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|----------------------------|--|-------------------|
| Name:                      | Date of Birth:                             | Languages spoken: |
| Date started UK education: | Other Additional Support Needs<br>Yes / No | Literate in:      |

Profiles should be updated twice a year.

|         | P1 | P2 | P3 | P4 | P5 | P6 | P7 |
|---------|----|----|----|----|----|----|----|
| L&T     |    |    |    |    |    |    |    |
| Reading |    |    |    |    |    |    |    |
| Writing |    |    |    |    |    |    |    |

- Enter the month (M) & year (Y) achieved in the right hand column. If not achieved, leave blank.
- Where there are Lower (L) and Upper (U) versions of a descriptor, select the one appropriate to the learner’s age.
- A learner is working at a given stage when they begin to achieve descriptors at that stage and have achieved most of the descriptors at the previous stage.
- Terms in **bold** are explained in the glossary.

**Listening and Talking**

| L&T STAGE 1 |   | M/Y |
|-------------|---|-----|
| 1           | Watches others and joins in activities and routines   |     |
| 2           | Follows simple routine instructions   |     |
| 3           | Echoes words and phrases modelled by other pupils and adults  |     |
| 4           | Participates in very basic, short, formulaic spoken exchanges (e.g. <i>Good morning, How are you?</i> ) and may respond non-verbally (e.g. with a gesture or smile)                       |     |
| 5           | Understands and names some familiar classroom/everyday objects  |     |
| 6           | Expresses need using gesture/1-2 words/home language  |     |
| 7           | Shows understanding of simple information, given with <b>visual support</b> and gesture   |     |
| 8           | Beginning to communicate meaning using known vocabulary in single words/short phrases   |     |
| 9           | Responds to yes/no and either/or <b>questions</b>   |     |
| L&T STAGE 2 |   | M/Y |
| 1           | Beginning to interact in group activities   |     |
| 2           | Follows a short sequence of instructions  |     |
| 3           | Beginning to use a wider range of <b>basic vocabulary</b> and some <b>mature</b> and <b>subject-specific</b> vocabulary   |     |
| 4           | Requests support when needed and asks simple questions to aid understanding and participation   |     |
| 5           | Shows some understanding of curriculum topics, presented with <b>visual/contextual support</b> and rephrasing   |     |
| 6           | Communicates meaning using basic vocabulary in simple phrases and sentences, though with some inaccuracies  |     |
| 7           | Beginning to use plurals, <b>articles</b> , <b>pronouns</b> and <b>prepositions</b> , though with some inaccuracies   |     |
| 8           | Uses present simple tense appropriately, (he/she, it - s, e.g. I dance but he dances) although with some inaccuracies   |     |
| 9           | Beginning to use past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs ( e.g. I went, I did, I had, I got) appropriately although with some inaccuracies |     |
| 10          | Responds verbally to closed and simple open <b>questions</b>  |     |
| L&T STAGE 3 |   | M/Y |
| 1           | Beginning to contribute to whole class discussion e.g. giving group feedback, sharing opinions, etc.  |     |
| 2           | Understands and uses a wide range of <b>basic vocabulary</b> and an increasing range of <b>mature</b> and <b>subject-specific vocabulary</b>  |     |
| 3           | Shows understanding of the detail of curriculum topics, with <b>visual/contextual support</b> and repetition  |     |
| 4           | Communicates meaning using some extended/more complex sentences with increasing accuracy  |     |

