



EAL and NtE Approach

Useful Terms:

EAL – English as an additional language - A child will be classed as EAL if it is known that a family uses and exposes their child to another language at home.

NtE - New to English – the child is proficient in another language at home and is learning English for the first time

EAL Approach

Aims

- To promote equality of opportunity for all learners for whom English is an additional language.
- To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
- To ensure EAL pupils reach their full potential.

Intent

At Evergreen we recognise that learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual). We place a high priority on using a wide range of academic and pastoral strategies to ensure all pupils acquire good English speaking and listening skills which enable them to fully access and engage in our curriculum and reach their full potential. Opportunities for oracy development feature across all aspects of academy life and pupils are encouraged to share and voice their opinions in their own words. Pupils at Evergreen know that their voice is important and it matters.

On arrival, our main aim is to settle the children as quickly as possible, into school life; to encourage them to take part in the daily routines and structures, which will help them to develop, not only an understanding of the academic aspects of English, but the use of our language as a social interaction.

Our priority is to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils should be encouraged to play a full part in all learning opportunities. EAL learners make the best progress within a whole school context, where pupils are educated with their peers.

Implementation

The Evergreen Community celebrates that many of our children speak more than one language. This diversity is reflected throughout the curriculum as well as through display (language, artefacts) learning about other cultures (music, art, food, religion) and famous, influential people from all cultures. When designing our curriculum and planning learning opportunities, we use resources and materials that reflect the cultural, linguistic and social experiences of pupils across the school. Our staff use their knowledge of pupils' experiences and language acquisition to plan engaging lessons using a range of visual materials and a multi-sensory approach to make input comprehensible across the curriculum for pupils with English as an additional language.

All teachers plan for progress in English language development as well as wider academic learning. Opportunities for using English are carefully integrated across the curriculum through the use of scaffolded materials such as visual prompts, graphic organisers,

sequencing cards and sentence frames. All staff use data to map attainment and progress of all pupils. This information supports planning to ensure the best learning opportunities and outcomes, using good models of English and home language where appropriate. Collaborative activities are planned for, to foster exploration, problem solving and language development.

An effective induction process supports all children who are new to English. This includes access to specialist online resources to support acquisition of English language skills. Pupils rapidly increase their vocabulary range and develop effective speaking skills across the curriculum.

We view bilingualism as a positive and life enriching asset and as such our school environment promotes language development through the rich use of language. The school structure and overall ethos help EAL and NtE pupils integrate into the school whilst valuing diversity. We celebrate all languages and cultures through regular assemblies, celebrations and class events.

The role of class teachers is to:

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Use speaking and listening strategies to develop subject learning
- Plan for teaching and learning of subject-specific vocabulary
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.

Language and literacy experiences of EAL learners

We understand that:

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

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum **increase** and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which need to be explicitly taught.

Staff use support strategies to ensure curriculum access for all. These include:

- Collaborative group work

- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, homework clubs, etc.

Children will be sat in lessons with the higher attaining children, so they are immersed in a rich language environment. Parents and prospective parents are provided with the particulars of our EAL provision.

NtE Pupils

On their arrival children will be given some simple communication cards to enable them to express their needs to the classroom teacher and any other school adult. While on their tour of the school the children will be shown key areas and they will be matched to their communication cards. In addition, children will be assigned a language buddy. This is someone who can support them to feel comfortable and show them where certain things are in the school and help them understand the routines of the day. This pupil will have good expressive language. We aim to partner children up with another who speaks their home language where possible.

At Evergreen, the teaching focuses on individual pupil's needs and abilities. Each child has their own assessment profile, which is reviewed every half term. Differentiated planning is put into place to support the children across the curriculum.

Staff at Evergreen understand it takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time.

This enables them to;

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners at Evergreen

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our every day speech into formal, written texts.

Learning through talk

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Impact

Because of our early, and ongoing intervention, children are supported in their learning, at appropriate levels across the school. EAL and NtE pupils will be provided with opportunities to make progress and if they keep up with the curriculum they are deemed to make good progress.

In the Early Years, EAL and NtE children will be provided with reasonable steps to learn and play in their home language. Through a high ratio of staff to pupils, pupils have easy access to good models of speech and language and are able to work often in small groups at regular intervals. Language is promoted at all times through various structured activities involving craft, Literacy, Numeracy etc (see I Have a Voice strategy) as well as through many play activities where pupils have an opportunity to learn from peers and staff and to practice their own skills in informal settings.

