



HLS
EAL Training & Consultancy

**HOUNSLOW
LANGUAGE
SERVICE**



Primary EAL Assessment Pack Reading and Writing

ASSESSOR BOOKLET (to be used with Pupil Booklet)

Name:

School:

Languages/s:

Year Group:

EAL Stage:

Teacher:

EAL ASSESSMENT READING & WRITING
Assessor Booklet:

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*Materials designed by Dominique van Dooren
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Summer 2011

Reading and writing assessment

Name pupil:

Year:

date:

READING and WRITING ASSESSMENT RECORD Early Stages of Literacy

Please check whether pupil can:

Read and write in home language/s:	<i>Comment:</i>
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Please ✓ appropriate box(es)

Independently:	<i>Reads name</i>	<i>Writes name</i>	<i>Reads a few letters / words</i>	<i>Writes a few letters / words</i>	<i>Reads a phrase</i>
Read alphabet	<i>Uses letter names</i>	<i>Phonetically</i>	<i>Mixes names and phonics</i>	<i>Hesitant</i>	<i>Confident</i>
Write alphabet	<i>Holds pencil well</i>	<i>Sequences correctly</i>	<i>Mixes upper and lower case</i>	<i>Letter formation</i> •	<i>Spelling</i> •

READING ASSESSMENT RECORD

<i>Level of English language development</i>	Level Descriptor QCA extended scales	EAL Targets matched to QCA levels	Achieved ✓
	READING		
Early Stages of Reading Step 1,	Pupils participate in reading activities. 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	Sentence level skills <ul style="list-style-type: none"> ▪ Tell a story from pictures and play-read ▪ Become familiar with script, script orientation, and handling books ▪ Understand print carries meaning ▪ Understand 1:1 correspondence in words ▪ Link a few letters to their sound ▪ Use simple strategies to semantic understanding of text 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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 learned in different curriculum areas. With support, they can follow a text read aloud.	<ul style="list-style-type: none"> ▪ Recognise some words related to familiar topics in the environment ▪ Identify letters of the alphabet by shape and sound and some key words ▪ With support can follow simple texts and join in ▪ Able to use picture cues to gain understanding ▪ Able to read back their own writing 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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Developing Stages of Reading			
Level 1T,	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.	<p>Sentence level skills</p> <ul style="list-style-type: none"> ▪ Know single sounds, blends, digraphs, early spelling patterns and identify initial and final sounds in unfamiliar words ▪ Recognise a few high frequency words and familiar vocabulary ▪ Begin to use contextual clues as a reading strategy ▪ With support, able to read and understand simple texts with controlled vocabulary and repetitive structure ▪ Begin to use knowledge of letters, sounds and words to establish meaning when reading a familiar text, sometimes with prompting <p>Whole text approach</p> <ul style="list-style-type: none"> ▪ Respond to simple ideas and events in stories, poems and non-fiction ▪ Able to engage with story texts in more extended ways e.g. predict outcomes, comment on mood e.g. funny, bad 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Level 1S,	Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events and ideas in poems, stories and non-fiction.	<p>Sentence level skills</p> <ul style="list-style-type: none"> ▪ Extend and reinforce phonic knowledge ▪ Read a wide range of key words on sight ▪ Read familiar texts with increasing accuracy and confidence ▪ Draw on range of strategies: phonic, graphic, syntactic and contextual, when reading unfamiliar words and in establishing meaning reading fiction and non-fiction texts 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Level 2	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.	<p>Whole text approach</p> <ul style="list-style-type: none"> ▪ Understand how illustrations and diagrams relate to a text ▪ Begin to skim and scan to predict text ▪ Can extract information given a scaffold ▪ Comment on writers viewpoint and develop personal appreciation of a fiction text 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



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If you would like more information, please contact us.

વધારે માહિતી માટે મહેરબાની કરીને અમોને મળો.

যদি আপনার আরোও কিছু জানার থাকে, তাহলে আমাদের যোগাযোগ করুন।

Se precisar de mais informações, contacte-nos.

若你需要更多資料，請與我們聯絡。

اگر آپ کو مزید معلومات دیکار ہیں تو ہم سے رابطہ قائم کریں

إذا رغبتكم في الحصول على معلومات إضافية الرجاء الإتصال بنا

ਵਧੇਰੇ ਜਾਣਕਾਰੀ ਲਈ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

Nëse dëshironi më shumë informata, ju lutemi kontaktoni qendrën tonë.

Haddi aad faahfaahin u baahantay fadlan nala soo xidhiidh.