

| Understanding and Use of Spoken Language | Reading | Writing |
|--|---|---|
| <ul style="list-style-type: none"> • Can comprehend through non-verbal cues given by the speaker which match own culture or are visually supported, particularly in a face-to-face situation • Can follow stories, songs and classroom activities if these are designed for learners geared to a beginning level of English (e.g. with substantial visual support, gestures, simple language and repetition) • Can understand a small range of vocabulary (common nouns and action verbs) and can label some objects and use occasional isolated words • Can understand very basic location phrases (<i>on the table</i>) • Can respond non-verbally, and copy actions of others in learning activities such as in maths, science, etc. (e.g. picking up and moving objects appropriately, pointing to concrete objects in numeracy) • Will join in an activity, but may not speak • Will watch and listen, interpreting what is meant by gesture, intonation, etc. using their knowledge of the world in their mother tongue to try to understand • Will lose concentration quickly if there is an overload of unfamiliar language • Will echo words and phrases • Will use short one or two word utterances to convey a range of meanings • Will have vocabulary limited to that necessary to express immediate needs • Will use gestures to indicate meaning, particularly needs, likes and dislikes • May watch carefully what others are doing, often imitating their actions • May ask for clarification or translation from other speakers of their mother tongue where available | <ul style="list-style-type: none"> • Can recognise most of the letters of very familiar words and identify some beginning sounds in words • Can read some words from familiar contexts • Can recognise their name, and words related to immediate environment (e.g. name of school, street, classroom items, etc.) • Will be restricted in their ability to gain meaning from written text until an initial familiarity with English is gained and will rely heavily on contextual clues (e.g. pictures, diagrams) • Will be assisted by learning and literacy strategies from their mother tongue (to varying degrees) • Will benefit from use of bilingual dictionary • Script different learners will be becoming familiar with Roman script and some will recognise cognates • May display reading behaviour such as following with finger under the line of text to assist in directionality • May choose to share books in their mother tongue with peers where other speakers of their mother tongue are on hand and to read them during independent reading time | <ul style="list-style-type: none"> • Can copy words from environmental print (e.g. signs), and phrases from the classroom context, but with very limited understanding because of lack of knowledge of English • Can understand the writing processes expected of learners around them, and are likely to be focused on writing tasks and show confidence in their approach to writing, but will be limited by their knowledge of spoken English, which will limit their ability to follow instructions for the writing task and comprehension of what they are writing • May translate word for word from their mother tongue • May be able to use a bilingual dictionary, but over-reliance may become a problem • May choose to write in their mother tongue, if encouraged, to clarify thinking, to organise thoughts, to show ability and boost self-confidence |

Key Stage 2**New to English****Level 1**

Learners at this level will have a range of speaking and listening abilities in their mother tongue, depending on their experiences at home and at possibly at school. Some will be able to comprehend fully (as expected for their age), in their mother tongue and communicate fluently in their home and community, and in school with other speakers of their mother tongue where available. In communication at school, they will be heavily reliant on an attentive interlocutor who is able and will to predict their meaning from gestures and context, particularly as they will use key words to convey a range of meanings (e.g. (e.g. *book* might signify *Give me the book, Is this my book?* etc.). Where they have opportunities to use their mother tongue in school, it will be helpful to them in familiarising them with the school context and learning in English.

In reading, learners are likely to have literacy understandings and skills in their mother tongue (to varying degrees of ability) which parallel the literacy understandings and skills possessed by their native-English speaking peers. That is, they may be able to read and writing in their mother tongue the range of texts relevant to their community experiences and formal learning at school in their mother tongue. Some learners will have gained these understandings and skills through a non-Roman script. Learners from a low literacy background may or may not have a conceptualisation of literacy in their mother tongue based on limited experience with print (e.g. signs, forms) and family interactions with print. They will be progressing through steps in early literacy, depending on their experience in their mother tongue, before they move on to Level 2 and will be limited in their ability to gain meaning from written text in English until they have an established literacy set and initial familiarity with spoken English and the school context. They will bring to their learning a degree of maturity and a range of knowledge, understanding, skills and attitudes which will affect their approach to learning. Older learners may express themselves with greater confidence in writing than orally. Some learners will have gained understandings and skills through a non-Roman script and script-different learners may need more time to develop the concepts of left to right and top to bottom in writing.

