

## 5 STAGE MODEL OF ENGLISH AS AN ADDITIONAL LANGUAGE ACQUISITION

*Appendix 2a*

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

**Progression from Stage A to Stage E can take 10 years**