



# HENRY GREEN PRIMARY

## English as an Additional Language (EAL)

### Policy

## 2022-2025



Approved and Agreed by the Governing Body:

Signed (Chair of Governors) \_\_\_\_\_ Date: May 12<sup>th</sup> 2022

Review Date: May 2025

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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

**Article 2:** The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

**Article 29:** a child or young person's education should help their mind, body and talents be the best they can.

**Article 30:** children have the right to share their culture, language and religion

## 1. Introduction

Henry Green Primary School is an inclusive and caring school and promotes equal opportunity for. All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background.

We firmly believe that all pupils, including EAL pupils, need to have access to the whole curriculum. In all aspects of our school community we are committed to welcoming and celebrating the richness of cultural and linguistic diversity. We believe that our children should learn in an environment, which is tolerant of all beliefs and cultures. We wish to give all children the help and support they need to develop confidence and competence in all areas of the curriculum so they can participate fully both in and out of school.

## 2. Aims and Objectives

The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.

### The aim of this policy is:

- To help ensure that we meet the full range of needs of those children who are learning English as an additional language.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the school
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential
- To encourage and enable parental support in improving children's attainment
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school

- To monitor pupils progress systematically and use the data in decisions about classroom management and curriculum planning
- To maintain pupils self-esteem and confidence by acknowledging and giving status to their skills in their own languages
- To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success. —
- 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 provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **3. Context**

At Henry Green we celebrate the fact that many of our children speak more than one language. Some are from well-established communities, whilst others may be new to the language and culture of this country. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language (EAL) have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

#### **LA context**

Barking and Dagenham has been on a significant journey. Connected to the sea via the Thames river, and formerly an industrial hotbed of the car industry, this has always been a borough of change. Working people from near and far came to the borough to improve their lives and to build a better future for themselves and their family. In the 20th century, these were families from the old East End, moving from Bow to the Becontree. In recent times, these movements have shifted and become more diverse, reaching further across the globe. Links extend from Europe as far as China and Africa.

#### **Definitions**

The Government defines EAL learners as:

*'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)

#### **New Arrivals**

The term 'new arrivals' is used to describe children who are international migrants, including refugees, asylum seekers, children of people working or studying in England and economic migrants from overseas. This definition implies that they are newly arrived from outside the United Kingdom rather than new to a school from another area of Britain. It is important to welcome them and support them with admission procedures that enable children and young people to rapidly settle in, become accustomed to schooling in England and make good progress.

Languages spoken in school (April 2022)

English	183	Pashto	4	Tswana/Setswana	2
Bengali	69	Somali	4	Arabic	4
Urdu	49	Spanish	4	Chinese	1
Albanian/Shqip	34	Bulgarian	3	Czech	1
Romanian	33	Afrikaans	2	Hungarian	1
Panjabi	32	French	2	Japanese	1
Gujarati	7	Hindi	2	Pahari (Pakistan)	1
Portuguese	7	Lingala	2	Swahili/Kiswahili	1
Italian	6	Russian	2	Turkish	1
Lithuanian	6	Telugu	2	Yoruba	2
Polish	5				

The number/percentage of pupils who are New to English or in the Early Acquisition stages and require significant support to access the curriculum

KS2 Data

The last published national data was in 2019.

	KS2 Reading, Writing and Maths combined		
	Number of pupils	Percentage at expected or above	
		School	National
All Pupils	60	80%	65%
Pupils with English as an additional language	37	78%	65%

**April 2022 Data** - See Appendix 2 - DfE Proficiency in English Scales

	A	A+	B	B+	C	C+	D	E
N	1	4	1	3	5	2	8	4
R	3	2	2	3	6	8	10	
Year 1			1	1	7	17	6	7
Year 2	2		4		5		15	15
Year 3		1	2	1	3	1	6	24
Year 4			1	1	4	3	17	13
Year 5			1		2		10	24
Year 6	1	1		3			4	32

## **4. Key principles for second language acquisition**

### **Beginner EAL learners**

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.

See **Appendix 1** for EAL induction programme.

