

Name:	Date of Birth:	Languages spoken:
Date started UK education:	Other Additional Support Needs Yes / No	Literate in:

The profile should be updated twice a year.

	P7	S1	S2	S3	S4	S5	S6
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	Beginning to echo words and phrases modelled by other pupils and adults	
4	Can participate in very basic, short, formulaic spoken exchanges (e.g. good morning, how are you/) and may respond non-verbally (e.g. with a gesture or smile)	
5	Understands the names of some familiar classroom/everyday objects	
6	Expresses needs using gesture/1-2 words/home language	
7	Shows understanding of simple information by responding to yes/no, either/or questions, with visual support and gesture	
8	Beginning to give information on familiar topics (e.g. self/home) using basic vocabulary , single words and short phrases	
L&T STAGE 2		M/Y
1	Beginning to interact in group activities	
2	Can follow a short sequence of instructions relating to familiar classroom procedures	
3	Shows understanding and is beginning to use a wider range of basic and some mature and subject-specific vocabulary .	
4	Requests support when needed and asks simple questions to aid understanding and participation	
5	Shows understanding of some details of teacher's oral presentation, with visual support and rephrasing	
6	Communicates meaning using basic vocabulary , simple phrases and sentences, though with some inaccuracies	
7	Uses present simple tense appropriately, with some inaccuracies (e.g. he/she/it -s, e.g. I dance, but he dances)	
8	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	
9	Beginning to use some grammatical features though with some inaccuracies (plurals, articles , pronouns and prepositions)	
10	Responds verbally to closed and simple open questions .	
L&T STAGE 3		M/Y
1	Communicates meaning using a wider range of vocabulary and structures with increasing accuracy to express complex ideas and concepts	
2	Engages in informal everyday conversations	
3	Beginning to contribute to whole class discussion	
4	Understands and uses a wide range of basic vocabulary and an increasing range of mature and subject-specific vocabulary	
5	Shows understanding of most of the detail of a teacher's oral presentation including abstract concepts, with some visual support and repetition	

6	Shows understanding by responding appropriately to a variety of questions	
7	Communicates meaning using extended/more complex sentences and vocabulary, with increasing accuracy	
8	Uses present simple tense appropriately and accurately (e.g. he/she/it -s, e.g. I dance but he dances)	
9	Uses past simple tense regular forms (e.g. I played, I listened) and irregular forms (e.g. I bought, I caught) appropriately	
10	Beginning to use a wider range of tenses (e.g. future, conditional, present and past continuous)	
11	Uses plurals, articles , pronouns and prepositions with increasing accuracy	
L&T STAGE 4		M/Y
1	Contributes to whole class discussion	
2	Uses a wide range of mature vocabulary , including less common words, and subject-specific vocabulary	
3	Shows understanding of the detail of a teacher's oral presentation, including abstract concepts	
4	Shows understanding of the detail of a complex topic by responding to a variety of questions	
5	Communicates meaning, including more complex ideas and concepts, using a wide range of mature vocabulary and extended more complex sentences, with accuracy	
6	Speaks at length and with accuracy on curriculum topics, e.g. presentations, feedback, debates	
7	Uses plurals, articles , pronouns , prepositions accurately	
8	Uses past simple tense regular and irregular forms appropriately and accurately	
9	Uses other tenses (e.g. conditional, future, present and past continuous) with some accuracy	
10	Uses structures to express prediction, probability and to hypothesise (e.g. might/may /could/would be)	
L&T STAGE 5		M/Y
1	Speaks 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

Reading STAGE 1		M/Y
1	Knows most English letter names and sounds	
2	Understands class signs and labels in context	
3	Beginning to decode text but with limited understanding	
4	Beginning to read and understand simple text with some familiar vocabulary, with clear context and visual support	
5	Understands the gist of curriculum texts with clear context , visual support (pictures, diagrams etc.) and use of a dictionary or key word glossary	
6	Understands a range of basic vocabulary and beginning to recognise some subject-specific vocabulary	
Reading STAGE 2		M/Y
1	Knows all letter names and most sounds	
2	Decodes text with some accuracy and understanding	
3	Reads and understands some information in curriculum texts, with clear context and visual support	
4	Understands a range of basic vocabulary , some mature vocabulary and an increasing range of subject-specific vocabulary	
5	Beginning to use contextual clues to establish meaning of unfamiliar words	
6	Understands function of basic punctuation (full stop, comma, question mark, exclamation mark, speech marks)	
7	Beginning to identify common cohesive markers e.g. connectives (firstly, then, finally) and pronoun referents	
8	Shows awareness of different text types	
9	Beginning to use texts for research purposes with guidance and collaboration with supportive peers	
Reading STAGE 3		M/Y
1	Knows all letter names and all sounds	
2	Decodes accurately and with understanding	
3	Understands most of the detail of curriculum texts, with some support/explanation	
4	Understands a wider range of mature vocabulary and subject-specific vocabulary	
5	Uses contextual clues to establish the meaning of unfamiliar words	

