

Proficiency in English

National scale for Lambeth schools

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- Proficiency in English scale from DfE School Census guidance
- Descriptors for Lambeth schools based on 5 Stages of English Proficiency

ASSESSMENT SHOULD:

- be related to age-appropriate development
- adopt a 'best-fit' approach.

September 2018

NATIONAL PROFICIENCY IN ENGLISH

CODE	DESCRIPTION
A	<p>New to English</p> <ul style="list-style-type: none"> • May use first language for learning and other purposes. • May remain completely silent in the classroom. • May be copying/repeating some words or phrases. • May understand some everyday expressions in English but may have minimal or no literacy in English. • Needs a considerable amount of EAL support.
B	<p>Early acquisition</p> <ul style="list-style-type: none"> • May follow day to day social communication in English and participate in learning activities with support. • Beginning to use spoken English for social purposes. • May understand simple instructions and can follow narrative/accounts with visual support. • May have developed some skills in reading and writing. • May have become familiar with some subject specific vocabulary. • Still needs a significant amount of EAL support to access the curriculum.
C	<p>Developing competence</p> <ul style="list-style-type: none"> • May participate in learning activities with increasing independence. • Able to express self orally in English, but structural inaccuracies are still apparent. • Literacy will require ongoing support, particularly for understanding text and writing. • May be able to follow abstract concepts and more complex written English. • Requires ongoing EAL support to access the curriculum fully.
D	<p>Competent</p> <ul style="list-style-type: none"> • Oral English will be developing well, enabling successful engagement in activities across the curriculum. • Can read and understand a wide variety of texts. • Written English may lack complexity and contain occasional evidence of errors in structure. • Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. • Needs some/occasional EAL support to access complex curriculum material and tasks
E	<p>Fluent</p> <ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. • Operates without EAL support across the curriculum.
N	Not yet assessed

KEY STAGE 1

5 Stages of English Proficiency for Pupils with EAL National Scale for Lambeth Schools (September 2018)

STAGE A (New to English)	STAGE B (Early Acquisition)	STAGE C: (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
Needs a considerable amount of EAL support	Needs a significant amount of EAL support to access the curriculum	Requires ongoing EAL support to access the curriculum fully	Needs some/occasional EAL support to access complex curriculum materials and tasks	Operates without EAL support across the curriculum
SPEAKING AND LISTENING – KS1				
<ul style="list-style-type: none"> • May be silent in the classroom • Relies on visual cues and gestures for understanding and communicating • May be able to follow simple illustrated stories • Understands some everyday expressions and very simple instructions in English • May use first language for learning and other purposes • Copies/repeats some words and/or phrases • Joins in rhythmic, repetition songs/games/stories • Using formulaic phrases <i>'tidying up time'</i> • Beginning to respond to simple questions with prompts, using single words or short phrases • Starting to use <i>I, me, mine</i> • Using basic verbs in word clusters – <i>me go school</i> • Has very basic vocabulary relating to school and activities. • Starting to use basic size and colour adjectives, <i>big, red</i> 	<ul style="list-style-type: none"> • Follows day to day social communication in English • Understands simple instructions • Follows narrative/accounts with visual support • Beginning to use spoken English for social purposes • Participates in learning activities with support and conveys meaning although has limited awareness of grammar syntax • May be joining clauses with <i>'and'</i> • Vocabulary is widening but mostly related to familiar contexts • Is acquiring some topic/subject specific vocabulary but still very dependent on deictic language such as <i>here/there/this</i> and common verbs such as <i>have, be, do, come, go and make</i> • May initiate conversation • Can use simple question forms • Can use some personal pronouns (<i>I/she/he/it</i>) and possessives (<i>her/his</i>) but not always accurately. • Can use forms of present tense although not always accurately i.e. <i>I doing painting.</i> • Attempts to use past tense but tends to use 'ed' endings throughout. • Attempting to use: <ul style="list-style-type: none"> ○ regular plurals ie adding 's' ○ articles (<i>a, the</i>), ○ prepositions but with inaccuracies 	<ul style="list-style-type: none"> • May be able to follow more complex verbal input and some abstract concepts, although may have difficulty with long, complex stretches of language • Gives appropriate responses to a growing range of situations without the need for visual support • May participate in learning activities with increasing independence • Uses spoken English confidently but structural inaccuracies still apparent, especially in less familiar areas of the curriculum • Has a fairly wide vocabulary, which includes a growing bank of subject-specific words ie <i>leaf, add</i> • Using fuller, correctly ordered sentences but still with grammatical inaccuracies. • Can use a wider range of tenses – present, simple past and future. • Beginning to use a wider range of: <ul style="list-style-type: none"> ○ simple adverbs - <i>slowly</i>, adjectives – <i>beautiful</i> ○ spatial prepositions ie on, <i>under, behind</i> ○ <i>time prepositions ie at 6 o' clock, on Monday</i> • Beginning to use comparative language i.e. <i>it's bigger</i> (may not use <i>than</i>) and modal tenses <i>it might hurt</i> 	<ul style="list-style-type: none"> • Usually copes with wide range of verbal input from variety of sources and in different contexts • Oral English is developing well, enabling successful engagement in activities across the curriculum, but might need support to refine English usage • Increased awareness of different styles of speech ie formal and when to use • Speech is more complex and mostly demonstrates an awareness and appropriate use of the rule of grammar and word order, with fewer errors • Can retell more complex stories with more detail, but may have more difficulty in other subject areas • Uses most pronouns, possessives and prepositions, although may confuse some of these, e.g. <i>at/in the middle of the night</i> • Has a wide vocabulary and is beginning to understand that a word may have more than one meaning ie <i>cross</i> and how it can be used in different ways - <i>cross your fingers</i> • Some vocabulary gaps still evident, especially abstract nouns i.e. <i>happiness, fear</i> or subject-specific words 	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent speaker of English in a full range of situations as peers

