



Staploe Education Trust:  
Primary Schools

# English as an Additional Language (EAL) Policy

Policy Approved for The Weatheralls Primary School & Kennett Primary School	
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## Introduction

We are a multilingual school and are proud of our plurilingual pupils. We believe that knowing more than one language gives pupils a significant advantage in life, so we expect very high levels of achievement from our pupils.

Eighteen different languages are spoken by pupils at our schools. Some pupils come from homes where at least two languages other than English are spoken. Some pupils can read and write well, in another language while others have little literacy in any language.

The DFE definition of EAL is defined as:

*A first language other than English should be recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English.*

The Ofsted definition English as an Additional Language (EAL) refers to learners whose first language is not English. These definitions therefore cover the following:

- *Pupils arriving from other countries and whose first language is not English*
- *Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.*
- *Pupils who have been born in the UK, but for whom the home language is not English (e.g. Bengali children who are born in the UK, but arrive at school with very little English due to having spoken only Bengali at home and within the community)*

- *Pupils who have a parent who speaks a language other than English and the child communicates with in that language (ie. bi-lingual children)*

This policy is a statement of Staploe Education Trust's primary schools aims and strategies to ensure we meet the full range of needs of those children who are learning English as an Additional Language in order to help them fulfil their true potential

### **Rationale**

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 EAL, this includes recognising and valuing their home language and background. As schools, we are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to their school community. We take a whole school approach, including ethos, curriculum and education against racism through our PSHCE/SMSC curriculum including Cultural Diversity Days.

### **Aims of the EAL Policy**

The policy aims to raise awareness and to support planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have EAL, therefore raising pupil achievement and aspirations.

- Equality: To be proactive in removing barriers that stand in the way of our EAL pupils' learning and success.
- Diversity: To meet our responsibilities to EAL pupils by ensuring equal access to the National Curriculum and the achievement of their educational potential.
- Belonging and Cohesion: To provide our EAL pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

### **Objectives of the EAL Policy**

- To assist all EAL pupils to become fluent English speakers as quickly as possible.
- To assist and support all EAL pupils in their acquisition of English language skills.
- To develop staff expertise to ensure that all EAL pupils attain levels of achievement appropriate to their intellectual abilities.
- To rigorously monitor, evaluate and review systems to meet EAL pupils' needs.

### **Key Principles of Additional Language Acquisition**

- EAL pupils are entitled to the full National Curriculum programme of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.

- Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling uses of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and Special Educational Needs.

### Assessment

- All EAL pupils are assessed in line with the school's assessment procedures within the first two weeks of their arrival.
- The Bell Foundation's EAL Tracker is a useful tool to track progress of individual children by ensuring clear assessments and target setting as well as specific strategies to use in the classroom.
- EAL pupils will also be assessed against The DFE's five point scale, with a final 'best fit' judgement'.

#### English proficiency

**A: New to English:** 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: 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.

**C: 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.

**D: 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.

**E: 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.

**N: Not Yet Assessed** is also available for use where the school has not yet had time to assess proficiency.

- Please see The Bell Foundation, EAL Assessment Framework- Primary Descriptors: PRIMARY- **Appendix One**

- Staff have the opportunity to discuss pupils' progress, needs and targets with members of the SLT and the English team to ensure progress in the acquisition of English is regularly assessed and monitored.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### **Pedagogical Approaches**

Communication is the main principle for EAL pupils in all lessons. The central task is to create a communicative climate where language acquisition can take place naturally. The skills of listening, speaking, reading and writing are not artificially separated, but are integrated in a meaningful total experience. In the centre is speaking, which, of course involves listening. The children communicate with each other through paired work and group work and this way they improve their listening as well. Through speaking exercises such as interviews, storytelling and drama, the children gain verbal routine, enthusiasm and confidence. The key vocabulary is taught at the beginning of a new topic and the children learn and practise grammatical structures and sentence building using the topic vocabulary. The curriculum is personalised and this helps the children to use their prior knowledge and experience. The speaking and listening is always the starting point of a new topic or activity and writing is always the last step. The grammatical rules and the sentence structures are taught within the context of the different topics and forms. Visual resources are used to aid their learning.

