

ASSESSMENT OF ENGLISH LANGUAGE ACQUISITION: STAGES 1 TO 2

| | | |
|----------------------|--|--|
| Name of Pupil | Stage 1: NEW TO ENGLISH | Stage 2: BECOMING FAMILIAR WITH ENGLISH |
| Year | as found in 'A LANGUAGE IN COMMON' QCA/00/584 | |

| | Pre Step 1 | Step 1 | Step 2 | Level 1 Threshold | Level 1 Secure | Stage 2 | Advanced Stage 2 |
|---|---|---|--|---|--|---|---|
| Listening Skills | <p>Responds to familiar people/routines/activities/actions including response to own name.</p> <p>Shows understanding of names of familiar objects e.g. items in a picture.</p> | <p>Pupils listen attentively for short bursts of time.</p> <p>They use non-verbal gestures to respond to greetings & questions about themselves.</p> <p>They follow up simple instructions based on the routines of the classroom.</p> | <p>Pupils understand simple conversational English.</p> <p>They listen & respond to the gist of general explanations by the teacher where the language is supported by non-verbal cues, including illustrations.</p> | <p>With support, pupils understand & respond appropriately to straightforward comments or instructions addressed to them.</p> <p>They listen attentively to a range of speakers, including a teacher presentation to the whole class.</p> | <p>In familiar contexts, pupils follow what others say about what they are doing & thinking.</p> <p>They listen with understanding to sequences of instructions & usually respond appropriately in conversations.</p> | <p>Understands more English than he / she may use.</p> <p>Beginning to understand a variety of commonly used phrases & expressions.</p> | <p>Increasing ability to understand conversation from peer group.</p> <p>Ability to understand stories/speech without visual cues.</p> <p>Ability to understand complex instructions for a set task .</p> |
| Speaking Skills (& non-verbal communication) | <p>Communicates simple needs, wants or feelings with intent, using facial expressions / signs / sounds as appropriate.</p> <p>Attempts to communicate in home language to peers, where present.</p> | <p>Pupils echo words & expressions drawn from classroom routines & social interactions to communicate meaning.</p> <p>They express some basic needs, using single words or phrases in English.</p> | <p>Pupils copy talk that has been modelled.</p> <p>In their speech, they show some control of English word order & their pronunciation is intelligible.</p> | <p>Pupils speak about matters of immediate interest in familiar settings.</p> <p>They convey meaning through talk & gesture & can extend what they say with support.</p> <p>Their speech is sometimes grammatically incomplete at word & phrase level.</p> | <p>Pupils speak about matters of interest to a range of listeners & begin to develop connected utterances.</p> <p>What they say shows some grammatical complexity in expressing relationships between ideas & sequences of events.</p> <p>Pupils convey meaning sustaining their contributions & the listeners' interest.</p> | <p>Participates in conversation with short appropriate responses.</p> | <p>Ability to hold a conversation spontaneously with peer group/teacher.</p> <p>Ability to report chronological events.</p> |
| Reading Skills | <p>Enjoys looking at pictures books / other written material. Shows early book-handling skills.</p> <p>Able to follow a sequence in a picture book.</p> <p>Recognises that print conveys meaning.</p> | <p>Pupils participate in reading activities.</p> <p>They know that, in English, print is read from left to right & from top to bottom.</p> <p>They recognise their names & familiar words & identify some letters of the alphabet by shape & sound.</p> | <p>Pupils begin to associate sounds with letters in English & to predict what the text will be about.</p> <p>They read words & phrases that they have learnt in different curriculum areas.</p> <p>With support, they can follow a text read aloud.</p> | <p>Pupils can read a range of familiar words & identify initial & final sounds in unfamiliar words.</p> <p>With support, they can establish meaning when reading aloud phrases or simple sentences & use contextual clues to gain understanding.</p> <p>They respond to events & ideas in poems, stories & non-fiction.</p> | <p>Pupils use their knowledge of letters, sounds & words to establish meaning when reading familiar texts aloud, sometimes with prompting.</p> <p>They comment on events or ideas in poems, stories & non-fiction.</p> | <p>Can select, independently, books for own use for pleasure & information.</p> <p>Enjoys shared / paired reading.</p> <p>Progression through reading scheme.</p> | <p>Demonstrates knowledge of alphabet using word books & dictionaries.</p> <p>Ability to read accurately & understand signs, labels, notices & high frequency words.</p> |
| Writing Skills | <p>Make marks drawing on paper. Holds / uses pencil / pen / crayon / felt pen.</p> <p>Uses pictures to convey meaning.</p> | <p>Pupils use English letters & letter like forms to convey meaning.</p> <p>They copy or write their names & familiar words & write from left to right.</p> | <p>Pupils attempt to express meaning in writing, supported by oral work or pictures.</p> <p>Generally their writing is intelligible to themselves & a familiar reader & shows some knowledge of sound & letter patterns in English spelling.</p> <p>Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.</p> | <p>Pupils produce recognisable letters & words in texts which convey meaning & show some knowledge of English sentence division & word order.</p> <p>Most commonly used letters are correctly shaped but may be inconsistent in their size & orientation.</p> | <p>Pupils use phrases & longer statements which convey ideas to the reader making some use of full-stops & capital letters.</p> <p>Some grammatical patterns are irregular & pupils' grasp of English sounds & how they are written is not secure.</p> <p>Letters are usually clearly shaped & correctly orientated.</p> | <p>Beginning to write short passages modelled on texts.</p> <p>Occasionally uses adjectives & is beginning to be aware of different tenses in sentence structure.</p> <p>Uses phonic cues as a strategy in writing.</p> | <p>Beginning to write independently.</p> <p>Beginning to write factual chronological events, but with support.</p> |