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| 5                      | Uses plurals, <b>articles</b> , <b>pronouns</b> and <b>prepositions</b> with increasing accuracy   |            |
| 6                      | Uses present simple and continuous tenses appropriately and accurately (he/she, it - s, e.g. I dance but he dances; we are dancing)  |            |
| 7                      | Uses past simple regular verb forms and a wider range of irregular forms (e.g. I played, they caught, you bought), with increasing consistency and accuracy  |            |
| 8                      | Beginning to use a wider range of tenses: past continuous, future and conditional (e.g. I was playing, I will go, I would like)  |            |
| 9                      | Beginning to use structures to express higher order thinking: express prediction, probability and hypothesis (might, may, could, would be)   |            |
| 10                     | Responds appropriately to a variety of <b>questions</b>  |            |
| <b>L&amp;T STAGE 4</b> |  | <b>M/Y</b> |
| 1                      | Contributes to whole class discussion, e.g. giving group feedback, sharing opinions, etc.  |            |
| 2                      | Understands and uses a wide range of <b>basic</b> , <b>mature</b> (including less common words) and <b>subject-specific vocabulary</b>   |            |
| 3                      | Shows understanding of the detail of curriculum topics, with reduced <b>visual/contextual support</b> , by answering a variety of <b>questions</b>   |            |
| 4                      | Speaks at length and with accuracy on curriculum and social topics, e.g. debating, presenting, evaluating, summarising, etc.   |            |
| 5                      | Uses plurals, <b>articles</b> , <b>pronouns</b> and <b>prepositions</b> accurately   |            |
| 6                      | Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught)  |            |
| 7                      | Uses other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) appropriately and mostly accurately   |            |
| 8                      | Uses structures to express higher order thinking: prediction, probability and hypothesis (might, may, could, would be) accurately  |            |
| 9                      | Communicates meaning, including more complex ideas and concepts, using extended/more complex sentences, with accuracy  |            |
| <b>L&amp;T STAGE 5</b> |  | <b>M/Y</b> |
| 1                      | Speaks 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 |            |
| 2                      | Understanding is commensurate with that of a monolingual speaker of English of similar age and ability   |            |

## Reading

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| <b>Reading STAGE 1</b> |  | <b>M/Y</b> |
| 1                      | Recognises own name (Eng/L1)   |            |
| 2                      | L Knows some letter sounds   | L          |
|                        | U Knows most English letter names and sounds   | U          |
| 3                      | L Starting to accurately correspond letter shapes (initial sounds) with sounds   | L          |
|                        | U Can accurately correspond letter shapes (initial sounds) with sounds   | U          |
| 4                      | Starting to <b>decode</b> simple words (e.g. CVCs)   |            |
| 5                      | Recognises high frequency common words   |            |
| 6                      | Handles English language books with correct directionality (front cover, left to right, top to bottom) <i>if new alphabet/script</i>   |            |
| 7                      | Starting to engage with and gain meaning from short familiar texts using: <b>contextual information</b> (e.g. pictures, illustrations); prior knowledge; dual language dictionary (age-appropriate)              |            |
| 8                      | Starting to read and <b>understand</b> a range of <b>basic vocabulary</b> (age-appropriate)  |            |
| 9                      | Starting to recognise some <b>subject-specific vocabulary</b> using: <b>contextual information</b> (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary (age-appropriate) |            |
| <b>Reading STAGE 2</b> |  | <b>M/Y</b> |
| 1                      | L Knows all letter sounds  | L          |
|                        | U Knows all letter names   | U          |
| 2                      | L Starting to <b>decode</b> longer words (e.g. words with consonant blends/vowel digraphs)   | L          |
|                        | U Can <b>decode</b> longer words (e.g. words with consonant blends/vowel digraphs)   | U          |
| 3                      | Reads high frequency common words with some accuracy   |            |
| 4                      | Starting to read and follow simple written instructions  |            |

