

مدرسة اوريكس العالمية



English as an Additional Language (EAL) Policy

Reviewed by SLT:	September 2022
Next Review:	September 2024
Owner:	Head of EAL Support

Amendments

Date	Amendment	By Who

Introduction

This policy is written to support Oryx International School (OIS) Pupils, Employees and Third Party Agents in relation to the principles of EAL

Purpose

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.

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 needs 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.
- To ensure the wellbeing of students is maintained at all times.

Supporting students who have English as an Additional Language

Our default position is that all our teaching staff are EAL teachers and 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 using an accredited framework and pupil tracker to determine the needed support during withdrawal lessons and in-class lessons.

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 English proficiency 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 despite 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)

Keep in mind 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/communicate with and support the class/subject teacher with appropriate EAL strategies and language targets.
- 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;
- Allocating extra time and support in examinations/assessments will be awarded if appropriate; This can also take the form of adapted assessments.
- 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 and differentiated task are 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 – some withdrawal interventions per week as well 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.

Appendix 1 – EAL Assessment Framework

PRIMARY LISTENING					
CODE	BAND A	BAND B	BAND C	BAND D	BAND E
	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
EARLY DEVELOPMENT	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
NOT EXPECTED TO BE ACHIEVED IN ORDER	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
GETTING CLOSER TO THE NEXT BAND	3 Can copy/repeat some words and/or phrases with teacher/peer modeling 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)

PRIMARY SPEAKING

	BAND A	BAND B	BAND C	BAND D	BAND E	
CODE	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	
EARLY DEVELOPMENT NOT EXPECTED TO BE ACHIEVED IN ORDER GETTING CLOSER TO THE NEXT BAND	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), vulkan (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. a 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 slower 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

PRIMARY READING & VIEWING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	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

Copyright © The Bell Educational Trust Limited (operating as The Bell Foundation) September 2019, Version 2

PRIMARY WRITING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Showing attempts at writing in English	Demonstrating basic skills of spelling and sentence construction	Demonstrating competence in independent use of vocabulary and construction of simple sentences	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level
EARLY DEVELOPMENT	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')
NOT EXPECTED TO BE ACHIEVED IN ORDER	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)
	GETTING CLOSER TO THE NEXT BAND				

Copyright © The Bell Educational Trust Limited (operating as The Bell Foundation) September 2019, Version 2

SECONDARY LISTENING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Developing greater autonomy in processing speech	Developing more independence in the use of basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
EARLY DEVELOPMENT	1 Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear, slow and repeated speech by a sympathetic speaker	Can understand and respond to longer questions and instructions (e.g. <i>'Tell me why you chose this answer, and not any of the others'</i>)	Can understand the main points of video and other social media material about familiar subjects delivered clearly	Can begin to follow some culturally-specific practices when listening to English (e.g. eye contact, distance, gesture)	Can define the nature and purpose of information being sought before listening or viewing
