مدرسة اوريكس العالمية

ORYX

INTERNATIONAL
SCHOOL

EAL Policy

Reviewed by SLT:	November 2021
Next Review:	August 2024
Owner:	Executive Principal

EAL provision at Oryx International School (OIS) is closely linked with the school's vision, mission and guiding statements, with particular focus on:

- Allowing access to high quality, innovative teaching
- Learning English language acquisition skills and strategies;
- Developing communication skills;
- Acquiring the necessary level of English to access our curriculum effectively

OIS is committed to ensuring that students who do not have English as a first language have full access to the appropriate provision of teaching and resources. OIS will identify individual student needs at the admission stage, recognise the skills they bring to the school and ensure quality of access to the curriculum.

Vision, Mission and Values

<u>Our Vision</u>

To ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century.

<u>Our Mission</u>

To deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK curriculum teachers.

<u>Our Values</u>

Excellence - We strive for excellence in everything we do.

Respect - We learn at school by showing respect to everyone in the community

Responsibility - We are engaged, promoting actions and behaviours that support a sustainable future.

Integrity - We are transparent, honest and ethical in all our relationships.

Compassion - We are kind and caring, encouraging everyone to succeed.

The definition of English as an Additional Language

In OIS, we use the term English as an Additional Language (EAL) to refer to any student learning and using English as an additional or second language. A first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community (and/or official nationality by passport). This is recorded on iSAMS on individual pupil records in the Census tab.

Whilst being clear that EAL is not SEND ('special need') or a 'learning difficulty', the school acknowledges that students with EAL often have an additional need in terms of accessing the language used by staff and peers, and related learning issues, which can lead to underachievement and isolation.

Therefore, we will endeavour at all times to:

- Ensure EAL students have full access to the curriculum (and other school opportunities).
- Be proactive in removing any barriers that stand in the way of our EAL students fulfilling their potential.
- Provide our EAL students with a safe, welcoming environment where they are accepted, valued and encouraged to participate.

Aims of Policy

This policy aims to raise awareness of the school's responsibilities, to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have EAL and so to raise student achievement.

It is the aim of the School that every student with EAL is enabled to:

- Become secure and fluent in all four English language domains: speaking, listening, reading, and writing, in order to be able to achieve their full academic potential in subject areas across the curriculum.
- Reach their full potential.
- Work with a growing degree of confidence.
- Express themselves confidently in a range of situations on a variety of subjects to differing audiences.
- Express themselves in both spoken and written English.
- Rely on the support of adults within the classroom and in small groups when and where they need it.
- Have access to a range of resources that will aid their learning.
- The School also endeavours to provide the parents of students with EAL with any support they may need throughout the student's school career.
- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to the School.
- To encourage and enable parental support in improving student's attainment.
- Promoting independence and high academic achievement through supportive and dedicated mentoring, placing students at the heart of their learning journey.
- Developing inclusivity through valuing the needs and requirements of all individual students.
- Empowering students to develop language skills through building their confidence and opportunities for academic progression and attainment.
- Working collaboratively across all areas of the school to provide the best provisions for all students.

- To be able to assess the skills and needs of students with EAL and to give appropriate provision throughout the School. This may involve support outside of the classroom before they integrate into mainstream classes and move into in-class support and a differentiated EAL curriculum.

- To monitor students' progress systematically and use the data in decisions about classroom management and curriculum planning.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages (e.g. during International Day, Mother Tongue Day or during EAL lessons by introducing stories similar to the stories in their native countries, organising multilingual library).
- To gradually build student confidence in their ability to engage in English and after suitable assessment, withdraw EAL support.

Supporting students who have English as an Additional Language

Our default position is that all our teaching staff will be trained in effective EAL strategies. Our EAL embedded programme seeks to improve the educational outcomes of our students who have English as an Additional Language, by helping them to become confident and fluent in speaking and listening, reading and writing in English.

OIS has a shared vision for supporting English as an Additional Language. Working with staff at all levels, the Leadership Team will:

- Ensure the provision of identified resources to support an effective EAL programme;
- Insist on high expectations for achievement of all students;
- Promote a climate where students can practise English without fear of making mistakes;
- Provide authentic and interesting language learning opportunities in all subjects;
- Ensure that staff are aware of the diverse needs of students of different linguistic and cultural backgrounds;
- Ensure that all staff understand the principles of additional language learning;
- Ensure we equip teachers and the teaching support staff with the knowledge, skills, and resources to be able to support and monitor EAL students, through ongoing professional development and training.
- Promote the use of effective language teaching methodologies, strategies and classroom practices, including e-learning opportunities;
- Ensure that there are enhanced opportunities, in and out of the classroom, for listening to, speaking, reading and writing in English.

