half term 1: Writing an informal letter.  Half term 2: Grammar Assessment. Future Tenses	<b>KEY ASSESSMENTS</b>  Half term 1: Writing a formal letter  Half term 2: Grammar Assessment. Present Perfect Tense	<b>KEY ASSESSMENTS</b>  Half term 1: Writing a story  Half term 2: Grammar Assessment. Modal Verbs

Extended reading suggestions and external resources:

- Grammar Unit 5
- Grammar Unit 6
- Grammar Unit 7
- Grammar Unit 8
- Vocabulary Book 5
- Vocabulary Book 6
- Vocabulary Book 7

# Curriculum Overview

Subject: EAL  
English Proficiency: D



At this level students can:

Apply listening skills over an increasing range of contexts and functions.

Demonstrate competence in producing more varied and complex speech in a wider range of contexts.

Engage with curriculum related reading activities independently and productively in different subject areas.

Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> Description of a place. Description of a person. Filling a form. Writing for different purposes. Students identify areas for improvement in writing. Using language in different situations and places. Students identify areas for improvement in speaking and listening. Feelings and emotions. Past modals.	<b>KNOWLEDGE/SKILLS</b> Discussions and analysis on features of descriptive text. Computer /The Internet Persuasive language and features. Function of nouns, verbs within text Text types. Holidays/ Festivals/ Cultures Conditional sentences.	<b>KNOWLEDGE/SKILLS</b> Instructional and informative text type features. Purpose and format for written activity. Word families: root and parts of speech: nouns and verbs, common endings and spellings. Scanning techniques for key words in text. Implicit and explicit information. Passive voice. Countries and Continents.
<b>KEY ASSESSMENTS</b>  Half term 1: Filling a Form.  Half term 2: Reading Test. Functional Skills. Level 1	<b>KEY ASSESSMENTS</b>  Half term 1: Writing an Article.  Half term 2: Grammar Assessment. Past Modals and Conditional Sentences.	<b>KEY ASSESSMENTS</b>  Half term 1: Writing a Speech.  Half term 2: Grammar Assessment. The use of Passive and Active Voice

Extended reading suggestions and external resources:

- Grammar Unit 8
- Grammar Unit 9
- Grammar Unit 10
- Grammar Unit 11
- Vocabulary Book 7
- Vocabulary Book 8
- Vocabulary Book 9

# Curriculum Overview

Subject: EAL

English Proficiency: E



At this level students can:

Demonstrate confidence in writing accurately and independently in a variety of genres.

Engage with curriculum-related reading activities independently and productively in different subject areas.

Show competence in fluent, creative use of spoken English.

Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> Writing to describe. Language techniques. Definite and indefinite articles. Text types and Information. Implicit and explicit meanings. Past continuous tense. Past perfect continuous tense.	<b>KNOWLEDGE/SKILLS</b> Writing to argue and persuade. Persuasive Techniques. Audience and form. Using sophisticated vocabulary and punctuation. Reported speech. Possessive and omissive apostrophes.	<b>KNOWLEDGE/SKILLS</b> Presentational and organisational features. Writing to advise. Revision of grammar and vocabulary. Revision and preparation for Mock GCSE exam.
<b>KEY ASSESSMENTS</b>  Half term 1: Creative Writing Assessment.  Half term 2: Reading Test. Functional Skills. Level 2	<b>KEY ASSESSMENTS</b>  Half term 1: Writing Assessment. Paper 2. Question 5  Half term 2: Writing Test. Functional Skills. Level 1	<b>KEY ASSESSMENTS</b>  Half term 1: Reading Assessment. Paper 1 and Paper 2  Half term 2: Writing Assessment. Paper 1 and Paper 2

Extended reading suggestions and external resources:

- Grammar Unit 12
- Grammar Unit 13
- Grammar Unit 14
- Grammar Unit 15
- Vocabulary Book 10
- Vocabulary Book 11
- Vocabulary Book 12
- Vocabulary Book 13
- Vocabulary Book 15

## English as Additional Language QPG

EAL learner (DFE Proficiency)	EAL Stage	Listening and Understanding	Speaking	Reading	Writing
<b>New to English (Code A)</b> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 10px;">Within 2 years</div>	Step 1	Understands home language Watches and joins in routines/activities Follows instructions using key words/gestures	Silent period Speaks in home language Non-verbal gestures Echoes words/expressions Simple naming vocabulary	Minimal/no literacy in English Awareness of print and able to recognise some words e.g. own name Starts to recognise letters and symbols	Minimal/no literacy in English May be able to write in first language. Holds pen correctly – begins to form letters, then words. Writes some HFW words Can draw and label diagrams
	Step 2	Follows short sequences of instructions	Basic, formulaic spoken exchanges Unclear pronunciation	Early reading skills e.g. CVC words	Begin to write simple sentences
<b>Early Acquisition (Code B)</b>	Step 3	Can indicate when they need to hear something again Listens attentively during lessons Understand function of time connectives	Simple questions e.g where? Over-generalisation of grammatical rules Simple positional language Re-tell a simple story	Able to demonstrate and understand basic punctuation Can read simple sentences Refers to visual clues in texts Re-tell main points from a text.	Handwriting legible and correctly orientated Writes familiar words with phonic knowledge. Uses some basic punctuation Uses simple present tense and some simple past tense
	Step 4	Understands some teacher questions with visual support	Can give a sequence of instructions Past simple tense emerging	Identifies dialogue in texts. Follows pronoun references in texts	Range of vocabulary including some conjunctions.
<b>Developing Competence (Code C)</b>	Step 5	Follow set of oral instructions Differentiates past/future/present Begins to engage with how? and why? questions.	Speaks in simple every day exchanges Uses common colloquialisms Uses extended sentences Uses relative clauses	Describes setting of a story Can select relevant text to answer questions Responds to how/why questions related to a text	Plurals, prepositions, pronouns and articles used with increased accuracy. Varied verb formations used. Developing wider vocabulary.
	Step 6	Active listener asking for clarification Follows gist of teacher talk with limited visual support	Can contribute to whole class discussion Plurals, articles, pronouns and prepositions	Makes inferences/draws conclusions Identifies key features of different text types	Writes competently and at length Uses structures to express higher order thinking.
<b>Competent (Code D)</b> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 10px;">Within 5-7 years</div>	Step 7	Shows understanding of the detail of curriculum topics with limited visuals Understands some idioms and phrasal verbs Beginning to understand inference Follows reasoning/discussion/argument	Uses the passive tense Communicates meaning – complex ideas/concepts Can express higher order thinking Moderates response according to listener.	Can give/ compare own opinion about a text Distinguishes between fact/opinion Demonstrates understanding of idioms. Demonstrates understanding of literary devices. Appropriate tone when reading aloud	Writes competently and at length for varied purposes. Uses expressions to signal opinion Advanced use of connectives. Range of tenses and use of active/passive voice. Logical sequence. Appropriate for purpose/audience.
<b>Fluent (Code E)</b>	Step 8	Understanding is commensurate with that of a native English speaker Pupils have the range of listening skills required to participate fully in the National Curriculum for English.	Variety of articles and prepositions used accurately Confident, fluent speech for multiple purposes/audiences. Complex sentences used. Accent does not interfere with understanding.	Reads, understands, selects, interprets and responds 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 the same age.	Copes with writing demands for all areas of curriculum. Uses complex conditionals. Able to mimic and parody and to use irony/humour. Can make comparisons and write an argument.