	2 Can follow classroom instructions when the context and actions of teachers and peers are supportive	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives and stories	Can follow and negotiate with other pupils during group work	Can comprehend the different meanings of a range of vocabulary across different curriculum areas (e.g. 'table' in science and 'table' in a description of a room)	Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
	3 Can understand a small range of words, and, with help, everyday vocabulary (e.g. colours, shapes, preferences)	Is becoming aware of levels of difficulty of the content in the lesson beyond the most concrete or simple topics	Can understand some idiomatic or figurative expressions, but may require explanation (e.g. <i>'Jaswinder can run like the wind'</i>)	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication	Can demonstrate understanding of well-known idioms in context (e.g. <i>'to kill two birds with one stone'</i> ; <i>'to cut corners'</i>)
	4 Can understand what people say about everyday things if they speak slowly and clearly with a supportive manner	Is beginning to engage with abstract or complex content, including concepts that cannot be explained and illustrated easily (e.g. pressure, pollution)	Can generally follow group discussion and ask for help and repetition where necessary	Can follow and participate in group conversations, especially on familiar topics in informal English	Can select key information for a purpose, rejecting irrelevant and unimportant information
NOT EXPECTED TO BE ACHIEVED IN ORDER	5 Can understand and follow directions (e.g. how to get somewhere)	May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions	Can follow directions in classroom tasks, paying attention to details	Can follow reasoning and argument in the same way as most peers	Can follow the gist and some detail of a spoken text on a new topic at normal speed (e.g. in the media, visiting speakers)
	6 Can understand a limited amount of frequently used vocabulary and language expressions across different subject areas (particularly the academic register, e.g. 'concept', 'topic')	Is beginning to comprehend a range of topic-related vocabulary across different subjects	Can follow and understand specialised or subject-specific terminology if it has previously been introduced	Can understand audio-visual recordings in standard dialect likely to be encountered in social and learning contexts and can identify the content of information, speaker viewpoints and attitudes	Can order information gained from spoken language, choosing a suitable organising format
	7 Can ask a speaker to repeat or explain words in order to understand more of the message (particularly when in supportive situations)	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication	Can respond appropriately in most unplanned classroom exchanges	Can communicate in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources	Can evaluate the quality and validity of information gained from spoken communication
	8 Can listen for longer, and understand new words and phrases when content is delivered with enough contextual support (e.g. visual/video images)	Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous	Can understand the gist of most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can understand an unfamiliar speaker on a familiar topic	Can follow a complex argument on familiar topics or themes and ask appropriate and relevant questions
GETTING CLOSER TO THE NEXT BAND	9 Can understand questions about topics learned in class	Can understand and use, independently, many of the support systems and scaffolds that operate within lessons (e.g. a note-taking framework to jot down facts or ideas while listening)	Can engage in sustained listening to a level approaching that of most peers	Can record and organise spoken information to set guidelines (e.g. use diagrams, graphs, tables)	Can identify the effects of devices such as rhythm, metaphor and repetition
	10 Appears to be increasingly confident, engaged and independent in tasks requiring listening and speaking	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech	Can begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing, particularly when working with familiar topics	Can follow and communicate in a variety of social and learning contexts, understanding ideas and information on a range of familiar topics and issues	Can identify implied meanings from spoken language (e.g. racist attitudes)