Specialist teachers will lead the EAL programme in the School. They will have extensive experience of working with young learners and students who do not have English as a first language. They assess and monitor students' language acquisition to enable them to be included in whole-class lessons wherever their language can support this.

Who needs EAL Support?

Any student whose ability in English is causing **significant access problems** to the curriculum and whose development is being **considerably hindered** by low level language skill levels is considered to require EAL support, either inside or outside the classroom.

Where appropriate, EAL students will be supported by the class/subject teacher and Teaching Assistant in the classroom to enable the student to complete tasks with understanding.

Where necessary, those students who are identified as needing more intensive EAL support will be withdrawn into small intervention groups for a set period of time to address specific language or learning focus.

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although students should not necessarily be withdrawn from subjects where they can usually make good progress whatever their language level in English (eg mathematics/modern foreign languages).

Children in the Early Years Foundation Stage (Nursery - Reception) and Year 1 do not require specialist EAL support at this early stage, as language acquisition occurs more quickly through play-like activities. However, as research shows that language support is also needed in Early Years, our EAL trained teaching staff will ensure our youngest students are not left behind, by providing various EAL strategies, like singing, student talking time, introduction of survival vocabulary, learning through songs, phonics, visual and tactile support and more. We will also provide recommendations suggested by 'The Bell Foundation' The students still have time to acquire social language skills, which later help to bridge across to the higher academic language demands of the curriculum.

Understanding the Student

Background information is required in order to understand the context in which any student may face barriers to learning at school. In the case of students who are learning EAL this is even more important.

It is essential to have full and accurate background information about the student him/herself.

This can cover:

- Language(s) spoken at home:
    - between adults
    - between adults and students
    - between students
- Culture
- Any periods of residence or schooling outside the home country
- Former school(s)
    - Language of tuition
    - Curriculum
    - Type of school
    - School reports, text exercise books and from student's previous school(s)

Be aware that:

- Some students already have good language and literacy skills in two or more languages
- Some students are beginner EAL learners and have never learned to read or write in any language.
- Some students have missed some or all of their education and have not fully developed the language and literacy skills needed for school
- Some students have SEND with language or literacy needs

Key Principles of additional language acquisition

EAL students are entitled to the full National Curriculum programmes of study and **all their teachers have a responsibility for teaching English** as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.

Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for several years.

All teachers and parents need to recognise that some students may experience a silent period when initially exposed to English that may last for several months. In this time, students focus on comprehension of English with little language output. It is important to understand that this behaviour is not evidence of a language disorder or cognitive problem, rather this is evidence of normal second language learning development.

Other key principles:

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is critical to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for; with attention to both initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each subject area. Meanings and understandings cannot always be assumed but need to be explored.
- All teachers have a crucial role in modelling uses in language.
- The focus and use of additional support time are best seen as an integral part of curriculum, lesson planning and, if necessary, through time allocated to student enrichment.
- A clear distinction is made between EAL and Special Educational Needs.
- Language is central to the development of identity. All teachers need to be aware of the importance of students' first language and to build on their knowledge and skills.
- Many concepts and skills depend on and benefit from a strong foundation in the native language and literacy and this strength can support the development of another language.

Responsibilities

Executive Principal

The Executive Principal ensures that:

- All involved in teaching EAL students liaise regularly.
- Parents and staff are aware of the EAL policy.
- Relevant information on students with EAL is available to all staff.
- Training in planning, teaching and assessing of EAL students is available to staff.
- All teachers incorporate EAL strategies into their planning, teaching and learning.
- Targets for students learning EAL are set and met.
- The effectiveness of the teaching of students with EAL is audited, monitored and assessed regularly.

