

# Proficiency in English

## National scale for Lambeth schools

### CONTENTS:

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

## KEY STAGE 2

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

Assess in relation to expectations for age

Children who are literate in their first language, may sometimes be reluctant to participate orally, so may progress more quickly in writing than spoken English.

They can translate directly from their first language when writing in English, which may therefore show greater use of different sentence types, but will reflect the grammatical system of their first language

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 – KS2

<ul style="list-style-type: none"> <li>• <b>Silent period</b></li> <li>• <b>Understands some everyday expressions</b> and simple instructions in <b>English</b>.</li> <li>• Recognises some key words in teacher talk</li> <li>• Participates in routines and activities by observing peers</li> <li>• <b>May use first language for learning and other purposes</b></li> <li>• <b>Copies/repeats some words and/or phrases</b></li> <li>• Uses single words or short phrases to communicate and respond</li> <li>• Has very basic, limited range of commonly used and classroom vocabulary</li> <li>• Dependent on deictic language ie <b>'this go here'</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follows day to day social communication in English</b></li> <li>• <b>Understands simple instructions</b> and key words which supports understanding of teacher talk in lessons</li> <li>• <b>Follows narrative/accounts with visual support</b></li> <li>• <b>Uses spoken English for 'social' purposes</b></li> <li>• <b>Participates in learning activities with support</b></li> <li>• Communicates meaning through short sentences, but has limited awareness of grammar syntax (sentence structure)</li> <li>• Vocabulary is widening and includes some adjectives ie <i>big, blue</i> but tends to be related to familiar contexts</li> <li>• <b>Is acquiring some topic/subject specific vocabulary</b>, but still very dependent on deictic language ie <i>here/there/this one</i> and common verbs, <i>have, be, do, come, go, make</i></li> <li>• Can use and respond to simple question forms</li> <li>• Increasing use of basic grammar               <ul style="list-style-type: none"> <li>○ personal (<i>he, I</i>) and possessive pronouns (<i>my, her</i>)</li> <li>○ articles (<i>the, a</i>)</li> <li>○ prepositions (<i>on, in</i>)</li> <li>○ simple present/past tense, but with some inaccuracies (Some words may be omitted, especially if not present in first language)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Able to follow</b> more complex verbal input and <b>some abstract concepts</b>, although may have difficulty with long, complex stretches of language and may miss details</li> <li>• Gives appropriate responses to a wider range of situations without the need for visual support,</li> <li>• Produces longer stretches of speech</li> <li>• <b>May participate in learning activities with increasing independence</b></li> <li>• <b>Uses spoken English confidently</b> in everyday language, <b>but structural inaccuracies still apparent</b>, especially when more academic language is required</li> <li>• May need support – oral rehearsal, talk frames – when more academic language is required</li> <li>• Has a fairly wide vocabulary, which includes a growing bank of subject-specific words – <i>multiply, opaque</i></li> <li>• Uses new lesson vocabulary, but sometimes in wrong context</li> <li>• Accurate use of personal pronouns (<i>I, s/he, his, our</i>) and some relative pronouns ie <i>who, that</i></li> <li>• Attempts varying tenses (simple past, present, future) with some inaccuracies</li> <li>• Uses an increasing range of adjectives and some adverbs appropriately</li> <li>• Beginning to use language of comparison ie <i>it's softer than ...</i>, and superlatives - <i>it's the softest</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Oral English is developing well, enabling successful engagement in activities across the curriculum, but might need support to refine English usage</b></li> <li>• Understands and can respond to full range of questions including <i>how</i> and <i>why</i>.</li> <li>• Showing greater awareness of the different registers of talk ie <i>formal</i></li> <li>• Speech is more complex and mostly demonstrates an awareness and appropriate use of the rule of grammar and word order, with fewer errors</li> <li>• Has a wide vocabulary across the curriculum, with some understanding of multiple meanings, but some gaps still evident ie abstract nouns - <i>freedom, beauty</i> and subject-specific words</li> <li>• Uses most pronouns, possessives and prepositions but may confuse these in verb phrases ie <i>took by/with hand</i></li> <li>• Uses a range of tenses, simple past, future, some past perfects (<i>he had walked</i>) and some modals – <i>might, could</i></li> <li>• Can use the language for prediction, explanation and reasoning at age appropriate level, but may have some difficulty with language for hypothesis or analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language</b></li> <li>• Is a fluent speaker of English in a full range of situations</li> </ul>
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STAGE A (New to English)	STAGE B (Early Acquisition)	STAGE C (Developing Competence)	STAGE D (Competent)	STAGE E (Fluent)
<b>READING – KS2</b>				