### **Strategies**

Please see [Bell Foundation; Classroom Strategies-Primary.](#)

Staff use classroom support strategies to ensure curriculum access through:

- Classroom Organisation- *These strategies are often small but significant adjustments to daily classroom management, which can make a huge difference to the learning of a pupil with EAL. Many of the strategies under this heading require no special preparation or materials.*
- On-going Adaptive teaching- *Some of these strategies refer to ways of adjusting how we communicate with the learner and present information to them, others suggest adaptations to learning content which take place at the lesson-planning stage. Most of these adaptations are likely to benefit other learners in the class by making learning content more accessible. This section is also to do with providing opportunities for the learner to experience and practise English in different situations.*
- Language Focus- *As well as exposure to the English language through hearing, seeing and using it in school, EAL learners require opportunities to actively develop their English language through explicit, targeted language development work. Much of this work can be undertaken whilst undertaking normal classroom activities, where the vocabulary, grammar, style, pronunciation and structure of the English language is presented within an authentic context.*
- Marking & Feedback- *The classroom support strategies within this section focus on providing EAL Learners with feedback to help develop their English Language*

*proficiency. These strategies should help guide EAL learners to a better understanding of their strengths and weaknesses and target areas that need work.*

- *Communication with Home - The classroom support strategies in this section signpost a number of easy ways to develop first language skills and aid English language acquisition.*

## **EAL Learners with Disabilities and/or, Special Educational Needs and those who are Gifted and/or Talented**

Should Special Educational Needs be identified, EAL pupils have equal access to school's provision. EAL pupils identified as Gifted and Talented have equal access to school's provision.

## **Parental/Community Involvement**

At our schools we encourage parental involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers. **See Appendix Two**
- Communicating with parents through the ClassDojo platform, parents are able to use the translate feature as required.
- Using translators and interpreters, where appropriate and available, to ensure good links are made between the family and the school.
- Identifying linguistic, cultural and religious background of pupils to inform our provision
- Celebrating and acknowledging the achievements of EAL pupils.
- Recognising and valuing the use of first language for developing positive partnerships between school and home.
- Supporting parents, so they can help their children at home.

## **Policy Review**

This policy will be reviewed every three years. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.

# Appendix One - The Bell Foundation, EAL Assessment Framework- Primary Descriptors: Primary

## PRIMARY LISTENING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	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
EARLY DEVELOPMENT	1 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
2 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	
3 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	
4 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	
NOT EXPECTED TO BE ACHIEVED IN ORDER	5 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
6 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	
7 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	
8 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)	
GETTING CLOSER TO THE NEXT BAND	9 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
10 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)	

# PRIMARY SPEAKING

	BAND A	BAND B	BAND C	BAND D	BAND E	
CODE	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	
EARLY DEVELOPMENT  NOT EXPECTED TO BE ACHIEVED IN ORDER  GETTING CLOSER TO THE NEXT BAND	1	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 hypothesise (e.g. 'I predict the first object will float because it is made from wood')
	2	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)
	3	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
	4	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...')
	5	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?')
	6	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 mistakes
	7	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
	8	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' = vulcan (Romanian), wulkan (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)
	9	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 patterns, 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
	10	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