## **5. EAL teaching and learning**

### **Teaching strategies to support EAL beginners**

- 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

#### **Teaching strategies**

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

#### **Learning from text**

1. Reading for meaning – inference and deduction
2. Understanding how subject specific texts are organised
3. Developing research and study skills

#### **Teaching strategies**

- Make the purpose of reading explicit
- Read aloud to pupils

- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

### **Learning through writing**

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

### **Teaching strategies**

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Ask pupils to evaluate, correct and redraft their writing

## **6. Planning, monitoring and evaluation for EAL**

Planning for EAL pupils will be dependent on the pupil's level of language acquisition. Teachers will plan following the appropriate national curriculum level and using relevant language acquisition targets.

Some pupils will have their own Learning Village profiles (usually band A and B), which will provide a baseline assessment and then the pupils will work through personalised targets in addition to the appropriate national curriculum learning objectives.

Some pupils (usually band A and B) will have additional EAL interventions. This will follow a prescribed intervention scheme to match to language acquisition level.

Progress will be monitored through intervention outcomes, learning village progress and termly teacher EAL assessments.

## **7. EAL pupils with Disabilities and/or, Special Educational Needs and those who are More Able and/or Talented**

We recognise that intelligence is not measured in the ability to speak English fluently. Should Special Educational Needs be identified, EAL pupils have equal access to school's SEND provision. EAL pupils identified as More Able have equal access to school's provision. We encourage all children to access our school clubs in order to improve their language skills through play and entertainment.

## **8. Assessment and record keeping**

The class teacher using the Bell Foundation EAL assessment framework assesses all EAL pupils in their class termly. This is uploaded onto Pupil Asset tracking system and monitored by the EAL leader and Senior Leadership Team.

## **9. Resources**

Teachers are able to use a variety of resources to support our EAL learners.

This includes:

- Specific laptops (with headphones) available for EAL learners to access Learning Village or identified EAL websites.
- Access to dual language books and dictionaries.
- Access to translation services as necessary
- Visual supports
- Peer support (language peers where necessary – sometimes in older year groups)
- Intervention groups.

## **10. Parents/carers and the wider community**

At Henry Green Primary School we encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers
- Use translators and interpreters, where appropriate and available, to ensure good links are made between the Family and the school
- Identify linguistic, cultural and religious background of pupils and establish contact with the wider Community
- Recognise and encourage the use of first language for developing positive links between school and home
- Invite parents for coffee mornings/afternoons to establish a positive relationships between the school and the local community
- Organise phonics and reading sessions with parents to raise awareness of the importance of every day reading at home with an adult

## **11. Key responsibilities and staff development**

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL pupils' achievement and inclusion. The designated EAL Leader oversees the development and day-to-day coordination of EAL provision.

The EAL Leader will:

- Understand what constitutes excellent EAL provision and provide advice on EAL teaching
- Carry out an annual EAL audit, write an action plan and share the EAL vision with stakeholders (all staff, parents, governors and children)
- Keep abreast of educational guidance and EAL issues
- Manage the induction of EAL learners and monitor EAL arrivals and leavers (some induction roles may be delegated)
- Monitor teaching, learning and assessment
- Collect and analyse EAL data and advise on EAL development priorities
- Manage EAL resources
- Maximise opportunities for staff professional development
- Promote a school environment that celebrates diversity
- Promote positive relationships with parents of EAL learners
- Liaise with and support the school leadership team on matters relating to EAL

## **12. Monitoring, review and evaluation of the policy**

This policy will be reviewed every three years by the EAL Leader and Senior Leadership Team.

## Appendix 1: Induction programme for new arrivals:

At Henry Green, we follow the induction as suggested by the Bell Foundation. This describes the support offered to new arrivals in the initial period at the school, from just before the admission to school, to the first few weeks.

PAWS (**P**repare – **A**lert – **W**elcome – **S**upport)



Below are some of the potential ideas and strategies to consider for each of these EAL induction stages. These are broad guidelines and might need to be adapted depending on a school's particular context.

### Prepare – Prior to admission:



- **Social Inclusion Officer:**
  - Arrange a tour for the new pupil and parents / carers with first language support where possible
  - Provide information for the parents, e.g. homework \* (dual language translation service is available if necessary)
  - Agree a start date and organise an initial timetable.
  - Assign a 'best fit' starter EAL stage (**Appendix 2**).
  - Inform the EAL Leader and class teacher of new arrival and EAL stage.

