

EAL ASSESSMENT FRAMEWORK FOR SCHOOLS: SECONDARY

Supporting primary and secondary schools 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



Professor Constant Leung FAcSS,
King's College London

SECONDARY LISTENING

Name: _____

Class: _____

First Language: _____

	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 little or no disadvantage to English-speaking peers
Early Development	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand and respond to longer questions and instructions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can begin to follow some culturally-specific practices when listening to English (e.g. eye contact, distance, gesture)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can define the nature and purpose of information being sought before listening or viewing</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>Can follow classroom instructions when the context and actions of teachers and peers are supportive</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow and negotiate with other pupils during group work</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow and identify a range of vocabulary across different learning areas</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>Can understand a small range of words, and, with help, is quickly acquiring a practical basic vocabulary</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Is becoming aware of levels in the lesson beyond the most concrete or simple</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand some idiomatic or figurative expressions, but may require explanation</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can demonstrate understanding of well-known idioms in context</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>Can understand what people say about everyday things if they speak slowly and clearly and are helpful</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Is beginning to engage with abstract or complex content, including concepts that cannot be illustrated easily</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can generally follow group discussion and ask for help and repetition where necessary</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow and participate in group conversations, especially on familiar topics in informal English</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can select key information for a purpose, rejecting irrelevant and unimportant information</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
not expected to be achieved in order	<p>Can understand and follow directions, (e.g. how to get somewhere)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow directions in classroom tasks, paying attention to details</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow reasoning and argument in the same way as most peers</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow the gist and some detail of a spoken text on a new topic at normal speed (e.g. on the media, visiting speakers)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>Can understand a limited amount of frequently used vocabulary and language expressions across different subject areas (particularly the academic register)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Is acquiring a range of vocabulary across different learning areas</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow and understand specialised or subject-specific terminology if it has previously been introduced</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand audio-visual recordings in standard dialect likely to be encountered in social and learning contexts and can identify speaker viewpoints and attitudes as well as the information content</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can order information gained from spoken language, choosing a suitable organising format</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>Can ask a speaker to repeat or explain words in order to understand more of the message (particularly when in supportive situations)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can respond appropriately in most unplanned classroom exchanges</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can evaluate the quality and validity of information gained from spoken communication</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>Can listen for longer, and understand new words and phrases when content is delivered with enough contextual support</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand the gist of most spoken and audio-visual texts, and can identify specific information if questions are given beforehand</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand an unfamiliar speaker on a familiar topic</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow a complex argument on familiar topics or themes and ask appropriate and relevant questions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>Can understand questions about topics learned in class</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>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)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can sustain listening efforts to a level approaching that of most peers</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can record and organise spoken information to set guidelines (e.g. use diagrams, graphs, tables)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can identify the effects of devices such as rhythm, metaphor and repetition</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
Getting Closer to the Next Band	<p>Appears to be increasingly confident, engaged and independent in tasks requiring speaking and listening</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can begin to interpret meaning and feelings from intonation, volume, stress, repetition and pacing, particularly when working with familiar topics</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can follow and communicate in a variety of social and learning contexts, understanding ideas and information on a range of familiar topics and issues</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can identify implied meanings from spoken language (e.g. innuendo, racist attitudes)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>