STAGE A (New to English)	STAGE B (Early Acquisition)	STAGE C: (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
READING – KS1				
<ul style="list-style-type: none"> • Minimal or no literacy in English • Understands directionality of books in English and that print conveys meaning • Shows interest in books • Listens to stories and uses pictures to work out meaning • Joins in with remembered words and refrains • Responses to pictures indicate some understanding • May sequence pictures but only retell story using single words/word strings • Is beginning to recognize some graphemes/phonemes • Recognizes name and labels • Starting to decode simple CVC words, but not necessarily understanding them 	<ul style="list-style-type: none"> • May have developed some skills in reading • Recognises and blends phonemes and some digraphs, although not necessarily understanding the meaning of the word • Beginning to read familiar, high frequency words • Using phonic skills for unfamiliar words in familiar context • Able to extract basic meaning from a familiar text • Can read very simple stories with repeating language • Is able to retell a simple story, sequencing pictures and using familiar story language • Knows sequence of alphabet 	<ul style="list-style-type: none"> • May be able to follow more complex written English • Uses phonic & visual clues and beginning to use context to decode words and meaning in familiar contexts/genres. • Starting to use above to self- correct. • Reads accurately but has difficulty interpreting complex texts related to the curriculum, especially where there may be unfamiliar vocabulary • Some use of intonation and expression showing an awareness of punctuation and developing literal understanding as they read. • More fluent decoding accompanied by better understanding, although mostly at a literal level. • Can predict and talk about the text 	<ul style="list-style-type: none"> • Can read and understand a wide variety of texts independently, using a range of strategies and self-correcting for meaning • Understands the differences between genres - poem, story, information, dialogue • Understands simple inferences but may need prompting or support to access subtle nuances of meaning • Can extract main points • Reflects and comments on texts • Is able to locate information in non-fiction texts • Reads fluently with expression • Developing understanding of idioms/words with multiple meanings, but new vocabulary may still affect understanding 	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent reader of English, (with matching understanding), in a full range of situations as peers
WRITING - KS1				
<ul style="list-style-type: none"> • Minimal or no literacy in English • May write in L1 • Uses pictures to convey meaning • Beginning to form letters and numbers in English • Copies adult's writing • Can write name without support and words with adult guidance • Beginning to communicate ideas through writing, although in developmental form using letter strings • Beginning to write some letters to match phonemes 	<ul style="list-style-type: none"> • May have developed some skills in writing • Writing shows increasing application of their English phonic learning ie grapheme/phoneme correspondence • Able to write some common exception words • Understands difference between upper and lower case letters but not always using appropriately • Writing reflects spoken language tending to be in chained clauses '<i>..and....and..</i>' • Clauses often show word omissions and errors in structure, although can write simple sentences when scaffolded by adults/ oral rehearsal • Uses present and some simple past tense. (<i>ed</i> endings for all verbs) • Can produce a small amount of writing with support from teachers/peers • Uses basic vocabulary and some subject specific ie paint • Starting to use basic punctuation i.e. <i>full stops and capital letters</i> 	<ul style="list-style-type: none"> • Literacy will need ongoing support, particularly for understanding text and writing • Strives towards more developed pieces of writing in different genres ie <i>instructions</i> • Scaffolding and oral rehearsal supports organisation of longer pieces of writing ie using basic time adverbs – <i>first, next, then</i> • Demonstrates a growing awareness of grammar, but some errors ie tenses, prepositions, verb/subject agreement – <i>'he come'</i> • Uses wider range of vocabulary across curriculum, but not always appropriately ie <i>heavy wind</i> • Can write a sequence of short simple or compound sentences (<i>..and..</i>) independently about the familiar, but reflects spoken language and relies on chained clauses '<i>..and..and..</i>' • Common words spelt correctly and others show application of growing phonetic knowledge 	<ul style="list-style-type: none"> • Writes competently for a variety of purposes ie <i>story, reports, instructions</i>, following modeling, especially in unfamiliar contexts • Writing less speech-like and contains only occasional errors in structure • Wider range of conjunctions used appropriately - <i>and/or/but</i> • Beginning to write basic complex sentences ie <i>because</i> but written English may still lack complexity • Using more adjectives/adverbs to add detail in appropriate contexts ie <i>rough sea, Early in the morning</i> • Able to use simple past and present tenses mostly correctly. • Uses wider range of subject vocabulary, but needs support to further develop abstract vocabulary – cruel, later • Using full stops, capital letters and question marks more consistently. • Spells most common exception words correctly and uses phonic knowledge accurately 	<ul style="list-style-type: none"> • Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language • Is a fluent writer of English in a full range of situations as peers