Learners at this level will use their knowledge of the world in their mother tongue to understand the culture of the school (i.e. the routines and expectations of the school context) and may bring with them cultural values, attitudes and knowledge related to their mother tongue culture, manifested in behaviour such as showing respect by remaining silent, or avoiding eye contact out of respect.

Key Stage 2

Beginning to comprehend and use routine language

Level 2

| Understanding and Use of Spoken Language | Reading | Writing |
|--|---|---|
| <ul style="list-style-type: none"> • Can comprehend and respond to high frequency greetings, courtesy phrases and simple directions, memorising segments • Can respond physically and verbally to simple directions and instructions if supported by gestures, repetition and rephrasing as needed • Can respond to familiar isolated (key) words in connected speech, sometimes appropriately • Will rely heavily on face-to-face contact with accompanying body language, repetition, and/or simplification from the speaker • Will demonstrate understanding of main ideas in simple stories with visual support and repetition • Will communicate statements, questions, offers and commands through key words/very short utterances and rely on gestures to communicate wider meaning • Will have a very limited understanding of interactions between mother tongue English speakers • Will listen and observe intently, absorbing language and cultural knowledge • Will need time to absorb new information and to process questions in English, and to process their own thoughts and language before responding • Will pronounce most high frequency words and phrases comprehensibly • May not perceive certain sounds in English (in certain positions) at this level due to mother tongue consonant/vowel configurations and may have difficulty distinguishing between certain sounds (depending on their mother tongue) and therefore producing them | <ul style="list-style-type: none"> • Can recognise and gain meaning from short texts, i.e. familiar words and chunks of text in English using contextual and visual cues (e.g. whole word shape, picture clues, recent experiences) • Can understand the purpose and structure of several basic genres (e.g. narrative and procedures) • Can use some decoding skills when reading unfamiliar English, but will be restricted in their ability to gain meaning from words and text (even if they are able to decode) until their proficiency in English develops • Will be beginning to recognise words and chunks of text in English on familiar topics • Will be becoming active readers, responding to text, e.g. showing emotion • Will join in with key words and repetitive phrases in familiar texts (e.g. picture stories, written chants and rhymes), and in shared reading sessions with the teacher, but will be unaware of the meaning carried by structural items such as <i>the, and, in, of, what</i>. • Will often be unable to read or predict meaning in texts because of overload of new language • Will also have difficulty because of the difference between spoken language and that met in written text (i.e. pronunciation, spelling, sentence structure, etc.) • Will benefit from being able to express non-understanding in English when reading comprehension has broken down (e.g. <i>What does this mean? What is a cloud?</i>) | <ul style="list-style-type: none"> • Can reproduce environmental print and reproduce phrases/sentences from teacher's scribing • Can write captions/labels on pictures or diagrams • Can contribute to/participate in (at a minimal level) whole class and group constructions of text • Can write learned phrases and can complete short cloze activities around familiar language with contextual support (e.g. This is a <i>dog/cat/elephant</i>; the <i>blue/red/green</i> pencil is mine) • Can write language which is related to their level of spoken language and to the teacher's modelled reading and writing • Will follow some of the conventions of writing (e.g. left to right, top to bottom) • Will have some understanding of what they write • May wish to express themselves through drawing (particularly younger learners) and will be able to provide only limited comments in English about their pictures for teacher scribing because of low spoken proficiency in English, but will be able to comment and explain in their mother tongue where other speakers of their mother tongue are on hand • Older learners may also use pictures to convey complex meanings |

Key Stage 2**Beginning to comprehend and use routine language****Level 2**

Learners at this level will be observing and listening intently, developing understanding of language used in context, a small range of mainly everyday vocabulary, but also a few isolated concrete technical words which are necessary early on in the classroom environment. They will be relying heavily on additional support (e.g. gestures, repetition, simplification, visual aids). The effort of listening for sustained periods of time may lead to 'language overload' and learners may appear to lose focus. In interactions with others, they will rely on an attentive interlocutor who is prepared to predict their meaning from gestures and context. Where possible (particularly where other speakers of their mother tongue are on hand), they may choose to use their mother tongue and will draw on previous cultural and linguistic experiences to understand and predict meaning.