Head of EAL Support

- Oversee initial assessment of students' standard of English.
- Assess the student soon after they enter the school.
- Collate information on the student's language ability from parents/previous school(s).
- Provide guidance and support to set targets and plan appropriate work.
- Monitor standards of teaching and learning of students with EAL.
- Provide periodic reports to the Principal/ SLT on the effectiveness of the above and the progress of students.
- Conduct a termly EAL audit to monitor the progress of EAL students, analyse the data and share with recommendations to the Executive Principal/SLT.
- Conduct an annual review of the effectiveness of the EAL Policy, procedures and practice and present subsequent findings and recommendations to the Executive Principal/SLT.
- Provide regular training and support to all teachers as directed by the Executive Principal.
- Plan for effective and relevant professional development opportunities in the area of EAL.
- Communicate with parents regarding the progress of EAL students.
- Build and maintain a clear and positive vision of EAL across the school community;
- Support all members of teaching staff in the delivery of EAL across the school.

EAL Teacher
- Feedback and share assessment with the student's class teacher.
- Liaise with and support the class/subject teacher with appropriate EAL strategies.
- Have high expectations of standards of work.
- Keep abreast of new teaching and learning methods.
- Meet parents at regular times during the year (e.g. at scheduled Parent/Teacher meetings).
- Review student's progress on a regular basis.
- Participate in the training and support provided to all teachers as directed by the Executive Principal.
- Support the learning taking place in the mainstream classroom.
- Plan and deliver engaging language-based lessons that support the wider curriculum.
- Continuously assess students' language acquisition and give judgements on their proficiency.
- Make EAL a key focus of professional development, to ensure most relevant and up-to-date strategies are being employed.
- Provide feedback to the Head of EAL Support and SLT on the progress of EAL students.

Class/subject teacher

- To be aware of each students' abilities and needs in English and other subjects.

- Use this knowledge effectively and incorporate into curriculum/lesson planning, classroom teaching, use of resources and student grouping.
- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons.
- To participate in regular EAL training as directed by the Principal/ SLT.
- Consistently assess the progress of students in the area of language acquisition and plan according to individual student needs.
- Plan for teaching subject specific vocabulary and terminology.
- Develop engaging reading activities to increase students' reading and writing skills.
- Plan and deliver lessons that have a clear focus on literacy and the building of language skills.
- Promote the use of English in the classroom where appropriate.
- Work collaboratively with specialist EAL teachers in planning and delivering curriculum based content.
- Support the EAL specialist teachers to complete the EAL audit throughout the year and provide information on those students identified as needing extra levels of support.
- Work collaboratively with the EAL specialist teachers to enhance teaching and learning.

Strategies

EAL is continually supported through the following:

- Additional withdrawal sessions (via an online portal if necessary) for students in Years 2 to 9 to support language acquisition, with a specialist EAL teacher;
- Continuous communication and collaborative planning with mainstream class teachers and EAL specialist teachers;
- An audit of all EAL students' levels completed by mainstream class teachers/specialist EAL teachers, at four points across the school year (Start of Term 1, end of Term 1, end of Term 2, end of Term 3);
- Whole staff inset sessions focused on developing the delivery of EAL across the school;
- Dedicated Teaching Assistants across EYFS – Key Stage 2 classes;
- Parent engagement events to develop parental support of students' developing language acquisition;
- Focused professional development for staff members;
- Classrooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Recognise the student's mother tongue; boost the student's self-esteem. Remember, he/she has the potential to become a bi-lingual adult;
- Identify the student's strengths and encourage them to transfer their knowledge, skills and understanding of one language to another;
- Recognise that students with EAL will need more time to process and answer both orally and in written format;
- Extra time and support in examinations/assessments will be awarded if appropriate;

- Provide and target appropriate reading materials that highlight different ways in which English may be used;
- Allow students to use their mother tongue to explore concepts;
- Group students to ensure that EAL students hear good models of English;
- Use collaborative learning techniques;
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- Explain how speaking and writing in English are structured for different purposes across a range of subjects;
- Ensure that there are effective opportunities for talking, and that talking is used to support writing – Talk4Writing will support this process in the Primary School;
- Provide a range of opportunities for students to engage in speaking and listening activities in English with peers and adults;
- Provide support to extend vocabulary;
- The language demands of learning tasks need to be identified and included in planning;
- Teaching and support staff play a crucial role in modelling uses of language;
- Discussion is provided before, during and after reading and writing activities;
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.