### Alert – Before the pupil starts:



- **Social Inclusion Officer:**
  - Make essential arrangements, e.g. PE kit, Free School Meals eligibility and bus transport to school
- **Teacher:**
  - Liaise with the EAL Leader who will signpost relevant support.
  - organise a buddy system for class and break times.
  - prepare resources for the learner's first few days.
  - Plan support for each part of the day.
  - Ensure there is a device ready for the pupil if necessary.
- **EAL Leader**



- Ensure teacher knows how and where to access relevant resources.
- Ensure that pupil has Learning Village Log in and device.

### Welcome – The first days:



- **Social Inclusion Officer:**
  - Greet new arrivals and take them to class.
  - Introduce them to their buddy(ies).
  - Check they have food, drink and activities organised for lunch time.
- **Teacher**
  - Liaise with EAL lead.
  - Ensure that they have the correct resources prepared and learning is planned accordingly.
  - Ensure they have a Learning Village log-in if necessary.

### Support – The first weeks:



- **Social Inclusion Officer:**
  - After first or second week depending on how the pupil has settled, administer an EAL assessment (**Appendix 2**)
  - Check in with pupils to see how they have settled.
- **Teacher**
  - Liaise with EAL lead and put language support in place,
  - Keep in touch with parents
- **EAL Leader**
  - Liaise with class teacher

\* TIS Co-ordinator, Translating & Interpreting Service, 4 Farr Avenue, Barking, Essex, IG11 0NZ  
 Tel: 020 8591 0050, [www.tisonline.org.uk](http://www.tisonline.org.uk)

## Appendix 2: Bells Assessment Framework

### PRIMARY LISTENING

	BAND A	BAND B	BAND C	BAND D	BAND E
<b>CODE</b>	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Developing more independence in the use of the basic listening skills needed to engage with learning	Applying listening skills over an increasing range of contexts and functions	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance
<b>EARLY DEVELOPMENT</b>	<b>1</b> Can understand single words or short phrases in familiar contexts (e.g. classroom, playground)	Can understand everyday expressions aimed at meeting simple needs of a concrete type, delivered directly to them in clear and deliberate speech by a sympathetic speaker	Can follow oral instructions (e.g. 'Draw a circle under the line')	Can understand an unfamiliar speaker on a familiar topic	Can meet the language demands of group activities and class discussions without additional EAL support
	<b>2</b> Can follow simple instructions and identify objects, images, figures and people from oral statements or understand simple questions with contextual support (e.g. 'Which one is a rock?')	Can respond to simply phrased factual questions (e.g. 'Which things use water?')	Is beginning to understand and acquire topic/subject-specific vocabulary	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	Can select key information for a purpose, rejecting irrelevant and unimportant information
	<b>3</b> Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	Can attend for short periods to simple stories and songs with visual scaffolds	Can get the gist of unfamiliar and (more) complex English expressions in routine social and learning situations (e.g. language of playground games, common phrases used by the teacher (e.g. 'Do your best', 'Check your work!'))	Can participate confidently in shared texts, such as songs and poetry	Can draw on a range of discourse markers (e.g. expressions like 'right', 'okay', 'anyway', 'as I said') to help make meaning
	<b>4</b> Can follow and join in routine classroom activities willingly (e.g. 'pay attention', 'form a circle!')	Can follow day-to-day social communication in English	Can understand common, everyday vocabulary, knowing that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	Can understand humorous references if not culturally laden
<b>NOT EXPECTED TO BE ACHIEVED IN ORDER</b>	<b>5</b> Can show comprehension through action and gesture rather than words	Can follow narrative accounts with visual support	Can understand intonation to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)	Has access to a wide vocabulary including abstract nouns (e.g. hunger, happiness) and a growing bank of subject-specific words related to curriculum tasks	Can understand most of the content when teachers speak clearly at a normal pace
	<b>6</b> Can understand a basic, limited range of vocabulary in everyday talk in the classroom (e.g. 'quiet', 'put up your hand!')	Can follow instructions where the context is obvious and recognise familiar words in spoken texts	Can respond appropriately in most unplanned exchanges	Can distinguish between and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)	Can follow most audio and video materials
	<b>7</b> Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	Can respond to simply phrased factual questions about lesson content (e.g. 'Is the leaflet about animals or shops?')	Is developing understanding of sentence types (e.g. questions, statements) through word order rather than intonation alone (e.g. 'Miss wants to know how we are going to make this story better!')	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical forms may be challenging (e.g. 'Some aspects of our curriculum will be changing!')	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms
	<b>8</b> Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)	Can attend actively to the conversations of other English speakers on familiar classroom topics (e.g. preference of colours, shapes of objects)	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	May ask for clarification and need extra time when participating in complex interactive listening activities (e.g. group performances or class discussions)	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register (e.g. formal and informal)
	<b>9</b> Can sort pictures or objects according to oral instructions	Can use contextual clues to gain meaning from curriculum-related spoken language (e.g. make use of a water cycle diagram/visual to help make sense of topic-related talk)	Is beginning to pay attention to and respond to different registers in formal and informal settings (e.g. 'Sit down' v. 'Please take a seat!')	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school context	Can deal with the language demands of all routines and common situations in school
	<b>10</b> Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings such as 'How are you today?')	Can understand familiar, simple and repetitive spoken English supported by the immediate context, including simple instructions relying on key words and context (e.g. 'Come to the mat!')	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and is at familiar pace	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication (e.g. frowning)	Can understand different registers and varieties of spoken English, and respond appropriately (e.g. match a formal response to a formal request)
<b>GETTING CLOSER TO THE NEXT BAND</b>					