In reading and writing, they will be drawing on experiences in their mother tongue and in English. They may choose to read and clarify concepts and discuss their reading in their mother tongue where possible. Script-different background learners may tend to focus on the whole word rather than the parts: although this strategy is helpful initially, it is less successful as their vocabulary increases and they begin to read longer texts. They may also be writing in unconventional English script (e.g. capital letters and lower case letters mixed in words, lack of spaces between words. However this is not by itself an indication of writing level, being a mechanical feature for which learners will need specific support).

Key Stage 2

Developing range of social and classroom language

Level 3

| Understanding and Use of Spoken Language | Reading | Writing |
|---|--|--|
| <ul style="list-style-type: none"> • Can generate their own language beyond formulaic expressions and very short utterances • Can initiate interactions with other learners and adults • Can comprehend best in face-to-face contact with repetition, simplification and paraphrasing, but will have difficulty following interactions at native-speaker speed • Can participate in face-to-face interactions on familiar topics, but with frequent breakdowns in fluency and meaning • Can comprehend and respond to routine enquiries with little difficulty and can participate in class interactions on familiar topics where questions are directed to them individually with contextual support, repetition, rephrasing, etc. • Can participate in group activities where their role does not involve much speaking in English • Can follow a short sequence of instructions • Can pick out key points from teacher talk in an academic activity on a familiar topic where contextual support is provided (pictures, gestures, etc.), but may not understand all the main ideas, and will miss details • Can pronounce most common words, phrases and phrases comprehensibly and will be taking more risks with pronunciation of unfamiliar words • Will be beginning to comprehend and use an extended range of social and classroom language • Will need time to process new language • Will have difficulty comprehending if background noise is present (e.g. other children talking) • May hide difficulties in comprehension | <ul style="list-style-type: none"> • Can comprehend short texts in English on familiar topics with contextual support • Can read short simple repetitive narratives, joining in with sections they know • Can read short teacher-selected, factual texts (e.g. report on an animal) on a familiar topic with support (e.g. scaffolding of the text, introduction to new vocabulary and concepts), but at a less complex language level than their peers • Can read simple instructions and visual texts (e.g. diagrams) • Can draw on a growing proficiency in English to comprehend and predict meaning from written text, and to ask for help • Will be heavily dependent on familiar language learned through speaking and listening in English • Will be demonstrating developing comprehension of stories through oral ability rather than written ability • Will often apply chunks of language internalised through repeated readings to other settings and modes (e.g. in oral language, or in writing) • Will be continuing to develop reading strategies, through modelled reading by the teacher (e.g. in shared reading) • Will be developing metalanguage, (i.e. language to talk about language: word, letter, page, title) in English • May find non-fiction easier to access than fiction because of cultural references in fiction | <ul style="list-style-type: none"> • Can generate their generating own short texts, e.g. early recounts, letters, descriptions) with extensive support on familiar topics, particularly themselves, families and their immediate environment • Can spell with a degree of accuracy many common/familiar monosyllabic words and will spell others based on sound • Can use basic print conventions • Will be writing with marked EAL features reflecting the experimentation with English evident in their oral language • Will have difficulty undertaking writing tasks geared to Key Stage 2 learners even with additional language support • Will exhibit EAL features in their writing such as mismatch in subject/verb agreements and tense; omission of articles and plural 's'; and inappropriate choice of vocabulary • May have difficulty understanding instructions for writing tasks (e.g. the topic to write about; instructions for paragraphing; instructions like "write in your own words") • May be able to supplement their writing in English with writing in their mother tongue if encouraged (e.g. using words and phrases from their mother tongue when appropriate English is not known) • May predict spelling from oral vocabulary and may make errors in their spelling because of their pronunciation in English (influenced by their mother tongue) |

Key Stage 2**Developing range of social and classroom language****Level 3**

Learners at this level will be able to take part in a greater range of activities, particularly on familiar topics. They will be taking increasing risks with language with a supportive interlocutor, taking longer turns and reformulating utterances where there is scaffolding and they may negotiate meaning. They will continue to require additional time to process new language and will need help from their interlocutor (e.g. repetition, elaboration). They may hide lack of comprehension by using stock words and phrases (e.g. yes; I understand), non-verbal strategies (smiling, nodding) and avoidance strategies (pretending to work; keeping busy; writing very slowly). They may choose to use their mother tongue, where possible (particularly where other speakers of their mother tongue are on hand), to discuss and confirm understandings, communicate ideas and seek clarification.