SECONDARY SPEAKING

Name: _____

Class: _____

First Language: _____

	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
<p>Early Development</p> <p>↑</p> <p>not expected to be achieved in order</p> <p>↓</p> <p>Getting Closer to the Next Band</p>	<p>1</p> <p>Can establish social contact: greetings and farewells, introductions, giving thanks</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>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')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can communicate simply in routine tasks to ask for and provide things, get simple information and discuss what to do next</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can summarise in longer utterances, with some cohesion, about subject content (e.g. 'When vaccination began number of deaths got lower')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can produce clear, smoothly flowing, well-structured speech with an effective logical structure that helps the recipient to notice and remember significant points</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>2</p> <p>Can produce simple, mainly isolated phrases about people and places, although often with errors such as omission of preposition (e.g. 'He explain me')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can express own feelings and wishes more independently</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can express opinions and reactions regarding possible solutions or what to do next, giving brief reasons and explanation</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>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</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>3</p> <p>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')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can use some frequently heard adjectives (e.g. 'big', 'fast', 'good') independently</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can contribute to informal discussion with friends provided speech is clearly articulated in standard dialect</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can use a growing range of technical vocabulary and begin to use some imagery and colloquialisms</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Shows an understanding of pause, stress, rhythm and intonation and how these can convey values, perspectives and feelings</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>4</p> <p>Can use common verbs like go, do and make but frequent omission of inflection (e.g. 'Teacher say') or problem with negative form (e.g. 'I not do it')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can communicate some content about concrete matters during simple, familiar tasks (e.g. 'This animal cell, it has 3 parts')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can comment briefly on the views of others</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can use both formal and informal English in appropriate contexts</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can synthesise and report information and arguments from a number of sources</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>5</p> <p>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')</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can sometimes participate effectively in discussion with English speakers who modify their language to make it easier for them</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can self-correct some grammatical errors</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can express his/her thoughts about abstract or cultural topics such as music, films</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, unfamiliar topics</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>6</p> <p>Pronounces comprehensibly and attempts to approximate English stress and intonation</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can give simple directions and instructions (e.g. explain how to get somewhere or do something)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can express belief, opinion, agreement and disagreement politely</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can explain why something is a problem</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can defend opinions in discussion by providing relevant explanations, arguments and comments</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>7</p> <p>Can handle short social exchanges but may not understand enough to keep a conversation going of his/her own accord, although can be made to understand if the speaker will take the trouble</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can participate in short conversations in routine contexts on topics of interest</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can explain own point of view and defend it</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can relate the plot of a book or film and describe his/her reactions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>8</p> <p>Can interact in a simple way but communication is dependent on repetition at a slower rate of speech and rephrasing</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can discuss what to do next and make and respond to suggestions, but still has problems with, for instance, 'if' clauses, conditionals and conjecture</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can discuss familiar subject content across different curriculum areas</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can explain in reasonable detail the results of an enquiry (e.g. science experiment)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can express himself/herself fluently and spontaneously, controlling a range of registers</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>9</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics studied in class</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'at three o'clock'</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can use paraphrase to cover gaps in vocabulary or structural knowledge</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can express thoughts and feelings by using allusions, making jokes and using some idiomatic expressions</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Has good command of a broad vocabulary with little obvious searching for expressions or avoidance strategies</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>
	<p>10</p> <p>Can say what he/she likes and dislikes</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Is beginning to successfully take part in group work and class discussion</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can use English effectively in problem-solving tasks</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>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)</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>	<p>Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously and appropriately</p> <p><input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer</p> <p>_____ Academic Year</p>