Key Stage 1 and 2.

The pupils continue to learn through general structured activities and social activities but also have specific Speaking and Listening activities, as outlined in the Catch up plan for each year group.

Pupils joining the school in key stage 1 or 2 with no English will also receive extra support from a Teaching Assistant. Through a procedure of formative assessment using The Bell

Foundation EAL Assessment Framework for Schools (Primary) and targeting specific language and grammatical areas, pupils will receive tailored support in 1-1 and small group sessions.

The pupil will also be carefully identified as EAL or SEN (which is often confused) and support given accordingly. Children should also receive pre-tutoring in key curriculum areas to support in class learning.

A pupil's peer group are also recognised as a valid source of support, particularly in subjects where language is of secondary importance to general understanding. i.e. Numeracy, P.E etc. The class teacher will also track the progress of specific EAL pupils to ensure that progress is being made and targeted interventions are working. It is also worth noting that good liaison between staff and parents is essential in order to support these pupils and also to offer support to the family e.g. available English classes for adults.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to be withdrawn from lessons to receive focused support.

NtE Arrivals procedure:

New Arrivals Induction Procedure (Admin Team)



Who	Task
SD	Prior to start day: Set up pupil folder with a tick list insert and relevant paperwork prior to offer of a place.
SD	Contact previous school to check for any special needs or safeguarding concerns. Alert EW or JV to speak to school if there are concerns. If necessary, postpone start date so that more information can be gathered. Check with JS, KC and EW before firm offer of place.
SD/AT	School office staff arrange a date for parent/carer to meet EW for parent interview. If necessary, SD arrange interpreting support for the meeting. Parents may bring friends or family members to help them.
EW / SD / AC / interpreter	Conduct parent interview on agreed date. <ul style="list-style-type: none"> Complete admissions form and EAL pupil profile Provide further information on the UK school system (translated information available) Provide parent welcome pack (in first language if possible) Provide support pack on how to help students with learning at home Provide ways to practice English at home
SD	Take pupil and family on tour of the school - explain classroom policies e.g. standing up to speak, gem powers as rewards. Use a bilingual pupil volunteer if available to help with the tour. Introduce child to class teacher and any other relevant staff. Arrange a START DATE .
KC/TD/AC	Add pupil to class data sheets, Purple Mash and TTRockstars . Inform class teacher of pupil's start date and give pupil profile to LSA / teacher and teacher classroom check list
CT / LSA	Prepare new drawer & coat peg labels, label books. Prepare resources for first week
CT	Class teacher to discuss arrival of new pupil with class and practice pronouncing name correctly. Use Newbury Park language of the month to teach some key phrases to the class (flash no longer supported being updated) OR omnijet.com Use Googleearth to discuss the new pupil's country of origin with the class
SD	Take photo of new child and put on board in staff room and KS2 corridor welcome board. Include first name, language and class.
CT/LSA	Start day: Give new arrival induction pack to pupil for home and in class. Greet child in 1 st language. (omnijet.com)
CT buddies	Buddies to show new pupils around the school on the first day. Buddies support at playtimes and lunchtimes.
AC / LSA	Schedule a time to do 'Getting to know you' and how to use google translate activities in first few days (e.g. play a board game, play with some of the playground equipment, there are also some ideas in the New arrivals folder)
EW/JV/SD	Ensure that paperwork is sent from previous school. SEN records pass to EW. Safeguarding records pass to EW then JV to read and file. EW/JV to pass on relevant information to relevant staff.

We aim to find out as much about the family as possible to allow a full integration as an Evergreen citizen.

New Arrival Pupil Profile			
Pupil's name		Gender	
Surname		Religion	
Name used by pupil (phonetically)		Ethnicity	
First language		Home language	
Year group		Start date	

Background	
Country of birth/origin	
Other countries lived in	
Date of arrival in the UK	
Reason for arrival in the UK	

Previous educational history	
Any previous schooling in/ outside the UK?	
Any SEN?	
Any concerns raised at previous school?	

Language background	
Languages spoken	
Able to read / write in	
English language skills? (<i>e.g. understanding, speaking, reading, writing, previous lessons in English</i>)	
Any exposure to English language? (<i>Films / youtube / television watched in English</i>)	

Family details			
	Languages spoken	Languages read/written	Profession/place of work/school/
Family (parents, siblings)			
Do family members read with child at home in home language or English?			