SECONDARY SPEAKING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	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
EARLY DEVELOPMENT	1 Can establish social contact, (e.g. greetings and farewells, introductions, giving thanks)	Can describe people, places and possessions in simple terms (e.g. 'She is very tall lady with black glasses', 'My phone case it is blue and has picture of birds in trees')	Can communicate simply in routine tasks to ask for and provide things, get simple information and discuss what to do next	Can summarise in longer utterances, with some cohesion, about subject content (e.g. 'When vaccination began number of deaths got lower')	Can produce clear, smoothly flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points
2 Can produce simple, mainly isolated phrases about people and places, although often with errors such as omission of preposition (e.g. 'He explain me')	Can express own feelings and wishes more independently	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference	Can express opinions and reactions regarding possible solutions or what to do next, giving brief reasons and explanation	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view, and giving the advantages and disadvantages of various options	
3 Can express basic needs or feelings in simple terms, with limited range of adjectives and inaccurate use of verbs (e.g. 'I not have ruler', 'I am feel happy')	Can use some frequently heard adjectives independently (e.g. 'big', 'fast', 'good')	Can contribute to informal discussion with friends, provided their speech is clear and/or in locally practised school English	Can use a growing range of subject-specific technical vocabulary and begin to use some imagery (e.g. metaphors and similes)	Shows an understanding of pause, stress, rhythm and intonation and how these can convey values, perspectives and feelings	
4 Can use common verbs like go, do and make but with frequent omission of inflection (e.g. 'Teacher say') or problems with negative forms (e.g. 'I not do it')	Can communicate some content about concrete matters during simple, familiar tasks (e.g. 'This animal cell, it has 3 parts')	Can comment briefly on the views of others (e.g. in history lessons or in literature lessons)	Can use both formal and informal English in appropriate contexts	Can synthesise and report information and arguments from a number of sources	
NOT EXPECTED TO BE ACHIEVED IN ORDER	5 Can make simple statements, usually single words or short phrases, relating to lesson content, usually with scaffolding from the teacher (e.g. 'Curley try to say who is boss in the ranch')	Can sometimes participate effectively in discussion with English speakers who modify their language to make it easier for them	Can self-correct some slips of the tongue or word/pronunciation errors	Can express their thoughts about abstract or cultural topics such as music or films	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, unfamiliar topics
6 Pronounces comprehensibly and attempts to approximate English stress and intonation (e.g. when asking a question, using the negative, emphasising a word)	Can give simple directions and instructions (e.g. explain how to get somewhere or do something)	Can express belief, opinion, agreement and disagreement politely (e.g. by making comparisons and contrasts)	Can explain why something is a problem (e.g. by presenting facts, examples or arguments)	Can defend opinions in discussion by providing relevant explanations, arguments and comments	
7 Can handle short social exchanges but may not understand enough to keep a conversation going of their own accord	Can participate in short conversations in routine contexts on topics of interest	Can explain own point of view and defend it (e.g. in a class discussion in an RE lesson)	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	Can relate the plot of a book or film and describe their reactions	
8 Can interact in a simple way but communication is dependent on repetition at a slower rate of speech and rephrasing	Can discuss what to do next and make and respond to suggestions, but still likely to struggle with complex utterances such as 'If' clauses for conditionals and conjecture (e.g. 'If you leave it in water, it might expand')	Can discuss familiar subject content across different curriculum areas	Can explain in reasonable detail the results of an enquiry (e.g. science experiment)	Can express themselves fluently and spontaneously, controlling a range of registers	
9 Can ask and answer simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics studied in class	Can indicate time by phrases such as 'next week', 'last Friday', 'in November', 'at three o'clock'	Can use paraphrase to cover gaps in vocabulary or structural knowledge	Can express thoughts and feelings by using allusions, making jokes and using some idiomatic expressions	Has good command of a broad vocabulary with little obvious searching for expressions or avoidance strategies	
GETTING CLOSER TO THE NEXT BAND	10 Can say what they like and dislike (e.g. school subjects, lesson activities, sport, leisure activities)	Is beginning to successfully take part in group work with peers in lessons and in whole-class interaction with the teacher	Can use English effectively in problem-solving tasks (e.g. in a group task on health and food)	Can use a growing range of everyday and specialist vocabulary in all learning areas (e.g. 'subtract', 'calculate') and can identify multiple meanings of many familiar words (e.g. 'angle' in English and 'angle' in mathematics)	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously and appropriately

