

# ENGLISH LANGUAGE PROFICIENCY PROFILE

**Pupil:** ..... **Class:**..... **Age:** .....

The following pages help the Language Support Teacher to build a profile of a pupil's developing proficiency in English in relation to the language demands of the primary curriculum.

If a pupil in language support is not expected to **read and write** then these two skills areas may be ignored at the discretion of the teacher. It is reasonable to assume that the pupil will gain literacy with the peer group.

For all other pupils, particularly from 1<sup>st</sup> to 6<sup>th</sup> class, it is critical that all skills are fully developed to **B1 level**. At this stage the pupil has acquired both the language proficiency and the skills to engage with curriculum learning in the mainstream.





Levels of proficiency are assessed in relation to *English Language Proficiency Benchmarks for non-English speaking pupils at primary level*. Suggestions for setting up assessment tasks for observational assessment are provided on pages \* - \*.

Note: **ILT is currently engaged in developing formal assessment tests which are being presented to teachers for discussion and feedback in the two rounds of in-service seminars during the school year 2004-5.**



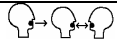



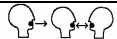



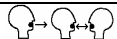



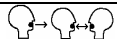



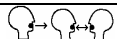



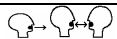

These symbols are used internationally as they are non-culture specific.



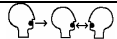



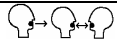



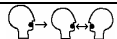



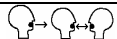



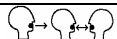



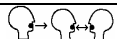

- |   |                  |   |                 |
|---|------------------|---|-----------------|
|  | <b>Listening</b> |  | <b>Speaking</b> |
|  | <b>Reading</b>   |  | <b>Writing</b>  |

## Example of a developing pupil profile.

Units of Work	Skills	A1			Dates 2004- 2005	A2			Dates 2004- 2005	B1			Dates
		1.1	1.2	1.3		2.1	2.2	2.3		1.1	1.2	1.3	
Myself					30/9 20/12			20/5					
					30/9 20/12 20/5								
					30/9				20/12 20/5				
					30/9 20/12 20/5								

**It should be noted that many pupils will develop their English language skills at different rates and it is not unusual for one particular skill to progress ahead of another.**

Units of Work	Skills	A1			Dates	A2			Dates	B1			Dates
		1.1	1.2	1.3		2.1	2.2	2.3		1.1	1.2	1.3	
Myself													
													
													
													
Our school													
													
													
													
Food and clothes													
													
													
													
Colours, shapes and opposites													
													
													
													
People who help us													
													
													
													
Weather													
													
													
													

Units of Work	Skills	A1			Dates	A2			Dates	B1			Dates
		1.1	1.2	1.3		2.1	2.2	2.3		1.1	1.2	1.3	
Transport and travel													
													
													
													
Seasons, holidays and festivals													
													
													
													
Local and wider community													
													
													
													
Time													
													
													
													
People and places in other areas													
													
													
													
Animals and plants													
													
													
													

Units of Work	Skills	A1			Dates	A2			Dates	B1			Dates
		1.1	1.2	1.3		2.1	2.2	2.3		1.1	1.2	1.3	
Caring for my locality													

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**Overview of pupil's proficiency in Listening, Reading\*,  
Speaking and Writing\* (\* if appropriate)**

Skills	A1			A2			B1		
	1.1	1.2	1.3	2.1	2.2	2.3	1.1	1.2	1.3
 Enter date:									
 Enter date:									
 Enter date:									
 Enter date:									

**This information may also be entered in the pupil's  
*European Language Portfolio* on pages 5-6**