# EAL Assessment Workshop - Lambeth 5 Stages of English Proficiency

# June 2018

# The following pieces of writing are taken from the STA 2018 teacher assessment exemplification at the end of KS1 and KS2.

# The first is done by Ali in Year 2 and is from a range of six pieces of writing in different genres, selected to demonstrate that s/he meets the criteria of the statements for working at a greater depth in KS1. When assessing Stages of English it is good practice to assess writing across the curriculum, hence this analysis of one piece is just an example. Comments are not made on all strengths and issues, but focus on areas known to cause difficulties to children learning EAL, which are shown in bold print ie genre, cohesion, tense.

# From the information we do not know whether Ali has EAL. However, although s/he is considered to meet the statements for ‘working at greater depth’, there is evidence of issues common to writing by children with EAL. Ali has a very good knowledge of writing as has been taught, seen in the range of annotated genres in the STA exemplification booklet and in the strengths identified below. However, there are issues largely relating to the way in which English language is used ie similes and prepositional phrases which would suggest s/he is not fully fluent and operating at a Stage D in writing. This needs to be considered alongside the stage allocated in speaking and listening and reading, bearing in mind that it is a best-fit framework.

# The subsequent two pieces of writing have been done by Dani and are examples for the assessment at the end of KS2. They are taken from a range of 8 pieces and again have been isolated for use as examples. The guidance states that Dani is learning EAL and meets the statements for working towards the expected level.

# These two pieces of writing show that Dani clearly still requires support. S/he is producing short pieces of writing in different genres, but is still dependent on simple and compound sentences. Identification of the strengths and common issues for EAL in the writing, suggest that s/he is working within Stage C of English Proficiency in writing. This needs to be considered alongside the stage allocated in speaking and listening and reading, bearing in mind that it is a best-fit framework.

Narrative

**ALI – KS1 Context:** After class reading and discussion of ‘Jack and the Beanstalk’, pupils were asked to use a story map to plan their own version of the tale and select one aspect to change in their re-telling. This piece of writing needs to be read in the context of the other five exemplification pieces for working in greater depth. The items in **bold,** bothin strengths and issuesare those known to cause issues for children with EAL.

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a trickety, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy’s mum asked Poppy,
“Can you sell Daisy because she is too old and in return get some money?”

“Sure,” replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

Who are you?” whispered the stranger.
“I am Poppy,” suggested Poppy.

“It does not matter, anyway I will give you five magic seeds for your cow,” announced the stranger. Poppy thought it was an extrordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furios and she was so stubbant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

“Go to your room without any of your favourite scrumptious dinner!” Shouted Poppy’s mother.

Poppy felt really miserable, so she went to her room without any of her favourite scrumptios dinner.

The next morning Poppy saw a massive and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it.

Up...up...up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn’t say anything. When she could speak she crawled to the castle and knocked quickly but no body answered. Creep...creep...creep. Trembling, Poppy heard a booming voice. “FEE FI FO FUM!” roared the voice. “I SMELL THE BLOOD OF AN ENGLISHMAN!” As fast as Poppy’s legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.
“Oh my!” cried Poppy’s mum happily.

“What a lucky escape that was!” thought Poppy

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| Strengths | Issues |
| * Good understanding of **genre** and traditional tale language
* Structured opening, paragraphing
* **Cohesive** – use of adverbials to link paragraphs. Use of **pronouns** to refer back ie *she* for Poppy but also *her* mum refers back to Poppy.
* Variety of sentence types, including some complex sentences using more **advanced subordinators** ie *until* and moving clauses around ie *When she could speak she crawled …, As fast as Poppy’s legs could … she ran ..*
* Expanded **noun phrases** ie *5 magic tiny seeds, glass delicate window*
* Range of vocabulary, some **used appropriately** ie *agreed, in return, fluffy*
* Use of **comparative** ie *colder and colder*
* **Consistent use of tense**, including past continuous ie *was reaching*. Differentiated, past for narrative (including irregular forms) and present for dialogue. Some use of **modal** ie *she* *couldn’t say*
 | * Attempting to use **similes**, but errors ie *it was as sunny as a sunshine, as fast before you could say jump.*
* **Possible mixing** of adverbials – *Early the very next morning.* Could be selected, or mix of *Early the next morning* and *The very next morning.*
* **Order of adjectives** not always correct ie *glass delicate window*, rather than *delicate glass window*, *magic tiny* rather than *tiny magic*
* Use of adventurous vocabulary, but **not always appropriately** ie *I am Poppy suggested Poppy* and *stubbant with*
* **Issues with prepositions in phrases** ie *arrived up to the top*, *on the dusty alleyway*
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Narrative (first paragraph and first sentence of second)

In this big house there lived a rich and lovely family (Mum dad and a little boy, called James Trotter). James lived near the seaside where he could play in the golden sand and swim in the blue sea. If he wasn’t at the beach he was playing with his friends having fun, however his life was about to change. He had the happiest life that a child can have. Until one day, when his parents whent to London to do some shopping sadly a rino ate them up unde 40 seconds. Unforunetly James was still alive but he had to go and stay with his Anties (Antie sponge and Antie spiker in a colossal, dull house on top of a high hill.