Levels and Assessment

A student's level will be assigned after using 'The Bell Foundation' Framework to show what the student can do in regard to the individual skills in English. It gives a detailed description of a student's abilities, whether they can access the National Curriculum, and what areas need to be focused on within the classroom and withdrawal interventions.

EAL Entry / Exit Guidelines

A student's entry to and exit from EAL shall be based upon assessment using 'The Bell Foundation' framework. There are 5 level bands.

- Band A (learners who are new to English) – Starter – intensive EAL support + significant in-class support
- Band B (learners who are at the Early Acquisition stage) - Starter – intensive EAL support + significant in-class support
- Band C (learners who are at the developing competence stage) – Mover – regular withdrawal interventions + in-class support
- Band D (learners who are at the competent stage) – Mover – regular withdrawal interventions + in-class support
- Band E (Learners who are at the fluent stage) – Flyer – 1 or 2 withdrawal interventions per week + some in-class support

Feedback

EAL teachers shall liaise frequently with the Head of EAL Support and classroom teachers about the student's development in English, and if/when it is possible to lessen or withdraw EAL tuition. This will also be communicated to the student's parents. EAL staff are responsible for liaising with parents regarding problems concerning a student's acquisition of

English.

Resources

While there is an exceedingly wide variety of resources to use in EAL, there are recognised materials which are considered appropriate.

- Young Learners
  - Bug Club
  - Alphablocks
- Key Stage 1
  - Read, Write, Inc Phonics
  - Bug Club
  - Alphablocks
  - Nessy

- Key Stage 2/Secondary
  - Read, Write, Inc Phonics
  - Bug Club
  - Alphablocks
  - Nessy
  - Study Island

Review and Evaluation

Coordinators in liaison with Section Heads will review this policy on an annual basis. In addition, the SLT will also review this policy. Recommendations will be presented to the Principal.

Policy Review

This policy is to be reviewed every two years although any suggestions and/or amendments will be considered on their merits.

PRIMARY LISTENING

CODE	BAND A — Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	BAND B — Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	BAND C — Developing more independence in the use of the basic listening skills needed to engage with learning	BAND D — Applying listening skills over an increasing range of contexts and functions	BAND E — Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
1	Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
2	Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a rock?')	Can respond to simply phrased factual questions (e.g. 'Which things use water?')	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information
3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. 'Do your best', 'Check your work')	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. expressions like 'right', 'okay', 'anyway', 'as I said') to help make meaning
4	Can follow and join in routine classroom activities willingly (e.g. 'pay attention', 'form a circle')	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references if not culturally laden
5	Can show comprehension through action and gesture rather than words	Can follow narrative accounts with visual support	Can understand intonation to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)	Has access to a wide vocabulary including abstract nouns (e.g. hunger, happiness) and a growing bank of subject-specific words related to curriculum tasks	Can understand most of the content when teachers speak clearly at a normal pace
6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom (e.g. 'quiet', 'put up your hand')	Can follow instructions where the context is obvious and recognise familiar words in spoken texts	Can respond appropriately in most unplanned exchanges	Can distinguish between and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)	Can follow most audio and video materials
7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	Can respond to simply phrased factual questions about lesson content (e.g. 'Is the leaflet about animals or shops?')	Is developing understanding of sentence types (e.g. questions, statements) through word order rather than intonation alone (e.g. 'Miss wants to know how we are going to make this story better')	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical forms may be challenging (e.g. 'Some aspects of our curriculum will be changing')	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms
8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)	Can attend actively to the conversations of other English speakers on familiar classroom topics (e.g. preference of colours, shapes of objects)	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	May ask for clarification and need extra time when participating in complex interactive listening activities (e.g. group performances or class discussions)	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register (e.g. formal and informal)
9	Can sort pictures or objects according to oral instructions	Can use contextual clues to gain meaning from curriculum-related spoken language (e.g. make use of a water cycle diagram/visual to help make sense of topic-related talk)	Is beginning to pay attention to and respond to different registers in formal and informal settings (e.g. 'Sit down' v. 'Please take a seat')	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school context	Can deal with the language demands of all routines and common situations in school
10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings such as 'How are you today?')	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. 'Come to the mat')	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and is at familiar pace	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication (e.g. frowning)	Can understand different registers and varieties of spoken English, and respond appropriately (e.g. match a formal response to a formal request)

Left-side vertical labels: EARLY DEVELOPMENT → NOT EXPECTED TO BE ACHIEVED IN ORDER → GETTING CLOSER TO THE NEXT BAND