## PRIMARY SPEAKING

	BAND A	BAND B	BAND C	BAND D	BAND E
<b>CODE</b>	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
<b>EARLY DEVELOPMENT</b>	<b>1</b> 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 <b>hypothesise</b> (e.g. 'I predict the first object will float because it is made from wood')
	<b>2</b> Can express concrete meanings and references during simple, routine, familiar tasks (e.g. 'is blue', 'is circle', 'this ball')	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	Begins to notice and can sometimes self-correct errors in own speech (e.g. 'comed', 'goed', 'he do')	Can answer explicit questions from stories read aloud (e.g. who, what, or where)	Can tell original stories with some detail (e.g. describing character, appearance, or location in a story)
	<b>3</b> Can respond to questions which are visually-supported (e.g. visual timetable, word mat, instruction visuals) with one or two words, in a classroom context	Can respond simply to a question relating to an immediate task, while the grammar is basic and may contain errors (e.g. omission of verb inflection, e.g. 'He say she like Maths')	Can use some vocabulary that has been introduced on tasks and in taught sessions (e.g. can use language to classify different animals or plants in science)	Can give oral presentations on content-based topics approaching age-expected level	Can join in a social or on-task discussion without support or scaffolding for EAL
	<b>4</b> Can identify and name some school and everyday objects (e.g. 'table', 'pencil')	Can repeat basic facts or statements previously learnt (e.g. reciting days of the week, or answering a question like 'How many sides does a square have?')	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet')	Can retell events in a connected narrative where content is familiar, using story language where appropriate	Can compare attributes of real objects (e.g. 'X and Y are similar/different because...')
<b>NOT EXPECTED TO BE ACHIEVED IN ORDER</b>	<b>5</b> 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?')
	<b>6</b> 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 <b>mistakes</b>
	<b>7</b> 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
	<b>8</b> 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' = <b>yulcan</b> (Romanian), <b>wulkan</b> (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)
	<b>9</b> 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 <b>patterns</b> , 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 slow(er) 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
	<b>10</b> 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
<b>GETTING CLOSER TO THE NEXT BAND</b>					