SECONDARY READING & VIEWING

	BAND A	BAND B	BAND C	BAND D	BAND E	
CODE	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 visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas	
EARLY DEVELOPMENT NOT EXPECTED TO BE ACHIEVED IN ORDER GETTING CLOSER TO THE NEXT BAND	1	Engages with reading activities in English, continues to use first language, culture and experiences when given the opportunity (e.g. recognising vocabulary cognates such as 'volcano' - 'vulcan' in Romanian and using factual knowledge acquired via first language), and can recognise and use pictures and other visuals as a source of meaning	Can recognise many frequently occurring words by sight or initial letter, and is beginning to use awareness of grapheme-phoneme correspondence to decode unfamiliar words	Can understand and locate relevant information in online and printed curriculum material, and in everyday written items such as emails, school letters/notices and text messages	Can tackle most curriculum-related reading tasks, adjusting focus and speed of reading for different purposes, but may need support to deal with unfamiliar idioms and abstracted meaning	Can read all forms of the written language in print or online with ease, including abstract, linguistically complex curriculum-related texts and some specialist articles (e.g. sports reports)
	2	Can recognise and understand familiar words (including own name if new to reading or to Roman script) on displays and notices in the classroom and school	Can classify and sort visual images using word labels or icons (e.g. minerals versus metals)	Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing	Can use spelling patterns, syntactic and semantic cues, to work out the meanings of unfamiliar words (e.g. 'brotherly', 'selfish' or using knowledge of 'taken/took' to work out what 'shaken' or 'shook' means)	Can independently choose strategies to achieve understanding (e.g. varying the pace of reading for selective attention and text difficulty)
	3	Can begin to identify grapheme-phoneme correspondence with familiar words when reading out loud (e.g. the /s/ sound in words such as 'sit', 'sweet')	Can recognise and understand some words, phrases and simple sentences (with visuals) that have already been taught/rehearsed in class	Can recognise meaning relationships, such as cause/effect and time sequences within and across sentences signalled by signpost words, such as 'because', 'different from'	Can make predictions about the likely content meaning of curriculum, subject and literary texts based on knowledge of the different classroom activities and text types	Can distinguish between factual statements and a writer's point of view (e.g. an account of the historical events leading to the First World War versus an appreciation of a poem)
	4	Can begin to make sense of the use of commas, full stops and other frequently used punctuation marks when reading both quietly to oneself and to others	Can find and extract information in a short text that has been taught/rehearsed (including visual images and graphics) to answer 'what' and 'who' questions	Can understand and track meaning across sentences and passages, paying attention to topic-related language (e.g. 'forest', 'trees') and cohesive markers (e.g. 'firstly', 'secondly') to express cohesion in meaning	Can read aloud a curriculum-related text without rehearsal, signalling meaning through volume and patterns of stress and intonation	Can follow contemporary fiction independently and can discern the literary techniques involved (e.g. alliteration)
	5	Can follow a short written text with aural and visual support (e.g. listening to it being read aloud, someone using the illustrations to clarify meaning by pointing, annotating)	Can understand and use diagrams, charts and other displays showing announcements and notices around the school	Can read short texts aloud, showing awareness of word inflections (e.g. 'ed' in 'walked') and using punctuation to guide intonation (e.g. commas for brief pauses)	Can search for and locate information from a range of sources, including the internet and social media	Can handle book-length factual and biographic texts, appreciating different styles; can understand some subject specialist jargon in own field(s) of interest
	6	Can use print and digital material in first language as a support for joining in curriculum activities in English	Can recognise and understand subject-specific vocabulary and associated expressions with support (e.g. 'equals' in mathematics)	Can understand fictional texts written in contemporary prose, but may still need help to distinguish literal meaning from implied meaning, oblique cultural references, sarcasm and humour	Can use a range of reading and viewing strategies, such as adjusting reading rate, selective rereading, scanning and reading on, as appropriate for the task at hand	Can comprehend printed and online articles and blogs concerned with news/current affairs, with an understanding of the author's stances or viewpoints
	7	Can recognise and re-use new English vocabulary in the context of classroom activities, and understand words looked up in bilingual online/print resources	Can begin to combine developing learning strategies such as using word recognition, context, own experience and repeated reading to decipher meaning (e.g. in activities involving the use of a map of the world)	Can understand curriculum-related texts beyond the literal level, with teacher and peer support, using context and visual clues to deduce meaning	Can select, transfer and transform information from a text, selecting relevant details for the purpose at hand (e.g. from a novel for a book review)	Can identify meaning, relationships and structures of information in curriculum texts (e.g. causal/effect, problem/solution, evaluation/choice)
	8	Can recognise and understand words and short texts that have been taught/rehearsed in class	Can attempt to navigate curriculum material, using headings, contents lists, page numbers, visuals and graphics (particularly if online)	Can extract key information and messages from curriculum subject texts and re-present the information in a different form (e.g. a mind map)	Can search and locate information from a variety of sources, including the internet, and can track key information across passages (e.g. chapters in books)	Can analyse a range of texts and reflect on the purposes of different types of texts, including fictional and informative texts (e.g. space exploration), to support an opinion or recommendation
	9	Can recognise common spelling patterns, prefixes (e.g. 're-' in 'replace') and suffixes (e.g. '-cycle' in 'bicycle'), and is beginning to use this awareness to assist comprehension	Can begin to make use of visual cues and graphic information when reading without prompting	Can begin to identify the author's perspective in curriculum content and literary texts	Can read a wide range of curriculum-related material suggested by teachers and/or peers to enrich knowledge and understanding	Can identify and interpret specific ideas and narrative developments in curriculum-related tasks (e.g. justifying an opinion or response)
	10	Can recognise and read common words out loud, with approximate pronunciation	Can read and understand most of the words/sentences/short passages in the texts that have been taught/rehearsed	Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar idiomatic, figurative, metaphoric expressions and personification (e.g. 'Opportunity knocked at her door')	Can read a wide range of curriculum-related texts with understanding (including literature), and interpret content meaning beyond the literal where appropriate	Can search and collect information from different sources, including the internet, and can identify relevant information across complex passages and in lengthy in print or digital/online texts