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Emerging competence in basic oral expression	**Oral competence includes emerging ability to respond verbally in interactions with others**	**Emerging competence in spontaneous expression and communication**	**Competence in producing more varied and complex speech in a wider range of contexts**	**Developing competence in fluent, creative use of English**
1	Can produce single words or short phrases and express simple greetings	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?')	Can communicate matters of immediate interest using connected utterances (e.g. 'I like this photo, it''s a good photo')	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation	Can make predictions (i.e. can predict what will happen next in different contexts - e.g. a story or a science project) and can hypothesise (e.g. 'I predict the first object will float because it is made from wood')
2	Can express concrete meanings and references during simple, routine, familiar tasks (e.g. 'is blue', 'is circle', 'this ball')	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	Begins to notice and can sometimes self-correct errors in own speech (e.g. 'comed', 'goed', 'he do')	Can answer explicit questions from stories read aloud (e.g. who, what, or where)	Can tell original stories with some detail (e.g. describing character, appearance, or location in a story)
3	Can respond to questions which are visually-supported (e.g. visual timetable, word mat, instruction visuals) with one or two words, in a classroom context	Can respond simply to a question relating to an immediate task, while the grammar is basic and may contain errors (e.g. omission of verb inflection, e.g. 'He say she like Maths')	Can use some vocabulary that has been introduced on tasks and in taught sessions (e.g. can use language to classify different animals or plants in science)	Can give oral presentations on content-based topics approaching age-expected level	Can join in a social or on-task discussion without support or scaffolding for EAL
4	Can identify and name some school and everyday objects (e.g. 'table', 'pencil')	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides does a square have?')	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet')	Can retell events in a connected narrative where content is familiar, using story language where appropriate	Can compare attributes of real objects (e.g. 'X and Y are similar/different because...')
5	Can make simple statements when prompted and supported by prior rehearsal (e.g. 'Boy has bike')	Can deal with most day-to-day routines and common situations and task-related language, where there is contextual support	Can speak to others socially using simple but mostly regular grammatical structures	Can use phrases of time and place to expand information, and longer noun phrases to expand descriptions (e.g. 'a dog barked': 'Last night, in the silent, empty park, a dog barked')	Can generally speak fluently and with little hesitation structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?')
6	Can use some common adjectives (e.g. 'big', 'fast', 'good')	Is beginning to use forms (mostly first (I) and third (he/she/it/they) person present tense) of the verbs 'have', 'be', 'do', 'come', 'go' and 'make', although not always accurately (e.g. 'I going play')	Can take part in role play making some appropriate unscripted contributions	Can produce longer utterances by using a small range of linking elements, such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish')	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes
7	Can ask simple questions about own work (e.g. 'Miss, is this right?')	Can give a short retelling of a story or sequence, perhaps fragmented, relying on objects and images, but will still have difficulty with basic prepositions like 'to', 'of' and 'in'	Can ask questions for social and academic purposes	Can complete phrases in rhymes, songs, and chants	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms
8	Can make basic needs known to others (e.g. 'I not understand'), usually in non-standard grammatical form	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first')	Makes relevant spontaneous comments socially and during tasks (e.g. making comparisons and contrasting spontaneously)	Can use knowledge of first language to work out the meaning of unfamiliar English words or phrases (i.e. using knowledge of words or prefixes that are shared by first language e.g. 'volcano' = vulcan (Romanian), wulkan (Polish); 'tri'= 3 e.g. triangle)	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. **space** between words, outer **space**)
9	Can communicate some lesson content in longer, more correct utterances, supported by scaffolding from the teacher and prior practice (e.g. speaking to a visual framework, copying a model/answer patterns, e.g. 'It's a tree', 'It's a flower')	Is beginning to meet the speech demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and at a slow(er) pace)	Can use English spontaneously, without long pauses for internal translation and composition	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction)	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts
10	Can pronounce comprehensibly and attempt to approximate English stress and intonation	Is beginning to participate independently in class discussions on familiar social and academic topics	Can make observations and explain ideas simply during creative and exploratory activities (e.g. can explain a simple experiment in science)	May still explore more complex ideas in first language when attempting unfamiliar English constructions (e.g. a Turkish pupil's attempt at 'If he had gone home he would have seen the burglar' might come out as 'To house if went, he sees burglar' as this would be a direct translation from Turkish), or may mix first language and English to convey more complex ideas	Can compare/contrast ideas and relationships in different subject contexts