# PRIMARY READING & VIEWING

	BAND A	BAND B	BAND C	BAND D	BAND E
CODE	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
EARLY DEVELOPMENT	1 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)	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'Once upon a time')	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '-re' in 'centre')	Can relate written material to classroom activities and understand that written material is often organised and presented differently from spoken language (e.g. written instructions for science experiments versus teacher and peer talk while conducting the experiment)	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')
NOT EXPECTED TO BE ACHIEVED IN ORDER	2 Can follow written text conventions (e.g. left to right movement in English, continuity of text from top to bottom of page)	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases (e.g. can try to sound out a written word)	Can recognise 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	Can identify the purpose and intended audience of curriculum-related texts without prompting (e.g. advertising material versus scientific description)	Can understand and interpret visuals and graphics in conjunction with written text appropriately in curriculum tasks
	3 Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	Can attempt to use familiar and some unfamiliar words in phrases/sentences, and try to make sense of them	Can make sense of taught curriculum texts but may need support to comprehend unfamiliar content, culturally specific nuances (e.g. 'the angel basked on the top of the tree'), and figurative and metaphorical expressions (e.g. 'Don't wind him up', 'life is a roller coaster')	Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. 'may do', 'must do', 'should do')	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)
	4 Can distinguish and understand different forms of meaning representation (e.g. letters, words, visual images, symbols and graphics)	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')	Can attempt to identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand	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...')	Can recognise 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...')
	5 Can recognise names, including own name, and labels of objects and spaces in the classroom and other familiar parts of the school (e.g. school office)	Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate	Can identify main ideas in curriculum material and use own prior experience and learning to assist understanding where appropriate	Can follow written material to do tasks (such as classifying and sequencing events in narratives, descriptions and processes) in subject content texts independently	Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions
	6 Can match pictures and other visuals with taught/rehearsed words	Can attempt to read/check own writing for meaning with teacher/peer support	Can understand most subject content texts, including factual accounts, narratives, opinion pieces, although may need support with unfamiliar vocabulary, complex sentences and writing styles	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	Can identify explicit and implicit messages in informational and fictional texts (e.g. ironic and/or indirect judgmental statements)
	7 Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments	Can identify and extract information (words and passages) in texts in response to concrete 'what', 'where' and 'who' questions	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	Can recognise different text types/genres, understanding that the purpose of communication can shape text organisation (e.g. a narrative of personal experience versus a report of a science experiment)	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness
	8 Can recognise and use grapheme-phoneme correspondence to decipher the meaning of some words in a taught/rehearsed text	Can read out loud short texts with familiar/predictable structures written in everyday language, attempting to use pauses and intonation to mark meaning	Can retrieve relevant details from curriculum and literary texts to identify and retell the gist of content	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	Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)
	9 Can follow and make use of familiar words to extract basic meaning from a familiar text	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting	Can begin to differentiate between informational and fictional statements/texts independently	Can reread a text to check understanding if told that the information in the text has not been completely understood	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose
	10 Can choose books or other reading materials to join in learning activities, especially when guided	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	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions	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
	GETTING CLOSER TO THE NEXT BAND				

# 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
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 Sam are neighbours 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 to talk to our teachers.')	Can use a variety of tenses to represent shifts in meaning (e.g. the use of 'will' and 'would')
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 experiments)
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. first person 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)

EARLY DEVELOPMENT

NOT EXPECTED TO BE ACHIEVED IN ORDER

GETTING CLOSER TO THE NEXT BAND

## Appendix Two: EAL Induction Meeting

EAL Induction Meeting								
Name:			Class/Year Group:		Gender: M/F      OTHER			
How is the child's name pronounced? <i>Note it down phonetically to act as a reminder.</i>			What name would your child prefer to be called at school, if different?					
Date of admission:			Is this your first school in the UK? YES/NO					
Number of siblings:			Child's place in family:					
Pupil's ethnicity:			Pupil's religion:					
Are there any health, or dietary issues or Special Educational Needs?								
Language(s) spoken by pupil:					Language(s) spoken by parent/carer/siblings:			
	First Language	Second Language	Third Language	Other	First Language	Second Language	Third Language	Other
Read								
Write								

Previous schooling in UK		
Name of school:	Town/City:	
Dates/Number of terms in school:	Local Authority:	
Previous schooling outside UK		
Name of school:	Town/City:  <i>Urban or rural area?</i>	Country:
Dates/Number of terms:  (Record duration; if continuous or interrupted; progression & transition)	Date of arrival in UK:	
How old were you when you first went to school?	What was your favourite lesson?	
What things did you enjoy / find easy?	What things didn't you enjoy or find difficult?	
Did you have lots of friends at school?	Did you use computers for learning?	

Did you learn English before you came to this school?	
<b>Life at home</b>	
What language do you/ parents watch TV in at home?	What language does pupil watch TV in at home?
How much English is spoken at home?	
Do you have books to share at home? What language are they in?	
Do you attend a community or supplementary school? <i>If yes, how often do you attend?</i>	Does the child attend a religious school, such as Mosque classes? Are the classes during the week or at weekends?
Are the parents able to bring someone to help interpret at parents evening?	Who lives in the family home – grandparents, aunts, uncles, cousins etc.?
Is there anything else that parents or carers would like to share?	
Are there any questions that parents or carers would like to ask? Is there anything else you would like support with?	

Are you interested in sharing your cultural knowledge?