SECONDARY WRITING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	Demonstrating competence in managing basic, simple and isolated phrases	Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught content and expectations	Demonstrating competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary and grammar	Demonstrating competence in writing accurately and independently in a variety of genres and in critically evaluating various resources to support their writing
1	Can label pictures with simple words learnt in lessons (e.g. labelling a map)	Can form and reproduce most English letters and familiar clusters of letters in frequently encountered words without support	Can use cohesive devices to link within and between paragraphs (e.g. 'but', 'however'), but may need teacher and/or peer support	Is showing greater awareness of the differences between formal and informal language (e.g. written operating instructions, the script of an everyday conversation in a play)	Can produce clear and detailed text on a variety of topics in relation to curriculum subjects (e.g. a report on an experiment, a critique of current affairs)
2	Can form and reproduce some English letters as part of a curriculum task	Can use basic punctuation accurately for various purposes (e.g. commas to separate ideas, capitals to start a sentence, full stops to conclude sentences)	Can use a variety of tenses (e.g. simple past tense, present perfect tense) based on taught examples to represent meaning	Can use a wide range of grammatical features consistently, including use of passive voice, choice of modal verbs (e.g. 'would', 'could'), connectives (e.g. 'then', 'later') and conjunctions (e.g. 'although', 'however')	Can present well-structured texts on complex subjects with clear points and justifications
3	Can show awareness of common and simple spelling patterns (e.g. words formed by letters, letters connected to certain sounds such as /s/ in 'sit' and 'site')	Can use everyday vocabulary and phrases (e.g. 'scrap paper', 'washing-up liquid') and start to experiment with common classroom expressions and terms (e.g. 'I set up the experiment', 'we found out the answer')	Can connect simple sentences into an on-task passage and incorporate information from different sources to form an extended text	Can write coherent stories and descriptions of experiences with clear supporting details in relation to lesson content	Can summarise and synthesise information from a number of resources and formulate own opinions to develop convincing arguments
4	Can copy and write own name	Can follow and reproduce examples of text format and layout for subjects across the curriculum (e.g. title, subheadings, new page)	Can present abstract and concrete information in relation to curriculum subject content with reasonable precision and can articulate solutions to solve problems based on information	Can produce detailed and clearly structured texts across a range of genres at an age-appropriate level (e.g. narrative, exposition, argumentation)	Can write clear, well-structured texts in English across the curriculum with an appropriate style and register
5	Can use first language to scaffold their effort to form English words (e.g. use a dictionary to find English equivalents, ask for English translation of words in first language)	Can show some awareness of the differences between formal and informal language, but writing still has features of everyday spoken language (e.g. 'I mean', 'come on', 'you know', 'gonna')	Can write effectively with increasing independence in familiar curriculum tasks (e.g. answering subject content-based questions), although support for grammar and vocabulary is still needed	Can produce extended texts with an attempt to develop coherent arguments based on logical reasoning (e.g. a supporting statement for clean air measures)	Can express critical appreciation and appraisal of literary and creative texts
6	Can complete sentence starters if examples are provided (e.g. 'I like', 'I am', 'I come from')	Can show awareness of the range of meanings of tenses, but may tend to use the same tense for different situations (e.g. simple present tense for both present and past events)	Can write personal messages in the form of blogs, emails, etc. sharing news and thoughts about issues of personal interest (e.g. sport, education, friendship)	Can respond to controversial issues in writing by presenting different perspectives including their own and those of others	Can show subtlety in use of English expressions (e.g. metaphor, humour, irony) and use them with confidence appropriately in context
7	Can give personal information in written form (e.g. name, address, age, date of birth when filling in forms)	Can construct sentences independently, but might seek help or require modelling	Can write short, basic descriptions of past and present events drawing on personal experiences, feelings and emotions (e.g. writing about one's first school)	Can use some collocation (e.g. 'heavy rain') and colloquialisms, but writing still has features of non-idiomatic use of language in relation to context and audience (e.g. 'I got familiar with ...' instead of 'I became ...')	Can express own views effectively and relate to others with reference to personal values and beliefs
8	Can copy known letters and words related to curriculum subjects and attempt to communicate their meaning to teachers and peers (e.g. colours, school subjects)	Is starting to combine sentences to produce paragraphs in relation to their past experience or immediate environment (e.g. people, places, schools)	Can write brief reports on curriculum activities (e.g. visits to a museum) based on taught formats (e.g. presenting factual information, justifying reasons for actions, stating causes of problems)	Can show some subtlety in expressions involving feelings and emotions (e.g. writing in the role of a story-based character expressing emotions)	Can plan writing with a particular audience in mind and, when needed, can redraft text to suit different audiences
9	Can write simple, isolated words on familiar topics in relation to the curriculum (e.g. 'water' and 'river' related to the topic of the water cycle)	Can write simple on-task and cohesive paragraphs on familiar topics after some rehearsal in class and/or with peers	Can write short, simple essays on topics of personal interest or on a rehearsed curriculum topic (e.g. holiday, sports)	Can demonstrate awareness of cultural conventions of writing in English and in their first language (e.g. use of an opening sentence(s) in a passage to indicate key ideas that are to follow)	Can vary style and format to adapt to different requirements and contexts of writing
10	Can write simple phrases about themselves (e.g. likes and dislikes, their daily life)	Can begin to write meaningful sentences and paragraphs, which reflect taught content in subjects across the curriculum	Can begin to edit their writing with the support of teachers and peers	Can edit own work, and as a result, writing shows greater fluency, accuracy and appropriateness after proofreading	Can review, evaluate and edit their work independently

EARLY DEVELOPMENT

NOT EXPECTED TO BE ACHIEVED IN ORDER

GETTING CLOSER TO THE NEXT BAND