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| 5                      | Shows some <b>understanding</b> of a variety of short fiction and non-fiction texts using: <b>contextual information</b> (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary (age-appropriate)        |            |
| 6                      | Reads and <b>understands</b> a range of <b>basic</b> and some <b>mature vocabulary</b> (age-appropriate)  |            |
| 7                      | Reads and <b>understands</b> some <b>subject-specific vocabulary</b> using: <b>contextual information</b> (e.g. pictures, illustrations, diagrams); prior learning; dual language dictionary (age-appropriate)                                |            |
| 8                      | Starting to demonstrate an <b>understanding</b> of the functions of basic punctuation (e.g. capitalisation, full stop, question mark)   |            |
| 9                      | L Starting to show <b>understanding</b> of the function of connectives (and, but) and <b>pronouns</b> (he, she, it)   | L          |
|                        | U Shows <b>understanding</b> of the function of connectives and <b>pronouns</b>   | U          |
| <b>Reading STAGE 3</b> |   | <b>M/Y</b> |
| 1                      | L Knows letter names and sounds   | L          |
| 2                      | Reads familiar age-appropriate texts fluently, accurately and with <b>understanding</b>   |            |
| 3                      | Reads high frequency common words accurately, with <b>understanding</b>   |            |
| 4                      | Shows <b>understanding</b> of a variety of short fiction and non-fiction texts with the support of: <b>contextual information</b> (visuals); prior learning; dual language dictionary (age-appropriate)                                       |            |
| 5                      | Reads and understands a wider range of <b>basic</b> and <b>mature vocabulary</b> (age-appropriate)  |            |
| 6                      | Shows <b>understanding</b> of most <b>subject-specific vocabulary</b> using: <b>contextual information</b> (e.g. pictures, illustrations); prior learning; dual language dictionary (age-appropriate)   |            |
| 7                      | U Shows <b>understanding</b> of the functions of a wider range of punctuation (e.g. speech marks, parentheses)  | U          |
| 8                      | Beginning to make simple <b>inferences</b> and draw conclusions when reading  |            |
| 9                      | Can identify and use a range of <b>cohesive markers</b> to establish the meaning in text (e.g. connectives, <b>pronouns</b> )   |            |
| 10                     | L Reads and follows simple written instructions   | L          |
| <b>Reading STAGE 4</b> |   | <b>M/Y</b> |
| 1                      | Reads unfamiliar age-appropriate texts fluently and accurately, with understanding  |            |
| 2                      | Shows <b>understanding</b> of most of the detail of a variety of fiction and non-fiction texts (age-appropriate) without visual support/explanation   |            |
| 3                      | Shows <b>understanding</b> of most age-appropriate <b>mature vocabulary</b> and most taught <b>subject-specific vocabulary</b>  |            |
| 4                      | L Makes simple <b>inferences</b> and draws conclusions when reading   | L          |
|                        | U Makes <b>inferences</b> and draws conclusions independently when reading  | U          |
| 5                      | Understands a wide range of <b>cohesive markers</b> e.g. pronouns, connectives (age-appropriate)  |            |
| <b>Reading STAGE 5</b> |   | <b>M/Y</b> |
|                        | Reads, <b>understands</b> , 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 similar age and ability. |            |

## Writing

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| <b>Writing STAGE 1</b> |  | <b>M/Y</b> |
| 1                      | Can write own name   |            |
| 2                      | Beginning to form letters and copy words   |            |
| 3                      | Consistently writes from left to right ( <i>if new alphabet/script</i> )                       |            |
| 4                      | Copies text reasonably accurately ( <i>if new alphabet/script</i> )                            |            |
| 5                      | Writes letters accurately when sounds are given orally   |            |
| 6                      | Writes some high frequency common words with some accuracy                                     |            |
| 7                      | Writes short, simple sentences with support  |            |
| <b>Writing STAGE 2</b> |  | <b>M/Y</b> |
| 1                      | Copies text accurately ( <i>if new alphabet/script</i> )                                       |            |
| 2                      | Writes simple familiar words (e.g. hat, sun) using phonic knowledge with some inaccuracies     |            |
| 3                      | Writes some high frequency common words accurately (age-appropriate)                           |            |
| 4                      | Writes short, simple sentences without adult support, though with some inaccuracies            |            |
| 5                      | Beginning to use <b>basic vocabulary</b> and some taught <b>subject-specific vocabulary</b>    |            |
| 6                      | L or <i>new alphabet/script</i> Beginning to use basic punctuation (capital letter, full stop) | L          |