In reading and writing, they will be drawing on the resources they have in spoken language and will be limited by the extent of their oral proficiency. They will be developing the capacity to request clarification in English and will benefit from doing so. They will be developing and demonstrating understanding of the purposes and functions of a range of basic genres (e.g. story, procedure, description) and of the different structures. In generating their own writing texts, they will need specific modelling of text structure and support with the language needed. Script-different background learners may still be writing in unconventional English script (influenced by the script in their mother tongue and lack of understanding of convention in English), such as mixing upper and lower case letters in words. However, this is a mechanical feature of writing which may also occur at other levels.

| Understanding and Use of Spoken Language | Reading | Writing |
|--|---|---|
| <ul style="list-style-type: none"> • Can understand and interact in social English in most familiar contexts, but still need additional help from interlocutor • Can follow classroom task-related instructions with clear steps and modelling of the task • Can comprehend longer discourse on familiar topics • Can give personal information, recount an event or series of events and describe past and present events without great difficulty • Can apply syntactic rules (e.g. subject/verb agreement, tense), but not consistently and will be beginning to use modals (<i>might, will, must</i>) and conditionals • Can use a small range of comparatives • Can string words and phrases together and will be exploring parts of word groups and phrases that can be changed, but will have a limited vocabulary • Will be beginning to comprehend and can participate in mainstream academic learning activities and if help is given by the interlocutor and if contextual support is provided • Will be attempting to express more complex ideas with greater precision of meaning, but with errors of syntax which may cause breakdowns in meaning • Will continue to have difficulty following interaction at native-speaker speed because of need for processing time • Will miss details of the language they hear and will have difficulty with complex structures | <ul style="list-style-type: none"> • Can comprehend short texts in English on familiar topics with contextual support • Can read short simple repetitive narratives, joining in with sections they know • Can read short teacher-selected, factual texts (e.g. report on an animal) on a familiar topic with support (e.g. scaffolding of the text, introduction to new vocabulary and concepts), but at a less complex language level than their peers • Can read simple instructions • Can draw on a growing proficiency in English to comprehend and predict meaning from written text, and to ask for help • Will be demonstrating developing comprehension of stories through oral ability rather than written ability • Will be continuing to develop reading strategies, through modelled reading by the teacher (e.g. in shared reading) • Will be developing metalanguage, (i.e. language to talk about language: word, letter, page, title) in English • Will often apply chunks of language internalised through repeated readings to other settings and modes (e.g. in oral language, or in writing) • Will be heavily dependent on familiar language learned through speaking and listening in English • May find non-fiction easier to access than fiction because of cultural references in fiction | <ul style="list-style-type: none"> • Can write simple texts (e.g. narratives, reports, recounts, procedures) modelled on those read with and/or by the teacher, but with particular EAL features (e.g. omission of articles and verb endings, and tense – time orientation difficulties) which will sometimes cause difficulties in comprehension for the reader • Can draw and label a chart or diagram • Will be continuing to experiment with language (a sign of language growth) • Will be using a range of linking conjunctions (<i>and, then, but</i>) • Will be writing longer texts, but “depth” of meaning will be restricted by their limited English language resources • Will be demonstrating greater speed and fluency in writing because of their increased fluency in spoken English and their wider knowledge base in English • Will be prepared to take more risks because of their increasing fluency, i.e. will complete a text, knowing that their first draft will contain errors • May make more errors than before as they experiment • May wish to express themselves in writing in their mother tongue (if able to do so) |

Key Stage 2**Extending range of language and experimenting with learning through English****Level 4**

Learners at this level will be extending the range of their language beyond their own immediate social environment and will be experimenting with learning through English. They will still rely heavily on contextual support in activities (e.g. reference to pictures, diagrams, and materials, facial expressions, and attention directing gestures by teacher) and additional help from the interlocutor to comprehend (e.g. gestures, modified speech, provision of wait-time). They will need additional time for processing language (e.g. before having to answer a question, during teacher talk, during class discussion) and will experience difficulties in academic learning activities at native-speaker speed (e.g. group discussion). They may tire easily and lose attention during whole class activities and when listening to longer discourse due to the intense concentration required and will have a short concentration span if the topic is unfamiliar. They may lose comprehension with high background noise present (e.g. other children talking). They may be continuing to use strategies which give the impression that comprehension has taken place (e.g. nodding, smiling, copying actions of others, silence).