# PRIMARY READING & VIEWING

	BAND A	BAND B	BAND C	BAND D	BAND E
<b>CODE</b>	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
<b>EARLY DEVELOPMENT</b>	<p><b>1</b> 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)</p> <p><b>2</b> Can follow written text conventions (e.g. left to right movement in English, continuity of text from top to bottom of page)</p> <p><b>3</b> Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)</p>	<p>Can <b>recognise</b> words and the sequences of words that form familiar phrases or expressions (e.g. 'Once upon a time')</p> <p>Can use awareness of grapheme-phoneme correspondence to try to <b>decode</b> unfamiliar words/phrases (e.g. can try to sound out a written word)</p> <p>Can attempt to use familiar and some unfamiliar words in phrases/sentences, and try to make sense of them</p>	<p>Can <b>recognise</b> and read irregular (but frequently occurring) spelling patterns (e.g. '-tre' in 'centre')</p> <p>Can <b>recognise</b> common prefixes (e.g. 're-' in 'return') and suffixes (e.g. '-ed' in 'walked') and punctuation, and use this awareness and knowledge to make sense of text</p> <p>Can make sense of taught curriculum texts but may need support to comprehend unfamiliar content, culturally specific nuances (e.g. 'the angel twinkled on the top of the tree'), and figurative and metaphoric expressions (e.g. 'Don't wind him up', 'life is a roller coaster')</p>	<p>Can relate written material to classroom activities and understand that written material is often <b>organised</b> and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)</p> <p>Can identify the purpose and intended audience of curriculum-related texts without prompting (e.g. advertising material versus scientific description)</p> <p>Can <b>recognise</b> meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. 'may do', 'must do', 'should do')</p>	<p>Can process information in written texts that are structured differently from that gained through spoken language, even if they are on the same topic or have similar content (e.g. 'Move this over there' versus 'We should put the table by the door')</p> <p>Can understand and interpret visuals and graphics in conjunction with written text appropriately in curriculum tasks</p> <p>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)</p>
<b>NOT EXPECTED TO BE ACHIEVED IN ORDER</b>	<p><b>4</b> Can distinguish and understand different forms of meaning representation (e.g. letters, words, visual images, symbols and graphics)</p> <p><b>5</b> Can <b>recognise</b> names, including own name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office)</p> <p><b>6</b> Can match pictures and other visuals with taught/rehearsed words</p> <p><b>7</b> Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments</p> <p><b>8</b> Can <b>recognise</b> and use grapheme-phoneme correspondence to decipher the meaning of some words in a taught/rehearsed text</p> <p><b>9</b> Can follow and make use of familiar words to extract basic meaning from a familiar text</p> <p><b>10</b> Can choose books or other reading materials to join in learning activities, especially when guided</p>	<p>Can use own growing language knowledge to process text at the phrase/sentence level, showing awareness of idiomatic expressions (e.g. 'In the beginning', 'A long time ago')</p> <p>Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate</p> <p>Can attempt to read/check own writing for meaning with teacher/peer support</p> <p>Can identify and extract information (words and passages) in texts in response to concrete 'what', 'where' and 'who' questions</p> <p>Can read out loud short texts with familiar/predictable structures written in everyday language, attempting to use pauses and intonation to mark meaning</p> <p>Can begin to work out main points, story lines and explicit messages from illustrated text without prompting</p> <p>Can use growing awareness of familiar grapheme-phoneme correspondence, spelling patterns, and contextual clues to work out the meaning of unfamiliar words, phrases and short texts</p>	<p>Can attempt to identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand</p> <p>Can identify main idea(s) in curriculum material and use own prior experience and learning to assist understanding where appropriate</p> <p>Can understand most subject content texts, including factual accounts, narratives, opinion pieces, although may need support with unfamiliar vocabulary, complex sentences and writing styles</p> <p>Can comprehend curriculum-linked English literature mostly at the literal level, but may rely on teacher and peer support to understand cultural references and meanings</p> <p>Can retrieve relevant details from curriculum and literary texts to identify and retell the gist of content</p> <p>Can begin to differentiate between informational and fictional statements/texts independently</p> <p>Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)</p>	<p>Can use growing knowledge of grammar to try to make sense of complex expressions (e.g. conditional constructions such as 'If I had a choice, I would ...')</p> <p>Can follow written material to do tasks (such as classifying and sequencing events in narratives, descriptions and processes) in subject content texts independently</p> <p>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</p> <p>Can <b>recognise</b> different text types/genres, understanding that the purpose of communication can shape text <b>organisation</b> (e.g. a narrative of personal experience versus a report of a science experiment)</p> <p>Can use a developing range of reading strategies, especially when prompted (e.g. adjusting their reading rate for the task at hand), using dictionaries or other references</p> <p>Can reread a text to check understanding if told that the information in the text has not been completely understood</p> <p>Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions</p>	<p>Can <b>recognise</b> complex cohesive markers to link ideas across sentences and passages (e.g. 'although', 'in spite of', pronouns referring back across several sentences e.g. 'The stone age was ... It ...')</p> <p>Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions</p> <p>Can identify explicit and implicit messages in informational and fictional texts (e.g. ironic and/or indirect judgmental statements)</p> <p>Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness</p> <p>Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)</p> <p>Can <b>analyse</b> curriculum-related texts in terms of nature/type of content, <b>organisation</b> and purpose</p> <p>Can independently apply reading skills and strategies already acquired to engage with new texts at word, sentence, and whole-text levels, using visuals and prior knowledge to enhance understanding</p>
<b>GETTING CLOSER TO THE NEXT BAND</b>					


