

EAL ASSESSMENT FRAMEWORK FOR SCHOOLS: PRIMARY

Supporting primary and secondary schools in meeting the Department for Education (DfE) requirement to report a Proficiency in English level for English as an Additional Language learners and in assessing progression in EAL learners over time in Listening, Speaking, Reading and Viewing and Writing.

This framework will be updated from time to time. Please check that you have the latest version of the framework on The Bell Foundation website at www.bell-foundation.org.uk.

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Acknowledgements

The Bell Foundation was established in 2012 and is working to overcome exclusion through language education in the UK. The Bell Foundation is a charity and focuses on two thematic areas: children with English as an Additional Language and offenders whose first language is not English.

The Bell Foundation would like to thank Dr Michael Evans, Dr Neil Jones, Professor Constant Leung and Dr Yongcan Liu for their thorough and robust work, which has culminated in the EAL Assessment Framework for Schools. We would like to give a special thank you to Professor Constant Leung, the Project Coordinator, for steering the project.

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Foreword

Dear Colleagues,

As teachers and educators we are rightly proud of the ethnic and linguistic diversity in our schools. At the same time we acknowledge that we have to continually renew our efforts to meet the needs of all pupils. Many of our bilingual or multilingual pupils are in the process of learning English as an Additional Language (EAL). As the language of schooling is English, the vast majority of these pupils experience the curriculum content through, in effect, EAL.

We all know that the process of learning an additional language in school is not the same as early-years first language development. It is therefore very important that teachers are provided with EAL-sensitive assessment tools that can help them recognise pupil language achievements and needs.

I am very pleased to introduce the EAL Assessment Framework for Schools. In the research and development of this assessment framework we consciously adopted a classroom-friendly, curriculum-language integrated approach so that teachers can use the rating scales and the complementary materials for day-to-day informal assessment as well as more formal summative assessment. Many of the assessment descriptors have been formulated in such a way that they can be used by teachers from different curriculum and subject areas.

On behalf of the Research and Development Team, I would like to thank The Bell Foundation for its generous financial support, and The Bell Foundation Associates for their critical comments and insightful advice.

Yours

A handwritten signature in blue ink that reads "Constant Leung". The signature is written in a cursive, flowing style.

Professor Constant Leung FAcSS,
King's College London

PRIMARY LISTENING

Name:

Class:

First Language:

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
		Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	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 little or no disadvantage to English-speaking peers
	1	Can understand single words or short phrases in familiar contexts <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Draw a circle under the line') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can understand an unfamiliar speaker on a familiar topic <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can meet the language demands of group activities and class discussions without support for EAL <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'Which one is a rock?') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can respond to simply phrased factual questions (e.g. 'Which things use electricity?') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Is acquiring topic/subject-specific vocabulary <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can select key information for a purpose, rejecting irrelevant and unimportant information <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can attend for short periods to simple stories and songs with visual scaffolds <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'do your best'; 'check your work') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can participate confidently in shared texts, such as songs and poetry <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can draw on a range of discourse markers (e.g. expressions like <i>right</i> ; <i>okay</i> ; <i>anyway</i> ; <i>as I said</i>) to help make meaning <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	4	Can follow and join in routine classroom activities willingly <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can follow day-to-day social communication in English <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can understand humorous references if not culturally laden <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	5	Can show comprehension through action and gesture rather than words <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can follow narrative/accounts with visual support <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	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 <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can understand most of the content when teachers speak clearly at a normal pace <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can follow instructions where the context is obvious and recognise familiar words in spoken texts <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can respond appropriately in most unplanned exchanges <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can follow most audio and video materials <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can respond to simply phrased factual questions about lesson content, (e.g. 'Is the leaflet about animals or about shops?') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can attend actively to the conversations of other English speakers on familiar classroom topics <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	9	Can sort pictures or objects according to oral instructions <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use contextual clues to gain meaning from age-level text read orally <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school contexts <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can deal with the language demands of all routines and common situations in school <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	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') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can respond to different registers appropriately (e.g. match a formal response to a formal request) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>

PRIMARY SPEAKING

Name:

Class:

First Language:

Early Development

not expected to be achieved in order

Getting Closer to the Next Band

	CODE	Band A Emerging competence in basic oral expression	Band B Oral competence includes emerging ability to respond verbally in interactions with others	Band C Emerging competence in spontaneous expression and communication	Band D Competence in producing more varied and complex speech in a wider range of contexts	Band E Developing competence in fluent, creative use of English
1		Can produce single words or short phrases and give simple greetings <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can communicate immediate, concrete matters using connected utterances <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	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. 'Animals less well adapted may fail to live long enough to reproduce and therefore become extinct') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
		Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'is blue', 'is circle', 'this ball') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'comed', 'goed', 'he do') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can answer explicit questions from stories read aloud (e.g. who, what, or where) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can tell original stories with emerging detail <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
		Can respond to visually-supported (e.g. visual timetable, word mat, instruction visuals) questions with one or two words, in a classroom context <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use some vocabulary that has been introduced on tasks and in taught sessions <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can give oral presentations on content-based topics approaching age-expected level <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can join in a social or on-task discussion without support or scaffolding for EAL <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
		Can identify and name some school and everyday objects (e.g. 'table', 'pencil') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides has a square?') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can retell events in a connected narrative where content is familiar, using story language where appropriate <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can compare attributes of real objects (e.g., 'X and Y are similar/different because...') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
2		Can make simple statements when prompted and supported by rehearsal (e.g. 'Boy has bike') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can speak to others socially using simple but mostly regular grammatical structures <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use phrases of time and place to expand information, and longer noun groups to expand descriptions (e.g. 'a dog barked': 'Last night, in the silent, empty park, a dog barked') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can speak with greater fluency and fewer hesitations, structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
		Can use some common adjectives (e.g. 'big', 'fast', 'good') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Is beginning to use forms (mostly first [I] and third [he/she/it] person present tense) of the verbs have, be, do, come, go and make, although not always accurately (e.g. 'I going play') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can take part in role play making some appropriate unscripted contributions <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can produce more complex sentences by using a small range of linking elements such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
		Can ask simple questions about own work (e.g. 'Miss, is this right?') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can give a short retelling of a story or sequence, perhaps fragmented, and relying on objects and images, but will still have difficulty with basic prepositions <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can ask questions for social and academic purposes <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can complete phrases in rhymes, songs, and chants <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	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 <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
		Can make basic needs known to others (e.g. 'I not understand') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Makes relevant spontaneous comments socially and during tasks <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use knowledge of first language to communicate and predict the meaning of unfamiliar English (i.e. using knowledge of words or prefixes that are shared by first language e.g. volcano - vulcan (Romanian), wulkan (Polish); tri-meaning 3 e.g. triangle) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	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) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
3		Can communicate some lesson content in longer, more correct utterances, supported by scaffolding and rehearsal, (e.g. speaking to a visual framework, copying a model OR answer patterns: e.g. 'It's a tree'; 'It's a flower') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Is beginning to meet the demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and slow down their pace) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use English spontaneously, without long pauses for internal translation and composition <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
		Can pronounce comprehensibly and attempt to approximate English stress and intonation <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Is beginning to participate independently in class discussions on familiar social and academic topics <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can make observations and explain ideas simply during creative and exploratory activities <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	May still explore more complex ideas in first language, use first language features 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 'To house if went, he sees burglar'), or may mix first language and English to convey more complex ideas <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can compare/contrast ideas and relationships in different subject contexts <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>

PRIMARY
READING & VIEWING

Name:

Class:

First Language:

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 visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
	1	<p>Can make use of their cultural and linguistic experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but can distinguish between words and numbers or symbols or text types - advertisement or newspaper article)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'once upon a time')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '-tre' in 'centre')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	2	<p>Can follow written text conventions (e.g. left to right movement (in English), continuity of text from top to bottom of page)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can identify the purpose and intended audience of curriculum-related texts without prompting</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can understand and interpret visuals and graphics in conjunction with written text appropriately</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	3	<p>Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can attempt to work with familiar and some unfamiliar words in phrases/sentences, and try to make sense of them</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can make sense of curriculum texts but may need support to comprehend unfamiliar content, culturally engendered 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')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. may, must, should)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can understand the meaning - such as identifying the agent when not obvious and the sequence of happenings - contained in sentences and passages based on knowledge of more complex grammar (e.g. the passive voice 'No pocket money until you tidy your room. You have been warned,' said Mum)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	4	<p>Can distinguish and understand different forms of meaning representation, (e.g. letters, words, visual images and graphics)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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 ...')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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 ...')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	5	<p>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)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can identify main idea/s in curriculum material and use own prior experience and learning to assist understanding where appropriate</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can follow written material to do tasks such as classifying and sequencing events in narratives, descriptions and processes in subject content texts independently</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	6	<p>Can match pictures and other visuals with taught/rehearsed words</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can attempt to read/check own writing for meaning with teacher/peer support</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can understand most subject content texts, including factual accounts, narratives, opinion pieces; although may need support with unfamiliar vocabulary, complex sentences and writing styles</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can identify figurative speech (e.g. 'a star was born') and metaphoric expressions (e.g. 'he bottled up his anger') in curriculum texts (and seek help if necessary)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can identify explicit and implicit messages in informational and fictional texts</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	7	<p>Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can identify and extract information (words and passages) in texts in response to concrete what, where and who questions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	8	<p>Can recognise and use sound-symbol correspondence to decipher the meaning of some words in a taught/rehearsed text</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can read out loud short texts with familiar/predictable structures written in everyday languages, attempting to use pauses and intonation to mark meaning</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can retrieve relevant details from curriculum and literary texts to retell the gist of content</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	9	<p>Can follow and make use of familiar words to extract basic meaning from a familiar text</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can begin to work out main points, story lines and explicit messages from illustrated text without prompting</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can begin to differentiate between informational and fictional statements/texts independently</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can reread a text to check understanding if told that the information in the text has not been completely understood</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>
	10	<p>Can choose books or other reading materials to join in learning activities, especially when guided</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>Academic Year</p>

PRIMARY WRITING

Name:

Class:

First Language:

Early Development



not expected to be achieved in order



Getting Closer to the Next Band

		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 <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can show awareness of common and simple spelling rules (e.g. can show awareness of basic phonics and starting to spell common consonant-vowel-consonant (CVC) words correctly, such as 'hat', 'ant', 'sit') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use appropriate time sequencing (e.g. 'first', 'next', 'finally') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	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 <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can demonstrate full control over grammatical features (including types of verb, pronoun reference, compound and complex sentences) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	2	Can communicate intentions and own meaning through drawing and mark making <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can form and reproduce most English letters and attempt to produce words <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	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') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can write in clear, well-structured English across the curriculum using appropriate style and layout <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	3	Can show awareness of the differences between print and picture in attempting to write <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use some formulaic expressions in writing (e.g. 'excuse me', 'I suppose so', 'at the beginning', 'once upon a time') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use a variety of tenses (including present and past perfect) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	4	Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in the pupil's first language; leaving spaces between symbols or letters) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [four bananas]') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding 'ed' to form the past tense) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can write competently for a range of classroom purposes <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	5	Can form and reproduce some English letters <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can follow examples and reproduce taught expectations about layout (e.g. front cover, page number) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. 'Yesterday, I ..., then I went home') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can write stories and descriptions of personal experience in an appropriate time sequence <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can connect or integrate personal experiences with literary writing <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	6	Can copy or write own name <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can make independent use of basic punctuations to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can combine ideas based on taught content, although they are not fully accurate (e.g. 'stone age peoples use sharp stone') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can use text models to scaffold content and structure of writing for different classroom purposes <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can express ideas and opinions effectively for expectations of age group <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	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') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can copy passages from an English text in the curriculum (significant if the pupil's first language is in a different script) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can write reports using technical vocabulary (e.g. scientific experiments) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home') <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can compare, contrast and summarise content-based information (e.g. environment, education) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can justify, defend and debate opinions based on supporting information and evidence <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can construct simple connected text based on short descriptions of events and activities for classroom purposes <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can participate in shared writing activities or write independently <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can plan writing with a particular audience in mind (e.g. letter of complaint, persuasive leaflet) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>
	10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can produce texts in a variety of genres (e.g. narrative, argumentation, description) using subject - or topic-related vocabulary <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>	Can review, revise and edit work with teachers or independently (depending on age) <div><div></div> Autumn <div></div> Spring <div></div> Summer Academic Year</div>

DfE Proficiency in English scales

A	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
B	Early Acquisition	May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject-specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing Competence	May participate in learning activities with increasing independence. Able to express self orally in English but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.