SECONDARY READING & VIEWING

Name: _____

Class: _____

First Language: _____

CODE	Band A	Band B	Band C	Band D	Band E
	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	Continues to use first language, culture and experiences when given the opportunity (e.g. recognising vocabulary cognates e.g. vulcano – vulcan in Romanian, using factual knowledge acquired via first language) can recognise and use pictures and other visuals as a source of meaning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can recognise many frequently occurring words by sight or initial letter; begins to use awareness of sound-symbol correspondence to decode unfamiliar words <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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 <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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 <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can read with ease all forms of the written language in print or online, including abstract, linguistically complex curriculum-related texts and some specialist articles (e.g. sports reports) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
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 <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can classify and sort visual images using word labels or icons (e.g. minerals versus metals) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can use spelling patterns, syntactic and semantic cues, to work out the meanings of unfamiliar words (e.g. 'brotherly', 'shellfish' or using knowledge of 'taken/took' to work out what 'shaken' or 'shook' means) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can independently choose strategies to achieve understanding (e.g. varying the pace of reading for selective attention and text difficulty) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
3	Can begin to identify sound-symbol correspondence at word level <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can understand phrases and simple sentences (with visuals) that have already been taught/rehearsed in class <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can recognise meaning relationships such as cause/effect and time sequences within and across sentences signalled by signpost words such as 'because', 'different from' <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can make predictions about the likely content of curriculum subject and literary texts based on knowledge of the different classroom activities and text types <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
4	Can understand the use of commas, full stops and other frequently used punctuation marks when reading <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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 <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can understand and track meaning across sentences and passages, paying attention to topic-related language (e.g. 'forest', 'trees') and cohesion markers (e.g. 'firstly', 'secondly') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can read aloud a curriculum-related text without rehearsal, signalling meaning through volume and patterns of stress and intonation <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can follow contemporary fiction independently and can discern the literary techniques involved (e.g. alliteration) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can understand and use diagrams, charts and other displays showing announcements and notices around the school <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can read short texts aloud, showing awareness of word inflections (e.g. '-ed' in 'walked') and using punctuation to guide intonation <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can search for and locate information from a range of sources, including the internet and social media <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can handle book-length factual and biographic texts, appreciating different styles; can understand some subject specialist jargon in own field/s of interest <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
6	Can use print and digital material in first language as a support for joining in curriculum activities <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can recognise and understand subject-specific vocabulary and associated expressions with support (e.g. 'equals' in mathematics) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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 <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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 <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can comprehend printed and online articles and blogs concerned with news/current affairs, with an understanding of the author's stances or viewpoints <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
7	Can recognise and re-use new English vocabulary in the context of classroom activities, and understand words looked up in bilingual resources <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can begin to combine developing learning strategies such as using word recognition, context, own experience and rereading to decipher meaning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can understand curriculum-related texts beyond the literal level, with teacher and peer support, using context and visual clues to deduce meaning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can identify meaning, relationships and structures of information in curriculum texts (e.g. causal/effect, problem/solution, evaluation/choice) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
8	Can recognise and understand words and short texts that have been taught/rehearsed in class <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can attempt to navigate curriculum material, using headings, contents lists, page numbers, visuals and graphics (particularly if online) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can extract key information and messages from curriculum subject texts and re-present the information in a different form (e.g. a mind map) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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 <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
9	Can recognise common spelling patterns, prefixes (e.g. 're' in 'replace') and suffixes (e.g. 'cycle' in 'bicycle'), begin to use this awareness to assist comprehension <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can begin to make use of visual cues and graphic information when reading without prompting <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can begin to identify the author's perspective in curriculum content and literary texts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can read a wide range of curriculum-related material suggested by teachers and/or peers to enrich knowledge and understanding <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can identify and interpret specific ideas and narrative developments in curriculum-related tasks (e.g. justifying an opinion or response) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
10	Can recognise and read common words out loud, with comprehensible pronunciation <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can read and understand most of the words/sentences/short passages in the texts that have been taught/rehearsed <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar idiomatic, figurative and metaphorical expressions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can read with understanding a wide range of curriculum-related texts (including literature), and interpret content meaning beyond the literal where appropriate <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can search and collect information from different sources, including the internet, and can identify relevant information across complex passages and in lengthy texts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year