They will be developing an understanding of and applying syntactic rules, but will make errors as they test hypotheses (e.g. relating to modality, using subordinating conjunctions such as *because*, *when*, *that*), particularly in expressing more complex ideas. These may result in breakdowns in communication and they may experience frustration as they realise the mismatch between what they can understand and the English they can speak. They may wish to use their mother tongue, where possible (particularly where other speakers of their mother tongue are on hand), for emotional support and as a break from continual use of English.

In reading, they will be building a 'bank' of knowledge of the world in English which they can apply to their reading comprehension, but will still be limited in their comprehension by the amount of vocabulary they have encountered so far both in oral interactions and in their reading. Their writing will be influenced by their proficiency in speaking, with the spelling of unfamiliar words reflecting pronunciation.

Key Stage 2

Consolidating language use and extending literacy skills

Level 5

| Understanding and Use of Spoken Language | Reading | Writing |
|--|---|--|
| <ul style="list-style-type: none"> • Can comprehend English in most social situations • Can comprehend most extended teacher and peer talk in academic learning activities on familiar topics if contextual support is available, but will miss specific details due to limited syntactic and lexical resources • Can grasp the gist of a new topic with extensive support, but will lack precision, and need paraphrasing and explanation • Can grasp the connection of ideas, and details within extended spoken discourse on a new topic only if extensive support and time to process is provided • Can follow task-related instructions (e.g. in science) if steps are clear, logically sequenced, repeated, etc. • Can participate in sustained interaction in a range of contexts appropriate to their age • Can contribute to new topic-specific discussions with support and participate in activities, but limited syntactic and lexical resources will hinder expression of complex academic ideas and processes (e.g. in science) • Will be fluent in social speech and will be less dependent on support from an interlocutor, particularly with familiar topics • Will be beginning to demonstrate control of tenses, but will use them inconsistently • Lack of comprehension may occur due to gaps in vocabulary, and overload of new vocabulary, and there may be lack of understanding of concepts due to previous lapses in comprehension: they may lose the thread once a lapse occurs | <ul style="list-style-type: none"> • Can comprehend a wide range of texts which are related to personal, social and general school context (e.g. self-chosen stories, popular magazines, comics, instructions for games, school notices) • Can read subject-specific texts and more complex learning materials with some depth of understanding, but are still limited by their overall proficiency in English and therefore their ability to predict meaning • Can identify main ideas and some supporting details from expository texts on familiar subject-specific topics • Can get the gist of new topics with teacher and contextual support, but are likely to miss details • Will still need texts to be context-enhanced (e.g. with supporting pictures) and supported by teacher explanations of concepts, text structure and language used • Will be limited in their ability to predict, find relationships, make inferences and draw conclusions, especially from texts on unfamiliar topics using complex and abstract language, but will be assisted if background knowledge of the topic already exists (e.g. in their mother tongue) or has been developed in English • Will be confused by metaphors and poetic forms of speech and will have little comprehension of finer shades of meaning (e.g. differences between <i>amble</i>, <i>stroll</i>, <i>stride</i>, <i>saunter</i>) • May not have the scope of reading abilities needed for comprehension of longer more complex texts | <ul style="list-style-type: none"> • Can write a range of texts independently as expected at their phase of schooling • Can write short reports, etc. on informational topics with clear guidance and if source materials are at their level of reading ability • Can talk about their writing and that of others • Will be showing signs of becoming more independent in their writing and gaining greater control over the language and texts • Will not write with “depth” because of limited control over English (e.g. narrow range of vocabulary, structures, and lack of knowledge of the subtleties of the language) • Will have growing control over the writing process, but will need clarification and reminders of the task • Writing will reflect less the features of spoken language • Will be using more complex clauses, subordination and an increasing range of cohesive devices • Will be beginning to draw on themes and ideas derived from reading in English and mother tongue • Will use what they know, avoiding language and topics which are unfamiliar or difficult • May not be able to self-assess and may confuse length with comprehensibility and coherence • May be beginning to draw on English language resources and literacy than on those in mother tongue |