ASSESSMENT OF ENGLISH LANGUAGE ACQUISITION: STAGES 3 TO 4

| | | |
|----------------------|--|---|
| Name of Pupil | Stage 3: BECOMING A CONFIDENT USER OF ENGLISH | Stage 4: A FLUENT USER OF ENGLISH IN MOST SOCIAL & LEARNING CONTEXTS |
| Year | | |

| | Early Stage 3 | Intermediate Stage 3 | Advanced Stage 3 | Stage 4 |
|---|--|---|--|---|
| Listening Skills | Beginning to understand reasoned discussion. Listens attentively to stories, poems, descriptions & narratives. Ability to understand instructions / information in subject-specific context. | Beginning to understand commentary which contains complex structures & subject-specific language with visual support e.g. television/video / DVD programmes. Listening with a greater span of concentration to more difficult speech/text without visual cues. | Understands reasoned discussion. Beginning to understand complex explanations from teacher without visual clues. Beginning to understand metaphors & puns. | Ability to understand discussion, talk, is present in most complex situations. Able to take notes. Confidence in participating in peer group discussion. |
| Speaking Skills (& non-verbal communication) | Can talk about texts heard or read. Beginning to successfully express more complex needs. Ability to convey the gist of message to a third person. | Beginning to predict outcomes when given information. Beginning to express own opinion appropriately. Ability to relate real or imaginary events e.g. commentary on video / DVD or home experiences. | Growing command of syntax in talk. Developing the ability to tell jokes. | Asks & responds to questions in a range of situations with confidence. Can participate in a presentation e.g. describe the outcome of a group activity / investigation / argument. |
| Reading Skills | Makes effective use of alphabetical index & contents pages. Becoming an independent reader of English. Beginning to recognise where to write personal information on forms or questionnaires. | Makes effective use of dictionary to check meaning. Able to extract relevant information from simple diagrams, graphs & maps. Beginning to acquire widening vocabulary from reading stories, poems & factual texts. | Beginning to follow written instructions in formal situations. Willing to take risks as an independent English reader, but still needs support with unfamiliar texts e.g. Science, History, Geography. | Makes effective use of dictionary & texts for a variety of purposes. Able to follow written instructions from text or diagram but still needing support for subject specific language. |
| Writing Skills | Beginning to appreciate & use a range of writing genres. Able to complete simple forms & questionnaires. Beginning to revise & redraft in discussion with the teacher, other adults or pupils. | Able to write a simple message/letter from spoken information. Able to give a written account of an event or experience in chronological order but needing support with punctuation, paragraphing etc. | Growing command of syntactic structure & developing the use of metaphor & pun. Able to write a clear set of instructions / reports / summaries / hypotheses. Can put into writing a clear set of information from diagrams, graphs & tables. | An independent writer in most contexts but still needing support in using subtle nuances of metaphor & Anglo-centric, cultural content in poems & literature. Ability to write a description related to an event or personal experience. |