When James met the old man, suspiciously he was frightened to death.

**DANI – KS2** Context: After reading James and the Giant Peach, the pupils were asked to re-tell the start of the story and focus on setting the scene and describing the characters. The pupils practised using figurative language to describe appearance and personality. Thesauruses were made available for the pupils to use independently to find appropriate vocabulary. This piece of writing needs to be read in the context of the other six exemplification pieces for working towards the expected level. The items in **bold,** both in strengths and issuesare those known to cause issues for children with EAL.

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| Narrative – asked to change one element of story. As such Dani can rely on repeating language remembered from the story, so it hard to ascertain how much is independently written.  |
| Strengths | Issues |
| * **Genre** – overall narrative, but see issues
* **Structure** – opening setting scene, but has this been remembered? Some use of paragraphing
* **Cohesion** –using **pronouns** to refer back ie *he* for *James*. Some use of advanced **adverbials** ie *until one day.*
* Range of sentence structures, including **complex with fronted clause** ie *If he wasn’t at the beach, he was playing* … (Parroted?).
* Use of **relative clauses** ie *where he could play,* but is this parroted?
* Vocabulary – very limited range of verbs and **single adjectives** ie *golden, blue* , trying to be adventurous but ..
* Tense – **consistent** past tense and one example of **modal** ie *where he could play*
 | * **Genre** not quite consistent. Opens with speech**-like phrase,** *In this big house,* rather than narrative *In a big house …* but some good examples of storyteller – *however his life was about to change.* (Parroted?)
* **Cohesion** - Inconsistencies of voice as above.
* Sentence structures – Have the complex sentences been remembered and repeated? When using complex sentences, punctuation is an issue
* **Vocabulary** - often using words inappropriately ie *colossal, dull, suspiciously* and there is a clear misunderstanding of the meaning of the word *unfortunately* or the effect of the prefix.
* Although one use of **modal**, there are instances when it was required and not used ie *a child can (****could****) have*
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| Strengths | Issues |
| * **Genre** – consistent, but short and **undeveloped**
* **Structure** – information limited but organised, opening, when, why poppies, types, perhaps lacking ending. Paragraphed.
* **Cohesion** –within sentences, ie use of pronouns *It* for *Remembrance Day* and *ones* for *poppies*
* Mostly simple sentences. Two examples of complex using **basic subordinator** because.
* Vocabulary – s/he has used **subject-specific vocabulary,** **some abstract** including verbs ie celebrate, worn and lost. Some use of adjectives to create **noun phrases** ie bright red coulour
* Tense – consistent past tense, with one use of **passive tense** – White poppies are worn by …
 | * **Cohesion** – No real linking between paragraphs. Also repetition ie *People.* Inconsistency in **tense** also creates lack of cohesion. As is a series of simple sentences this also creates a list-like piece leading to lack of cohesion.
* Sentence structures – over dependent on simple sentences. *White poppies are worn by pacificsts.* *White symbolise of peace.* Could be *White poppies are worn by pacifists because white is used to symbolise peace.* Where s/he has tried to use complex sentences, there are issues with structure and meaning could be lost. ie *It not just that soldiers lost the life …*
* **Vocabulary** – used in correct context but not always grammatically correctly ie *symbolises* ***to*** *blood* rather than *symbolises blood* and *white symbolises* ***of*** *peace* rather than *symbols of peace* or *white symbolises peace*
* Tenses - needs greater use of **passive tense** ie *Remembrance Day is celebrated* rather than *People celebrate ….*
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Non-Fiction: After learning about Remembrance Day, the class was asked to write a short non-fiction text explaining its significance. In addition to focusing on communicating information to an audience, the pupils were asked to concentrate on using paragraphs to organise their writing. Thesauruses were made available for the pupils to use independently to find appropriate vocabulary. Some key vocabulary was shared with the class to support their writing (‘Remembrance Day’, ‘Armistice Day’, ‘Flanders’).

Remembrance Day is very inportant to us because of the soldiers that died in world war one. It is known as popa Day or Armistice Day.

People celebrate Remebrance Day on the 11th hour of the 11th day of the 11th month.

People wear poppies as they were the first ones to bloom ~~onl~~ on the Battle feilds of flanders. Their bright red colour symbolises to blood that the soldiers Lost in the war.

There are white and purple poppies. White poppies are wone by pacifists. white ~~sim~~ symbolise of peace . and purple poppies are still produced by one charity called Animal Aid. It not that soldiers lost the Life Animals lost there Life to.