Interests and hobbies	
What do they enjoy about school?	
Activities outside school	

Notes

e.g. Can we help with anything? Have you settled into your house OK? Have you settled into the local community? (If any problems report to JV)

Profile completed by: _____ Date: _____

Context

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

At EPA we have a multitude of languages spoken within our school, these include: Somali, Arabic, French, Spanish, Urdu, and Igbo. As of September 2022, 22 different home languages have been recorded by our families.

Stages of language acquisition

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a 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.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

DFE – English proficiency of pupils with English as an additional language 2020

Teaching and Learning

At Evergreen, we will provide a curriculum that is rich in oral experiences and supports vocabulary development. To fully literate pupils, we will provide learning opportunities that are deliberate and planned in all subjects.

In every learning session there will be opportunities to talk and develop oral skills and grow the child's vocabulary. This is also supported by the hand signals we use throughout all learning (see our I Have a Voice oracy policy). We allow ample opportunity for the children to practice and rehearse their newly acquired skills. There will be, where necessary, visual prompts that will be used and given to support the learner. The learning will be differentiated to support that child to access the curriculum offer.

To support the development of reading we will use our already embedded reading policy where the development of reading skills is prioritised and highly organised. (the list of policies that also support this policy are listed below)

Assessment and monitoring

At Evergreen, if a child is entirely *New to English* we use The Bell Foundation Assessment Framework (Appendix 2) to help us understand a child's progress and next steps. This will be recorded on a specific spreadsheet judged against the criteria below.

If a child is at the *Early Acquisition* stage or beyond, the EPA assessment routines will be used (see Assessment policy).

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	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')
NEE EXPECTED TO BE ACHIEVED IN USEER	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	Begin 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. 'Her 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. 'recting days of the week, or answering a question like 'How many sides does a square have?')	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet')	Can retell events in a connected narrative where content is familiar, using story language where appropriate	Can compare attributes of real objects (e.g. 'X and Y are similar/different because...')
	5 Can make simple statements when prompted and supported by prior rehearsal (e.g. 'Boy has bike')	Can deal with most day-to-day routines and common situations and task-related language, where there is contextual support	Can speak to others socially using simple but mostly regular grammatical structures	Can use phrases of time and place to expand information, and longer noun phrases to expand descriptions (e.g. 'a dog barked': 'Last night, in the silent, empty park, a dog barked')	Can generally speak fluently and with little hesitation structuring utterances through word order rather than intonation (e.g. 'Do you like?' instead of 'You like?')
	6 Can use some common adjectives (e.g. 'big', 'fast', 'good')	Is beginning to use forms (mostly first [I] and third [he/she/it/they] person present tense) of the verbs 'have', 'be', 'do', 'come', 'go' and 'make', although not always accurately (e.g. 'I going play')	Can take part in role play making some appropriate unscripted contributions	Can produce longer utterances by using a small range of linking elements, such as pronoun reference across sentences (e.g. 'I have a new friend. She is Polish')	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes
	7 Can ask simple questions about own work (e.g. 'Miss, is this right?')	Can give a short retelling of a story or sequence, perhaps fragmented, relying on objects and images, but will still have difficulty with basic prepositions like 'to', 'of' and 'in'	Can ask questions for social and academic purposes	Can complete phrases in rhymes, songs, and chants	Can prepare and deliver oral presentations on a variety of curriculum topics at age-expected level, although is unlikely to use culturally-specific nuances or idioms
	8 Can make basic needs known to others (e.g. 'I not understand'), usually in non-standard grammatical form	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first')	Makes relevant spontaneous comments socially and during tasks (e.g. making comparisons and contrasting spontaneously)	Can use knowledge of first language to work out the meaning of unfamiliar English words or phrases (i.e. using knowledge of words or prefixes that are shared by first language e.g. 'volcano' = vulcan (Romanian), wulkan (Polish); 'tri' = 3 e.g. triangle)	Can use a growing range of everyday and specialist vocabulary in all learning areas and can identify multiple meanings of many familiar words (e.g. 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
	GETTING CLOSER TO THE NEXT BAND				

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	
EARLY DEVELOPMENT	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. 'tr' 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. 'written instructions for science experiments versus teacher and peer talk while conducting the experiment')
	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
NOT EXPECTED TO BE ACHIEVED IN ORDER	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 bekkied 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. 'to 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...')
GETTING CLOSER TO THE NEXT BAND	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 ideas(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	

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

Further information:

- Bell foundation used for supporting documents and guidance

- Supporting policies: Literacy, Maths, Assessment, Oracy and SEND