

EAL & NEW ARRIVALS · GRADES 1–6

EAL Progress Tracking

Half-termly review template

How to use

Print one of these per EAL learner per term. Fill in a half-termly review (5 minutes — don't over-engineer). The point is to notice patterns and direct support, not to bury yourself in paperwork.

Pupil information

Field	Detail
Child's name	_____
Year group / class	_____
Date arrived	_____
First language	_____
Reviewing teacher	_____
Half-term	_____

Proficiency this half term (DfE A–E)

Skill	Last review	This review	Notes / examples
Listening	_____	_____	_____ _____
Speaking	_____	_____	_____ _____



Skill	Last review	This review	Notes / examples
Reading	_____	_____	_____ _____
Writing	_____	_____	_____ _____

Levels reminder

A — New to English B — Early acquisition C — Developing competence D — Competent E — Fluent Progress in EAL is rarely a single jump per half term. Sub-stages within a level (A-, A, A+) are normal.

What's working well?

What strategies, supports or activities have led to clear progress this half term? Note specific examples — 'Sofia used the sentence stems pack independently in 3 lessons last week' is more useful than 'made progress'.

Where is progress slow?

Are there specific areas where the child has plateaued? (Common ones: writing length, complex grammar, idiomatic understanding, formal vocabulary.) What might be limiting progress?



Priority next steps (top 3)

Identify the THREE highest-priority next steps for next half term. Be specific: 1.

_____ 2.
_____ 3.

Communication notes

Updates to share with: parents / SENDCo / EAL coordinator / next teacher / TA?

Avoiding common mistakes

1. PROGRESS IS UNEVEN. A child may move forward in speaking but plateau in writing. This is normal. Don't panic. 2. CONVERSATIONAL FLUENCY MISLEADS. A child who chats brilliantly may still struggle with academic English. Don't assume language acquisition is 'done' just because they're chatty. 3. PERSISTENT GRAMMAR ERRORS DON'T MEAN INSTRUCTION HAS FAILED. Some patterns take years to stabilise. Focus on the most-impacting errors, not all of them. 4. DON'T COMPARE CHILDREN. Two EAL learners who arrived on the same day may progress at very different rates. Trajectory matters more than pace.

