

6. New Descriptors for Lambeth based on 5 Stages of English Proficiency - Reception to KS4

LAMBETH STAGE 1 (New to English)	LAMBETH STAGE 2 (Becoming Familiar)	LAMBETH STAGE 3 (Becoming Confident)		LAMBETH STAGE 4 (Fluent)
DfE STAGE A (New to English)	DfE STAGE B (Early Acquisition)	DfE STAGE C: (Developing Competence)	DfE STAGE D (Competent)	DfE STAGE E (Fluent)
SPEAKING AND LISTENING				
<ul style="list-style-type: none"> • Silent period • May use first language for learning and other purposes • Copies/repeats some words and/or phrases • Uses single words or short phrases • Has very basic, limited range of vocabulary • Understands some everyday expressions and simple instructions in English. 	<ul style="list-style-type: none"> • Uses spoken English for 'social' purposes • Participates in learning activities with support • Has limited awareness of grammar syntax • Vocabulary is widening but tends to be related to familiar contexts • Is acquiring some topic/subject specific vocabulary • Follows day to day social communication in English • Understands simple instructions • Follows narrative/accounts with visual support 	<ul style="list-style-type: none"> • May participate in learning activities with increasing independence • Uses spoken English confidently but structural inaccuracies still apparent • Has a fairly wide vocabulary, which includes a growing bank of subject-specific words • Gives appropriate responses to a wider range of situations without the need for visual support • Able to follow more complex verbal input and some abstract concepts 	<ul style="list-style-type: none"> • Oral English is developing well, enabling successful engagement in activities across the curriculum, but might need support to refine English usage • Speech is more complex and mostly demonstrates an awareness and appropriate use of the rule of grammar and word order, with fewer errors • Has a wide vocabulary • Some vocabulary gaps still evident • Usually copes with wide range of verbal input from variety of sources 	<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
READING				
<ul style="list-style-type: none"> • Minimal or no literacy in English 	<ul style="list-style-type: none"> • May have developed some skills in reading • Copes with familiar words/word patterns and able to extract basic meaning from a familiar text 	<ul style="list-style-type: none"> • May be able to follow more complex written English • Reads accurately but has difficulty interpreting complex texts related to the curriculum 	<ul style="list-style-type: none"> • Can read and understand a wide variety of texts • Still needs some support to access subtle nuances of meaning 	<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
WRITING				
<ul style="list-style-type: none"> • Minimal or no literacy in English 	<ul style="list-style-type: none"> • May have developed some skills in writing • Can produce a small amount of independent writing with support from teachers/peers • Has limited awareness of grammar • Uses basic punctuation ie full stops and capital letters • Is becoming aware of basic phonemes and simple spelling patterns • Uses basic vocabulary 	<ul style="list-style-type: none"> • Literacy will need ongoing support, particularly for understanding text & writing. • Strives towards more developed pieces of writing for a range of purposes • Demonstrates a growing awareness of grammar but some errors • Generally uses basic punctuation correctly, e.g. capital letters, full stops, questions marks and is demonstrating an awareness of a wider range of punctuation • Is producing improved spelling for a wider range of words • Developing a wider range of vocabulary 	<ul style="list-style-type: none"> • Writes competently for a variety of purposes • Writing contains only occasional errors in grammar ie structure • Written English may lack complexity • Generally uses a wider range of punctuation (commas, apostrophes, inverted commas) and organizational devices accurately • Spells most words correctly • Uses a wide range of vocabulary, but needs support to further develop abstract vocabulary 	<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
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