Key Stage 2**Consolidating language use and extending literacy skills****Level 5**

At this level, learners will be consolidating their language use and demonstrating increasing control over their use of language. Although able to grasp main ideas, they will miss some specific detail because of lack of “depth” of language (e.g. limited range of vocabulary, lack of understanding of complex structures such as relationships such as modality – might, could – problem/solution – if... then). This will also affect their ability to express complex ideas and specific details in English. Learners in the later stages of Key Stage 2 will be helped by their awareness of language and ability to note differences and similarities between their mother tongue and English. Continued support is required, revisiting concepts and language, as gaps in or lack of comprehension at this stage will potentially lead to further lapses in comprehension and a lack of grasp of concepts. With new topics, they will continue to need additional support (e.g. talking around the topic, presentation and explanation of new vocabulary and phrases, diagrams, charts, etc.), and time for processing before a response is expected. They will experience strain after a considerable time listening to English at native-speaker speed and will have difficulty participating in interaction at this speed, particularly on unfamiliar topics or that is culturally-laden. However, those born in the UK or who have been in the school system for some time will be more familiar with colloquialisms and cultural references than recent arrivals. They may interpret idioms literally (e.g. Pull your socks up!) and find it difficult understand or recognise humour.

In reading, their ability to deal with subject-specific texts and complex materials will be limited by their knowledge of complex structures and breadth of vocabulary, which may restrict their ability to predict meaning from syntactic and semantic cues. They will still require support when reading text on unfamiliar topics and will require more time than their native-speaking peers to access language and concepts and when working with longer, more complex texts may not have developed reading abilities required for comprehension (e.g. may read at the word level, rather than for gist – i.e. may be so busy concentrating on reading at the word or phrase level that they lose the meaning of sentences and passages, as well as prior text). In writing, they will be growing increasingly independent, writing a range of texts such as recounts, narratives, and other texts. They will be gaining control over writing processes, beginning to read and re-read and to edit. The ability to write informational texts will be dependent on the source reading materials being at the appropriate level: if too advanced, writing will break down. They will be continuing to experiment with a variety of structures (a sign of language growth) and errors (e.g. in vocabulary choice, tense, plurals, verb endings) will continue to appear but may be less frequent and will be less likely to impede meaning.

This level, particularly in academic contexts, presents difficulties for many EAL learners. It can become a ‘plateau’ level for a number of EAL learners, especially those without a solid grounding of content knowledge or with interruptions in their language and literacy development in their mother tongue. Many learners find it hard to move beyond this level, but further progress is essential for more sophisticated language use and for success in school.