Early Development

not expected to be achieved in order

Getting Closer to the Next Band

SECONDARY WRITING

Name: _____

Class: _____

First Language: _____

CODE	Band A	Band B	Band C	Band D	Band E
	Demonstrating competence in managing basic, simple and isolated phrases	Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught 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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can form and reproduce most English letters and familiar clusters of letters in frequently encountered words <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can use cohesive devices to link within and between paragraphs (e.g. 'but', 'however'), but the usage is not always accurate <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Is showing greater awareness of the differences between formal and informal language <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can produce clear and detailed text on a variety of topics in relation to curriculum subjects (e.g. report on experiments, critique of current affairs) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
2	Can form and reproduce some English letters as part of a curriculum task <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can use basic punctuations accurately for various purposes (e.g. commas to separate ideas, capitals to start a sentence, full stops to conclude sentences) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can use a variety of tenses based on taught examples (e.g. simple past tense, present perfect tense) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can present well-structured texts on complex subjects with clear points and justifications <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
3	Can show awareness of common and simple spelling patterns (e.g. words formed by letters, letters connected to certain sounds) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can use everyday vocabulary and phrases (e.g. 'scrap paper', 'washing-up liquid', 'fed up', 'off you go') and start to experiment with common technical terms used in the classroom (e.g. 'get into pairs', 'fill in the blanks') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can connect simple sentences into complex sentences and incorporate information from different sources to form an extended paragraph <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can write coherent stories and descriptions of experiences with clear supporting details in relation to lesson content <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can summarise and synthesise information from a number of resources and formulate own opinions to develop convincing arguments <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
4	Can copy and write own name <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can follow and reproduce examples of layout for subjects across the curriculum (e.g. title, subheadings, new page) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can present abstract and concrete information in relation to curriculum subjects with reasonable precision and can suggest solutions to solve problems based on the information <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can produce detailed and well-structured texts across a range of genres at an age-appropriate level (e.g. narrative, exposition, argumentation) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can write clear, well-structured texts in English for subjects across the curriculum with an appropriate style and register <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
5	Can use first language to scaffold their effort to form English words (e.g. use dictionary to find English equivalents, ask for English translation of words in first language) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can communicate effectively with increasing independence through writing, but there are still errors in grammar and vocabulary <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can produce extended texts with an attempt to develop coherent arguments based on logical reasoning <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can give critical appreciation and appraisal of literary and creative texts <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
6	Can complete sentence starters if examples are provided (e.g. 'I like', 'I am', 'I come from') <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can show awareness of the range of tenses, but tends to use the same tense for different situations (e.g. simple present tense for both present and past events) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can respond to controversial issues in writing by presenting different perspectives including their own <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can show subtlety in use of English expressions (e.g. metaphor, humour, irony) and use them with confidence <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
7	Can give personal information in written form (e.g. name, address, age, date of birth when filling in forms) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can construct sentences independently, but might seek help or require modelling <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can write short, basic descriptions of past and present events in relation to personal experiences and emotions <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can use some collocation and colloquialisms, but writing still has features of 'non-idiomatic' use of academic language <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can express own views effectively and relate to others with reference to personal values and beliefs <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Is starting to combine sentences to produce paragraphs in relation to their past experience or immediate environment (e.g. people, places, schools) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	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) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can show some subtlety in expressions in personal writing and correspondence (e.g. expressions showing emotions) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can plan writing with a particular audience in mind and, when needed, can redraft the text to suit different audiences <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
9	Can write simple, isolated words on familiar topics in relation to the curriculum (e.g. 'water' and 'river' related to the topic of water cycle) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can write simple and cohesive paragraphs on familiar topics after some rehearsal <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can write short, simple essays on topics of personal interest or on a rehearsed curriculum topic (e.g. holiday, sports) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can demonstrate awareness of cultural conventions of writing in English and their first language (e.g. use of topic sentences and supporting details) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can vary style and format to adapt to different requirements and contexts of writing <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year
10	Can write simple phrases about themselves (e.g. likes and dislikes, their daily life) <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can write meaningful sentences and paragraphs, which reflect taught content in subjects across the curriculum <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can edit their writing with teachers and peers <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can edit own work independently and writing shows greater fluency, accuracy and appropriateness after proofreading <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year	Can review, evaluate and edit their work independently <input type="checkbox"/> Autumn <input type="checkbox"/> Spring <input type="checkbox"/> Summer _____ Academic Year

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