## PRIMARY WRITING



	BAND A	BAND B	BAND C	BAND D	BAND E	
CODE	Showing attempts at writing in English	Demonstrating basic skills of spelling and sentence construction	Demonstrating competence in independent use of vocabulary and construction of simple sentences	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level	
EARLY DEVELOPMENT	1	Can mark/indicate familiar pictures, numbers and other visual images	Can show awareness of common and simple spelling patterns (e.g. 'hat', 'ant', 'sit') reflecting a consonant-vowel-consonant sequence	Can use words to indicate time sequencing (e.g. 'first', 'next', 'finally')	Can employ a range of modal elements (e.g. 'would', 'should', 'could', 'might') and tenses (including present continuous tense, simple past tense) to construct a text	Can demonstrate full control over the use of grammatical conventions involving verbs, pronouns, subject-verb agreement (e.g. 'She has ...', 'They have ...'), compound and complex sentences (e.g. 'Eva and Salil are <u>neighbours</u> 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	Can use a variety of tenses to represent shifts in meaning (e.g. the use of 'will' and 'would')
NOT EXPECTED TO BE ACHIEVED IN ORDER	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 <u>experiments</u> )
	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. <u>first person</u> diary entry, letter, third person narrative)	Can produce texts in a variety of genres (e.g. narrative, argumentation, description) using subject - topic - related vocabulary	Can review, revise and edit work with teachers or independently (where appropriate with reference to year group)
GETTING CLOSER TO THE NEXT BAND						

## DfE Proficiency in English scales



<b>A</b>	New to English	May use first language for learning and other purposes. May remain silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday English expressions but may have minimal or no literacy in English. Needs considerable amount of EAL support.
<b>A+</b>		Has achieved the majority of A descriptors, but not quite at B
<b>B</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.
<b>B+</b>		Has achieved the majority of B descriptors, but not quite at C
<b>C</b>	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.
<b>C+</b>		Has achieved the majority of C descriptors, but not quite at D
<b>D</b>	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.
<b>E</b>	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.


### Appendix 3: Learning Village Alignment document

<i>Range</i>	<i>Speaking and listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Approximate alignment</i>	<i>Where to start your learners on the Learning Village</i>
Range 1a  	<p>Scores 6 or under - unable to respond to many questions</p> <p>Unable to participate or very limited participation in pair/ small-group/whole-class contexts</p> <p>May understand some single words accompanied by gesture</p>	<p><b>Phonics and spelling:</b> Does not complete Phase 2 sounds assessment</p> <p><b>Vocabulary size:</b> 0-500 words</p> <p><b>Vocabulary and language structure knowledge:</b> Completes Baseline Assessment questions associated with sessions 1-8</p> <p><b>Reading fluency: Completes reading fluency text-level</b> lessons associated with sessions 1-8</p> <p><b>Reading comprehension:</b> Completes reading comprehension questions associated with sessions 1-8</p>	<p>Unable to write in English</p> <p><b>May not be able to write in first language</b></p>	<p><b>ELLP</b> Beginning Foundation A</p> <p><b>CEFR</b> Beginning A1 - Breakthrough</p> <p><b>BELL A New-to-English / Beginning</b></p> <p><b>NASSEA</b> Working towards Step 1</p>	<p>Learn Absolute Beginner English &amp; Phase 2 phonics</p>
Range 1b	<p>Scores 7-10 - responds to questions with 1-2 words <b>only; may be difficult to understand</b></p> <p>Is learning the social language needed to participate in everyday contexts</p> <p>Can understand slow, clear speech using simple language</p>	<p><b>Phonics and spelling:</b> Partially completes Phase 2 sounds assessment</p> <p><b>Vocabulary size:</b> 0-500 words</p> <p><b>Vocabulary and language structure knowledge:</b> Completes Baseline Assessment questions associated with sessions 1-8</p> <p><b>Reading fluency: Completes reading fluency text-level</b> lessons associated with sessions 1-8</p> <p><b>Reading comprehension:</b> Completes reading comprehension questions associated with sessions 1-8</p>	<p><b>Text construction</b> Writes single words only Any sentences are very incomplete</p> <p><b>Language features</b> Missing and incorrect words Most vocabulary and grammar is incorrect</p> <p><b>Punctuation</b> Punctuation is absent or mostly incorrect</p>	<p><b>ELLP</b> Working in Foundation A</p> <p><b>CEFR</b> Low A1 - Breakthrough</p> <p><b>BELL A+ New-to-English / Beginning</b></p> <p><b>NASSEA</b> Working towards Step 2</p>	<p>Learn Absolute Beginner English &amp; Phase 2 phonics</p>