<ul style="list-style-type: none"> <li>• <b>Minimal or no literacy in English</b></li> <li>• May read at expected levels in first language</li> <li>• May use bilingual dictionary or dual language text</li> <li>• Familiar with book directionality in English</li> <li>• May start to use taught phonemes to decode, but needs scaffolding through visuals or simplified versions to support understanding</li> <li>• Can sequence stories, events and processes through visuals/diagrams and explains via key words</li> <li>• Can read some labels and signs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>May have developed some skills in reading</b> English, but may be fluent in first language</li> <li>• Follows and understands simple texts which have illustrations</li> <li>• Copes with familiar words/word patterns and able to extract basic meaning from a familiar text</li> <li>• May be developing as a fluent decoder of simple texts, using taught phonemes, but lack understanding</li> <li>• Finds some features of books ie <i>blurb, contents page</i></li> <li>• Finds information through use of visuals or key words</li> <li>• May be able to respond to literal questions, especially where only short answers are required – <i>when, where, who?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>May be able to follow more complex written English but needs ongoing support for understanding &amp; interpreting complex texts across the curriculum</b></li> <li>• Applies taught reading strategies to <u>decode</u> and starting to use growing grammatical understanding as a strategy</li> <li>• Fluency exceeds comprehension, so may understand main points but miss detail or lose meaning ie where pronoun <i>he</i> refers to <i>the boy</i> in preceding paragraph</li> <li>• Developing a literal understanding but unfamiliar vocabulary is a barrier</li> <li>• Has difficulty with why/how questions</li> <li>• Participates in group text discussion</li> <li>• Requires support with unfamiliar contexts or if culturally embedded</li> <li>• Can use content pages, key words or diagrams to retrieve basic information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can read and understand a wide variety of texts</b> and can reflect and comment on likes/differences/similarities</li> <li>• Uses a wide range of strategies for reading and self corrects for meaning</li> <li>• Understands <u>simple</u> inferences but <b>still needs some support to access subtle nuances of meaning</b></li> <li>• Growing understanding of literary devices ie <i>simile, metaphor</i></li> <li>• May read and understand more dense texts, following the main story lines or information but missing some detail, especially if figurative language or words with multiple meanings used, or culturally unfamiliar contexts</li> <li>• Unknown vocabulary may affect understanding ie <i>he arched his eyebrow</i></li> <li>• Can skim, scan and select main points or information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language</b></li> <li>• Is a fluent reader of English, (with matching understanding), in a full range of situations</li> </ul>
<b>WRITING - KS2</b>				
<ul style="list-style-type: none"> <li>• <b>Minimal or no literacy in English</b></li> <li>• May write fluently for age in first language</li> <li>• May write in first language with occasional English words/phrases learnt in class</li> <li>• Copies English</li> <li>• Can write own name in English</li> <li>• Can label pictures/diagrams with key words</li> <li>• May be completing cloze procedures with missing key words</li> <li>• May produce simple sentences when scaffolded orally or sentence starters</li> <li>• Uses bilingual dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>May have developed some skills in writing</b></li> <li>• Writes high frequency words</li> <li>• Can produce a small amount of independent writing focused on a familiar story or activity using simple conjunctions – <i>and, but</i></li> <li>• May need support from teachers/ peers, sentence starters etc in less familiar contexts or when communicating own ideas</li> <li>• Has limited awareness of grammar and text may reflect syntax of first language</li> <li>• Uses basic punctuation ie <i>full stops</i> and <i>capital letters</i>, but older children may use other ie <i>speech marks</i> if already using when writing in first language</li> <li>• Uses basic phonemes/digraphs and simple spelling patterns</li> <li>• Uses basic vocabulary, but may have become familiar with some subject-specific words/phrases</li> <li>• Writes in present and regular simple past tense</li> <li>• May use bilingual dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literacy will need ongoing support, particularly for writing.</b></li> <li>• Writes sequence of simple and compound sentences independently, with some attempts at complex sentences with basic conjunctions ie <i>because, so</i></li> <li>• Attempts more developed and structured pieces of writing in different genres, but writing reflects features of spoken language and its inaccuracies</li> <li>• Scaffolding and oral rehearsal enable longer pieces of writing, ie using basic time adverbs, <i>At first, later</i>, but independent writing may lack cohesion</li> <li>• Demonstrates a growing awareness of grammar, but some errors ie <i>tense</i></li> <li>• Uses wider range of vocabulary across the curriculum but not always appropriately:- <i>rapid animal, slammed open</i> - duplication – <i>big, vast, rapidly rushed</i> - overdependent on common verbs, <i>make, have, do, be, come, go</i></li> <li>• Uses basic punctuation correctly, ie. capitals, full stops, questions marks and is more aware of other forms</li> <li>• Improved spelling for wider range of words</li> <li>• Starting to use dictionaries/thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts style and writes competently for most purposes at expected level - diaries, narratives, letters, persuasion</li> <li>• Can transform information from texts into writing, with some grammatical errors</li> <li>• <b>Writing contains only occasional errors in structure</b>, which do not affect meaning - more apparent in complex sentences</li> <li>• Some use of advanced subordinators ie <i>until, although, since</i> but <b>written English may lack complexity</b></li> <li>• Adverbials adding detail but mostly at end of a sentence, may not move clauses</li> <li>• Generally uses a wider range of punctuation ie commas, apostrophes</li> <li>• Writing flows with wider range of cohesive and organisational devices ie pronouns, conjunctions, headings, paragraphs, connecting adverbs – <i>on the other hand</i>,</li> <li>• Uses a range of tenses including passive, modals ie <i>should, might</i> and developing past perfect tense ie <i>had gone out</i></li> <li>• Wide range and increasing depth of vocabulary, used appropriately, <b>but needs support to further develop abstract vocabulary</b> – <i>democracy, envy</i></li> <li>• Spells most words correctly/proofread</li> <li>• Can use dictionaries/thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language</b></li> <li>• Is a fluent writer of English in a full range of situations</li> </ul>