EARLY DEVELOPMENT — *NOT EXPECTED TO BE ACHIEVED IN ORDER* — *GETTING CLOSER TO THE NEXT BAND*

CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
1	Can make use of their cultural and own first language experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but may distinguish between words and numbers or symbols or text types – a story from a book or an advertisement from a website)	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'Once upon a time')	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '- tre' in 'centre')	Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)	Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content (e.g. 'Move this over there' versus 'We should put the table by the door')
2	Can follow written text conventions (e.g. left to right movement in English, continuity of text from top to bottom of page)	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases (e.g. can try to sound out a written word)	Can recognise common prefixes (e.g. 're-' in 'return') and suffixes (e.g. '-ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text	Can identify the purpose and intended audience of curriculum-related texts without prompting (e.g. advertising material versus scientific description)	Can understand and interpret visuals and graphics in conjunction with written text appropriately in curriculum tasks
3	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	Can attempt to use familiar and some unfamiliar words in phrases/sentences, and try to make sense of them	Can make sense of taught curriculum texts but may need support to comprehend unfamiliar content, culturally specific nuances (e.g. 'the angel twinkled on the top of the tree'), and figurative and metaphoric expressions (e.g. 'Don't wind him up', 'life is a roller coaster')	Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. 'may do', 'must do', 'should do')	Can understand the meaning in a passage (such as identifying the character(s) in a story, even when not obvious) and the sequence of happenings expressed in sentences based on knowledge of complex grammar (e.g. the passive voice 'No pocket money until you tidy your room. You have been warned,' said Mum)
4	Can distinguish and understand different forms of meaning representation (e.g. letters, words, visual images, symbols and graphics)	Can use own growing language knowledge to process text at the phrase/sentence level, showing awareness of idiomatic expressions (e.g. 'In the beginning', 'A long time ago')	Can attempt to identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand	Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. conditional constructions such as 'If I had a choice, I would …')	Can recognise complex cohesive markers to link ideas across sentences and passages (e.g. 'although', 'in spite of', pronouns referring back across several sentences e.g. 'The stone age was … It …')
5	Can recognise names, including own name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office)	Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate	Can identify main idea(s) in curriculum material and use own prior experience and learning to assist understanding where appropriate	Can follow written material to do tasks (such as classifying and sequencing events in narratives, descriptions and processes) in subject content texts independently	Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions
6	Can match pictures and other visuals with taught/rehearsed words	Can attempt to read/check own writing for meaning with teacher/peer support	Can understand most subject content texts, including factual accounts, narratives, opinion pieces, although may need support with unfamiliar vocabulary, complex sentences and writing styles	Can identify figurative speech (e.g. 'a star was born') and metaphoric expressions (e.g. 'they bottled up their anger') in curriculum texts, and seek help if necessary	Can identify explicit and implicit messages in informational and fictional texts (e.g. ironic and/or indirect judgmental statements)
7	Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments	Can identify and extract information (words and passages) in texts in response to concrete 'what', 'where' and 'who' questions	Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings	Can recognise different text types/genres, understanding that the purpose of communication can shape text organisation (e.g. a narrative of personal experience versus a report of a science experiment)	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness
8	Can recognise and use grapheme-phoneme correspondence to decipher the meaning of some words in a taught/rehearsed text	Can read out loud short texts with familiar/predictable structures written in everyday language, attempting to use pauses and intonation to mark meaning	Can retrieve relevant details from curriculum and literary texts to identify and retell the gist of content	Can use a developing range of reading strategies, especially when prompted (e.g. adjusting their reading rate for the task at hand), using dictionaries or other references	Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)
9	Can follow and make use of familiar words to extract basic meaning from a familiar text	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting	Can begin to differentiate between informational and fictional statements/texts independently	Can reread a text to check understanding if told that the information in the text has not been completely understood	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose
10	Can choose books or other reading materials to join in learning activities, especially when guided	Can use growing awareness of familiar grapheme-phoneme correspondence, spelling patterns, and contextual clues to work out the meaning of unfamiliar words, phrases and short texts	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions	Can independently apply reading skills and strategies already acquired to engage with new texts at word, sentence, and whole-text levels, using visuals and prior knowledge to enhance understanding

