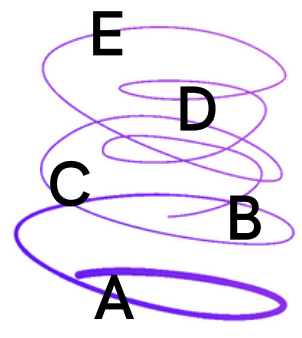


*Supporting*  
**Multilingual  
 Learners**

# English Language Proficiency Levels

*A*

## New to English



### Listening

**S T U**  
 understand and respond to **short conversations**  
 follow **simple instructions**  
 recognise the meaning of some **frequently used words** in **familiar contexts**  
 understand and answer simple **yes/no and wh- questions**



images for concrete, tangible words



sequencing images, words, phrases



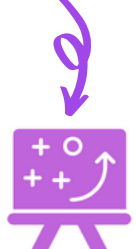
present information using graphic organisers



use simple sentences and increase wait time

### Reading

**D E N**  
 recognise and read **some letters and words**  
 understand some **frequently used words** in **familiar contexts**  
 respond to simple **yes/no and wh- questions**



build background knowledge in home language



images for concrete words and phrases



label, match words and images, use diagrams and graphic organisers



read alouds: repeat words, sentences, choral reading

### Speaking

**T S C**  
 respond using **words and phrases** to conversations and questions  
 communicate **simple information** about a **familiar topic**  
**ask and answer simple questions**



promote using home language



pre-teach key words and phrases



sentence starters and speaking frames



pictures to elicit responses and prompt communication

### Writing

**A N :**  
 recognise **letters**  
 recognise and use some **frequently occurring words**  
 write **simple sentences** with help



promote oral rehearsal before writing



label, match words and images, use diagrams and graphic organisers



word and picture banks



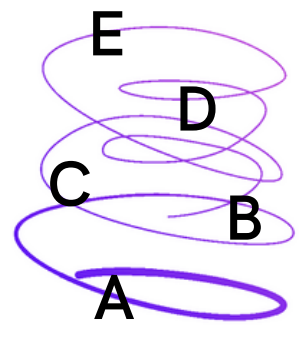
sentence starters and writing frames

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# English Language Proficiency Levels

## B

### Early Acquisition



#### Listening

**S T U**  
 understand and respond to **longer conversations in familiar context**  
 identify **main topic** and **some key details**  
 understand and respond to **common everyday** and **content vocabulary**



share questions prior to a listening task



short videos with transcript



cloze exercises with vocabulary banks



think-pair-share, small group discussions

#### Reading

**U D E N**  
 read and understand **phrases, sentences** and **simple stories**  
 identify **main idea**  
 respond to **simple** and some **more complex questions**



chunk longer texts, include images



multiple choice answers



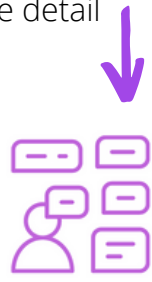
graphic organisers to identify main idea + details



shared and repeated read alouds: teacher, peers, independent

#### Speaking

**T S C**  
 use **common and content words and phrases** to communicate meaning  
 attempt to use simple and **some complex sentences**  
**describe people, things** and **events** in some detail



sentence starters and speaking frames



graphic organisers for oral retell



think-pair-share, small group discussions



words, phrases and picture banks

#### Writing

**A N :**  
 write **familiar words**  
 use **basic punctuation**  
 write **simple and some complex sentences** with support  
 write a **short, cohesive text** with support



sentence starters and writing frames, examples of texts



variety of graphic organisers (cause-effect, Frayer model)



draw students' attention to key grammatical structures

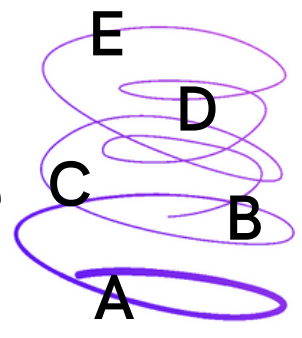


word and picture banks

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# English Language Proficiency Levels

## Developing Competence



### Listening

**S T U**  
 follow **conversations and discussions** on a familiar topic  
 able to identify **main idea and additional details**  
 growing confidence in understanding teacher talk, **content based presentations**



think-pair-share, discussions



chunk presentations, check for understanding



provide clear context, build on prior knowledge



pre-teach key vocabulary

### Reading

**U D E N T**  
 read and understand **more complex and longer** content based texts  
 understand many **grammatical structures**  
 answer **detailed questions** based on a text



provide key questions beforehand



more complex graphic organisers



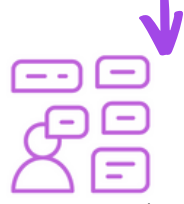
focus on features of various genres



explain idioms and abstract vocabulary

### Speaking

**T S C**  
 take part in **longer conversations and discussions**  
 add **detail** and some more **complex grammatical structures**  
**increasing** content and everyday **vocabulary**



more complex sentence starters and speaking frames



model academic talk



listen and repeat new academic words and collocations



plan for longer, cohesive speaking tasks

### Writing

**A N :**  
 producing **simple and complex sentences** on a familiar topic  
 writing **a variety of texts in different genres**, with some errors  
**wider vocabulary** and **grammatical structures**



provide examples of various genres



analyse the features of writing in various genres



various and regular opportunities to write



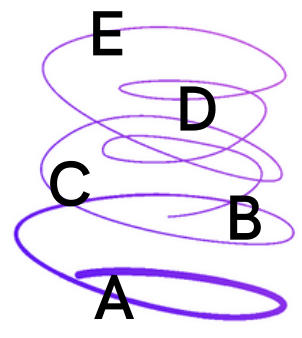
model the writing process- grammar + vocabulary

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# English Language Proficiency Levels



## Competent+



### Listening

S T U

understand **idiomatic and figurative language** in spoken presentations  
able to **paraphrase** information  
able to **infer** and **analyse** information  
able to follow **complex set of information**



implement Cornell note taking system



model academic presentations and discussions



extend content vocabulary (Freyer model)

### Reading

D E N

read and understand **complex academic texts**  
understand **figurative and idiomatic** expressions  
understand **wide range of vocabulary**



analyse features of various genres



introduce and model annotating academic texts



encourage keeping a glossary of key vocabulary (collocations, examples)

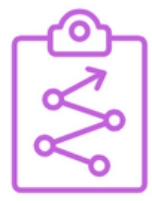
### Speaking

T S C

take part in **extended discussions**  
fully develop an argument with **a wide range vocabulary**: Tier 1, 2, 3  
use complex and **varied grammatical structures**  
integrate **new information** into a response



plan for longer, structured spoken tasks



allow planning time for longer spoken tasks



think-pair-share, small group discussions

### Writing

A N :

compose a variety of **coherent and cohesive texts** in different genres  
use simple and **complex grammatical structures**  
use a range of **appropriate vocabulary** in formal and informal texts



analyse features of various academic texts (vocabulary + grammar)



explicitly teach how to write in different genres (sentence + paragraph levels)



include planning, drafting and editing stages