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|                        | U Uses basic punctuation (capital letter, full stop)   | U          |
| 7                      | L Beginning to use basic connectives (e.g. and, but) to build longer sentences   | L          |
|                        | U Uses basic connectives (e.g. and, but) to build longer sentences   | U          |
| 8                      | Beginning to use plurals, <b>articles, pronouns, prepositions</b> , though with some omissions and inaccuracies  |            |
| 9                      | Beginning to use present simple tense appropriately (uses third person -s inconsistently)  |            |
| 10                     | Beginning to use past simple tense regular forms (e.g. I played, I listened) and common irregular forms (I went, I saw)  |            |
| 11                     | Beginning to monitor own writing for spelling and omissions, with support  |            |
| <b>Writing STAGE 3</b> |  | <b>M/Y</b> |
| 1                      | Copies text accurately and at a steady age-appropriate pace ( <i>if new alphabet/script</i> )  |            |
| 2                      | Writes <i>familiar</i> words using phonic knowledge independently with accuracy  |            |
| 3                      | Writes <i>unfamiliar</i> words using phonic knowledge, with increasing accuracy  |            |
| 4                      | Writes most high frequency common words accurately (age-appropriate)   |            |
| 5                      | L Writes a paragraph of at least 2-3 sentences with <b>contextual/visual support/frames/models</b>   | L          |
|                        | U Writes a longer paragraph with <b>contextual/visual support/frames/models</b>  | U          |
| 6                      | Uses a wider range of <b>basic vocabulary</b> and some <b>mature</b> and taught <b>subject-specific</b> vocabulary   |            |
| 7                      | L Uses basic punctuation regularly and appropriately (e.g. capital letters, full stop)   | L          |
|                        | U Uses a range of punctuation regularly and accurately (e.g. capital letters, full stop, comma, question mark, exclamation mark)   | U          |
| 8                      | L Beginning to use a wider range of connectives and structures to write longer and more complex sentences  | L          |
|                        | U Uses a wider range of connectives and structures to write longer and more complex sentences  | U          |
| 9                      | Uses plurals, <b>articles, pronouns, prepositions</b> with increasing accuracy   |            |
| 10                     | Uses present simple and continuous tenses appropriately and accurately (third person -s - I dance, he is dancing)  |            |
| 11                     | Uses past simple regular verb forms (e.g. I played, he walked) and a wider range of irregular forms (e.g. they caught, you bought) with increasing consistency and accuracy                    |            |
| 12                     | Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies  |            |
| 13                     | Monitors own writing for spelling, omissions and grammar with support  |            |
| <b>Writing STAGE 4</b> |  | <b>M/Y</b> |
| 1                      | Writes with accuracy and at length for different purposes using features of different <b>text types</b> e.g. lists, labels, letters (age-appropriate)  |            |
| 2                      | L Writes stories/accounts/reports of at least a short paragraph independently  | L          |
|                        | U Writes stories/accounts/reports of at least 2 paragraphs independently   | U          |
| 3                      | Uses a wider range of <b>mature</b> and <b>subject-specific vocabulary</b> (age-appropriate)   |            |
| 4                      | Uses a wider range of punctuation more accurately (age-appropriate)  |            |
| 5                      | Uses a wide range of structures to write longer and more complex sentences   |            |
| 6                      | Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught)   |            |
| 7                      | Uses other tenses (e.g. past continuous, present/past perfect, conditional) mostly appropriately and with increasing accuracy  |            |
| 8                      | Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age-appropriate)   |            |
| 9                      | U Independently monitors own writing for spelling, omissions and grammar   | U          |
| <b>Writing STAGE 5</b> |  | <b>M/Y</b> |
| 1                      | Copes 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 |            |
| 2                      | Demonstrates age-appropriate control of language (vocabulary, structures, punctuation) to produce a variety of <b>text types</b> (age-appropriate)   |            |