Vertical axis labels (left side): EARLY DEVELOPMENT / NOT EXPECTED TO BE ACHIEVED IN ORDER / GETTING CLOSER TO THE NEXT BAND

PRIMARY WRITING

CODE	BAND A — Showing attempts at writing in English	BAND B — Demonstrating basic skills of spelling and sentence construction	BAND C — Demonstrating competence in independent use of vocabulary and construction of simple sentences	BAND D — Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	BAND E — Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level
1	Can mark/indicate familiar pictures, numbers and other visual images	Can show awareness of common and simple spelling patterns (e.g. 'hat', 'ant', 'sit') reflecting a consonant-vowel-consonant sequence	Can use words to indicate time sequencing (e.g. 'first', 'next', 'finally')	Can employ a range of modal elements (e.g. 'would', 'should', 'could', 'might') and tenses (including present continuous tense, simple past tense) to construct a text	Can demonstrate full control over the use of grammatical conventions involving verbs, pronouns, subject-verb agreement (e.g. 'She has …', 'They have …'), compound and complex sentences (e.g. 'Eva and Salil are neighbours and they go to the same school', 'Edward, who joined the class today, is a good footballer')
2	Can communicate intentions and own meaning through drawing and mark making	Can form and reproduce most English letters and attempt to produce words	Can attempt to construct a coherent sentence with familiar vocabulary, including common articles (e.g. 'a', 'the'), prepositions (e.g. 'on', 'in') and conjunctions (e.g. 'and', 'but')	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing	Can write in clear, well-structured English across the curriculum using appropriate style and layout (such as recounts and diary entries) in terms of their year group
3	Can show awareness of the differences between print and picture in attempting to write	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves	Can use some formulaic expressions in writing (e.g. 'Excuse me', 'I suppose so', 'at the beginning', 'Once upon a time')	Can combine phrases/sentences to produce meaningful, clear and coherent passages in curriculum tasks (e.g. 'I think our school day should be longer. We need more time to talk to our teachers.')	Can use a variety of tenses to represent shifts in meaning (e.g. the use of 'will' and 'would')
4	Can show awareness of some basic conventions of writing (e.g. leaving spaces between symbols or letters, writing from left to right. This is significant if it is not the convention in the pupil's first language)	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [four bananas]')	Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding '-ed' to form the past tense)	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events)	Can write competently for a range of classroom purposes (e.g. school notices, science reports) at year group appropriate levels of complexity
5	Can form and reproduce some English letters	Can follow examples and reproduce taught text formats and organisation (e.g. front cover, page number)	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. 'Yesterday, I …, then I went home') when more formal English may be expected	Can write stories and descriptions of personal experience in an appropriate time sequence	Can connect or integrate personal experiences with literary writing (e.g. autobiographic accounts, personal opinions on books)
6	Can copy or write own name	Can make independent use of basic punctuation to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence)	Can combine ideas based on taught content to produce meaningful statements, although they are not fully accurate (e.g. 'Stone age peoples use sharp stone')	Can use sample texts to scaffold content and structure of writing for different classroom purposes (e.g. autobiographic accounts)	Can express ideas and opinions effectively for expectations of age group
7	Can use first language to scaffold their effort to form English words (e.g. words from other languages used in English, such as French 'table')	Can copy passages from an English text in the curriculum (this is significant if the pupil's first language is in a different script)	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models	Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum	Can write reports using technical vocabulary (e.g. scientific experiments)
8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map)	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home')	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas)	Can compare, contrast and summarise content-based information (e.g. environment, education)	Can justify, defend and debate opinions based on supporting information and evidence
9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks)	Can construct simple connected text based on short descriptions of events and activities for classroom purposes	Can participate in shared writing activities or write independently	Can plan writing with appropriate content and style for a particular audience in mind (e.g. letter of complaint, persuasive leaflet)
10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities)	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative)	Can produce texts in a variety of genres (e.g. narrative, argumentation, description) using subject - topic- related vocabulary	Can review, revise and edit work with teachers or independently (where appropriate with reference to year group)

Row-side labels (top to bottom): EARLY DEVELOPMENT · NOT EXPECTED TO BE ACHIEVED IN ORDER · GETTING CLOSER TO THE NEXT BAND