<i>Range</i>	<i>Speaking and listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Approximate alignment</i>	<i>Where to start your learners on the Learning Village</i>
Range 2a  	<p>Scores 7-10 - responds to questions with 1-2 words <b>only; may be difficult to</b> understand</p> <p>Uses basic social language to communicate in everyday contexts</p> <p>Understands basic concepts, questions and instructions expressed in simple English</p>	<p><b>Phonics and spelling:</b> Completes phase 2 sounds assessment</p> <p><b>Vocabulary size:</b> 500-1000 words</p> <p><b>Vocabulary and language structure knowledge:</b> Completes Baseline Assessment questions associated with sessions 1-8</p> <p><b>Reading fluency: Completes reading fluency text-level</b> lessons associated with sessions 1-8</p> <p><b>Reading comprehension:</b> Completes reading comprehension questions associated with sessions 1-8</p>	<p><b>Text construction</b> Writes a small number of predominantly short sentences May write some compound sentences using basic connectives (e.g. but, and)</p> <p><b>Language features</b> Increasing ability to use basic grammar (e.g. present simple, past simple, pronouns)</p> <p><b>Punctuation</b> Uses some capital letters and full stops correctly</p>	<p><b>ELLP</b> Working in Foundation B</p> <p><b>CEFR</b> Mid-high A1 - Breakthrough</p> <p><b>BELL B Early acquisition / Emerging</b></p> <p><b>NASSEA</b> Step 2</p>	Learn Beginner English 1 & Phase 3 phonics
Range 2b  	<p>Scores 11 or more - provides complete answers; there may be errors that impact on understanding</p> <p>Beginning to participate in pair/small-group/whole-class contexts, although errors can impact on meaning</p> <p>Understands slow, clear speech</p> <p>Using longer phrases of simple language, where ideas are repeated or supported with visuals, gestures etc.</p>	<p><b>Phonics and spelling:</b> Completes Phase 3 and 4 sounds assessment</p> <p><b>Vocabulary size:</b> 1000-2000 words</p> <p><b>Vocabulary and language structure knowledge:</b> Completes Baseline Assessment questions associated with sessions 9-16</p> <p><b>Reading fluency: Completes reading fluency text-level</b> lessons associated with sessions 9-16</p> <p><b>Reading comprehension:</b> Completes reading comprehension questions associated with sessions 9-16</p>	<p><b>Text construction</b> Writes several sentences in logical order</p> <p><b>Language features</b> Increasing control of a basic range of language features Writes simple and some compound sentences using basic connectives (e.g. and, but) Most sentences are complete Uses a small range of appropriate tenses mostly correctly Uses basic connectives (e.g. next, before, then) Errors in vocabulary and structures are likely to be frequent and obvious</p> <p><b>Punctuation</b> Uses a range of basic punctuation mostly correctly (e.g. full stops, capital letters, commas, question marks), although there may be a number of errors</p>	<p><b>ELLP</b> Working in Stage 1</p> <p><b>CEFR</b> A1/A2</p> <p><b>BELL B+ Early acquisition / Emerging</b></p> <p><b>NASSEA</b> Working towards Step 3</p>	Learn Beginner English 2, Phase 4 phonics and high frequency words to 2000