6	Understands function of a range of punctuation, including colon, semi-colon and dash	
7	Makes some inferences and draws conclusions independently	
8	Understands a range of cohesive markers (although, however, whilst) and can identify some pronoun referents	
9	Can identify some of the language features of different text types	
10	Beginning to use text independently for some research purposes	
Reading STAGE 4		M/Y
1	Reads unfamiliar texts fluently and accurately	
2	Understands much of the detail of complex curriculum texts without visual support or explanation	
3	Understands most mature vocabulary , including less common words, and most taught subject-specific vocabulary	
4	Makes most inferences independently	
5	Understands most cohesive markers (nevertheless, despite, on the other hand) and can identify most pronoun referents	
6	Can identify the language features of most text types	
7	Uses texts independently for most research purposes with reference to index and glossary	
Reading STAGE 5		M/Y
	Reads (decodes), understands and responds appropriately to a range of age-appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability. Growing cultural awareness allows understanding of cultural references in texts.	

Writing

Writing STAGE 1		M/Y
1	Beginning to form letters and copy words (<i>if early literacy or new alphabet/script</i>)	
2	Consistently writes from left to right (<i>if early literacy or new alphabet/script</i>)	
3	Copies text reasonably neatly and accurately (<i>if early literacy or new alphabet/script</i>)	
4	Writes words when spellings are given orally	
5	Writes short, simple sentences with support using basic punctuation (capital letter, full stop)	
6	Writes short phrases without support	
7	Uses basic vocabulary and beginning to use taught subject-specific vocabulary	
Writing STAGE 2		M/Y
1	Writes familiar words using phonic knowledge, with some inaccuracies	
2	Writes short, simple sentences with limited but correct sentence structure, with some inaccuracies (e.g. omission, word order)	
3	Uses basic punctuation (capital letter, full stop, comma, question & exclamation mark, speech marks) independently	
4	Uses basic vocabulary , some mature and subject-specific vocabulary	
5	Writes a short paragraph with support	
6	Uses present simple tense appropriately (he/she/it -s, e.g. I dance but he dances) with some inaccuracies	
7	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)	
8	Uses basic connectives (e.g. and, but) to build longer sentences	
9	Beginning to use plurals, articles , pronouns , prepositions , though with some omission and inaccuracies	
10	Beginning to monitor own writing for spelling and omissions with support	
Writing STAGE 3		M/Y
1	Writes unfamiliar words using phonic knowledge, with increasing accuracy	
2	Writes a longer text with paragraphing, supported by prompts/frames/ models	
3	Uses a range of punctuation including colon, semi-colon, dash	
4	Uses a wider range of mature vocabulary and taught subject-specific vocabulary	
5	Uses a range of structures to write longer, more complex sentences	
6	Uses present simple tense appropriately and accurately (e.g. he/she/it -s, e.g. I dance but he dances)	
7	Uses past simple tense (regular and irregular forms) appropriately and accurately (e.g. played, listened and caught, bought)	
8	Beginning to use a wider range of tenses (e.g. future, conditional, present and past continuous)	

9	Uses plurals, articles, pronouns, prepositions with increasing accuracy	
10	Monitors own writing for spelling, grammar and omissions with support	
Writing STAGE 4		M/Y
1	Writes with accuracy and at length using language features appropriate to the text type	
2	Texts have logical overall structure and paragraphing	
3	Uses a wide range of mature vocabulary including less common words and subject-specific vocabulary	
4	Uses a wide range of structures to write longer and more complex sentences	
5	Moves between simple tenses appropriately	
6	Uses other tenses (present/past continuous, present/past perfect, conditional) mostly appropriately and with increasing accuracy	
7	Uses a range of punctuation appropriately and effectively	
8	Independently monitors own writing for spelling, grammar and omissions	
Writing STAGE 5		M/Y
	Copes 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. Demonstrates age-appropriate control of language (vocabulary, structures and punctuation) to produce a variety of text types	