<i>Range</i>	<i>Speaking and listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Approximate alignment</i>	<i>Where to start your learners on the Learning Village</i>
Range 3a 	<p>Scores 11 or more - provides complete answers with additional detail; answers are clear and comprehensible</p> <p>Can participate in pair/small-group/whole-class contexts with some success</p> <p>Understands speech delivered at close to normal speech, with some repetition and support (e.g. visuals, gestures)</p>	<p><b>Phonics and spelling:</b> Completes Phase 5 sounds assessment</p> <p><b>Vocabulary size:</b> 2000-3000 words</p> <p><b>Vocabulary and language structure knowledge:</b> Completes Baseline Assessment questions associated with sessions 17-68</p> <p><b>Reading fluency: Completes reading fluency text-level</b> lessons associated with sessions 17-68</p> <p><b>Reading comprehension:</b> Completes reading comprehension questions associated with sessions 17-68</p>	<p><b>Text construction</b> Ideas are presented in logical order Longer texts (8+ sentences)</p> <p><b>Language features</b> Good control of a basic range of language features Writes complete simple and compound sentences Uses small range of appropriate tenses mostly correctly A range of errors is likely to be present (e.g. run-on sentences, inaccuracies in complex verb choices) <b>Some reliance on non-specific vocabulary (e.g. 'things' instead of 'cutlery')</b></p> <p><b>Punctuation</b> Basic punctuation is used correctly (e.g. full stops, capital letters, commas, question marks) Increased use of wider range of punctuation</p>	<p><b>ELLP</b> Working in Stage 2</p> <p><b>CEFR</b> High A2 - low B1</p> <p><b>BELL C Developing competence / Expanding</b></p> <p><b>NASSEA</b> Steps 4-6</p>	Beginner 3 Survival Language and Learning English through Curriculum Content
Range 3b 	<p>Scores 11 or more - provides complete answers with additional detail; answers are clear and comprehensible</p> <p>Can initiate and participate in pair/small-group/whole-class discussions in everyday and curriculum contexts where the vocabulary is familiar</p> <p>Understands longer passages of speech delivered at normal pace and most curriculum content if there is well- <b>scaffolded delivery</b></p>	<p><b>Phonics and spelling:</b> Completes Phase 5 sounds assessment</p> <p><b>Vocabulary size:</b> 3000+ words, plus academic words <b>and other subject-specific vocabulary</b></p> <p><b>Vocabulary and language structure knowledge:</b> Completes Baseline Assessment questions associated with sessions 69-88</p> <p><b>Reading fluency: Completes reading fluency text-level</b> lessons associated with sessions 69-88</p> <p><b>Reading comprehension:</b> Completes reading comprehension questions associated with sessions 69-88</p>	<p><b>Text construction</b> Texts are developed according to purpose Texts are organised logically, ideas are generally linked</p> <p><b>Language features</b> Varied and complex sentence structures, although there may often be errors Good control of a range of language (e.g. relative and/or subordinate clauses, modal verbs) Errors in more complex language features (e.g. inaccurate use of articles, lack of subject-verb agreement) <b>Increasing use of topic-specific and academic vocabulary</b></p> <p><b>Punctuation</b> A wider range of punctuation is used with increasing accuracy</p>	<p><b>ELLP</b> Working in Stage 3</p> <p><b>CEFR</b> High B1 - Threshold</p> <p><b>BELL C+ Developing competence / Expanding</b></p> <p><b>NASSEA</b> Steps 6-7</p>	Intermediate Survival Language and learning English through Curriculum Content

<i>Range</i>	<i>Speaking and listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Approximate alignment</i>	<i>Where to start your learners on the Learning Village</i>
Range 4  	<p>Scores 11 or more - provides complete answers with additional detail; answers are clear and comprehensible</p> <p>Can initiate and sustain participation in pair/small-group/whole-class discussion in less familiar everyday and curriculum contexts</p> <p>Understands longer passages of speech delivered at normal pace in everyday and curriculum contexts</p>	<p><b>Phonics and spelling:</b> Completes Phase 5 sounds assessment</p> <p><b>Vocabulary size:</b> As for Range 3b, plus a growing range of low frequency words</p> <p><b>Vocabulary and language structure knowledge:</b> Completes Baseline Assessment questions associated with sessions 88+</p> <p><b>Reading fluency: Completes reading fluency text-level</b> lessons associated with sessions 88+</p> <p><b>Reading comprehension:</b> Completes reading comprehension questions associated with sessions 88+</p>	<p><b>Text construction</b> Clear and coherent texts produced for a variety of purposes in relation to curriculum subjects and subjects of personal interest</p> <p><b>Language features</b> Can select and use a wide range of grammatical features consistently and accurately (e.g. passive voice, connectives, conjunctions)</p> <p><b>Punctuation</b> Appropriate punctuation is selected and used consistently and correctly</p>	<p><b>ELLP</b> Working in High 3 / low 4</p> <p><b>CEFR</b> Low B2 - Vantage</p> <p><b>BELL D Competent / Diversifying</b></p> <p><b>NASSEA</b> Steps 7-8</p>	<p>Intermediate Survival Language and learning English through Curriculum Content</p>