Key Stage 2

Becoming competent users of English

Level 6

| Understanding and Use of Spoken Language | Reading | Writing |
|---|---|--|
| <ul style="list-style-type: none"> • Can use social English with ease and can take an active part in all learning activities, although some difficulties in expressing precise meaning will persist • Can understand extended teacher talk on familiar and new curriculum topics with only occasional lapses of understanding which will not generally affect overall comprehension • Can express more complex ideas and opinions on both familiar and new curriculum topics when the content is clear and to explain ideas to other learners • Can sustain understanding of main ideas in group discussions involving an increasing number of interactions, but will have some gaps in comprehension where there is rapid exchange of ideas and will need to ask for repetition and paraphrasing in cases of rapid or culturally-laden utterances • Will have a well-developed vocabulary in most areas, though some gaps will still be evident and will use approximations to cover gaps • Will typically be fluent, but some lapses in tense usage will occur • Will be familiar with everyday idioms and colloquialisms, but may misunderstand less frequent references and idioms • Will have difficulty understanding the language used by speakers when evaluating cultural attitudes, assumptions and beliefs (e.g. in reading texts) and will have some difficulty contributing to discussions involving these • May have difficulty comprehending punning and other humour | <ul style="list-style-type: none"> • Can comprehend most factual and literary texts (including narratives, poems and plays), but most learners still need more time than native-speaking peers to process information and may have some difficulty with highly culturally-specific content • Can comprehend a range of complex structures, and have a broad reading vocabulary • Can draw on their expanded proficiency in English to keep in mind the cohesiveness of the discourse within longer texts • Can skim, scan, get the gist and summarise factual school texts appropriate to their phase of schooling • Can use information acquired through reading to find relationships, make inferences and draw conclusions • Will have difficulty with text containing traditional and highly cultural content and may miss more subtle nuances and subtleties of metaphor • Will still have some difficulty in evaluating cultural attitudes, assumptions and beliefs expressed in written texts • Will continue to meet new vocabulary which is outside their range of experience in English, especially common words using in subject-specific ways, but will learn these alongside their native-speaking peers | <ul style="list-style-type: none"> • Can write extended pieces of writing, given sufficient time • Can take notes and write a report provided the task is carefully structured (e.g. specific questions to be researched; talking around the topic; drafting and redrafting); however are likely to need more time for both the reading and writing required in order to produce their best work • Can structure texts effectively in paragraphs using simple and complex sentences and appropriate connectors, reflecting ability to organise a series of main ideas and details within narratives, report, and other texts • Will be becoming competent writers, though some EAL features will persist, but not impede meaning • Will still need more time than native-speaking peers at the same phase of schooling to process ideas and language prior to and during writing • Will still have some difficulty writing reflectively about cultural attitudes, assumptions and beliefs encountered in written and spoken texts because of complexity of language needed and unfamiliarity with culture-specific aspects of some texts • Will have a growing command of the grammatical system of English, including complex meanings and will be using more complex sentence structures and a range of conjunctions (<i>and, but, so, because, before, after</i>) • Are likely to be relying less on mother tongue as proficiency in English develops |

Key Stage 2**Becoming competent users of English****Level 6**

Learners at this level are becoming competent users of English and will be able to comprehend and express ideas and opinions in different subject areas at the level expected for their phase of schooling. They will be able to participate in discussions, but if required to speak or present in front of the whole class may be reticent due to cultural factors, e.g. being more used to teacher-led activities. They will be developing an extensive range of vocabulary, but there will be gaps (e.g. technical use of common vocabulary). They will have difficulty with the evaluation of cultural attitudes and beliefs because of the complexity of language used and possible unfamiliarity with culturally-specific aspects of some texts.

In reading, they will be developing literacy skills such as the ability to draw inferences. Although able to comprehend many cultural references from their growing world knowledge in English, differences in cultural understandings and experiences may lead to difficulties in culturally-laden texts which are outside their experience (e.g. evaluating the credibility of storyline and characters, accuracy of information, etc.) and in hypothesising about possible attitudes of various authors to particular groups of people and their cultural background may prevent them from questioning the ideology of texts. In their writing, learners at this level will be using increasingly complex language, expressing time relationships, tentativeness and subtle intention through the use of modals, but still with weaknesses in cohesion and with some EAL features (e.g. omitted articles, inappropriate prepositions). They will be unable to use a variety of culturally-loaded language (e.g. idioms, metaphors and subtle humour) at the level of their native-speaking peers and will have difficulty writing reflectively on cultural attitudes and beliefs, although they will be able to do so with appropriate support and additional time.

Key Stage 2

Competent users of English

Level 7

| Understanding and Use of Spoken Language | Reading | Writing |
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| <ul style="list-style-type: none"> • Can readily comprehend all spoken discourse normally encountered at this level of schooling, but will continue to have gaps where there is no equivalent in their mother tongue • Can communicate fluently and accurately for the range of purposes and audiences and across the range of social and academic contexts expected at their phase of schooling • Can comprehend most idiomatic expressions, slang, cultural nuances and verbal subtleties specific to the context, but will continue to have difficulties with some low-frequency idioms, and with humour based on sociocultural understanding • Will be competent users of English in all social and learning contexts related to their age and phase of schooling • May not know the English equivalent of some vocabulary they would generally know in their mother tongue (e.g. relating to home or community), but will be able to explain in English when they do not know a term | <ul style="list-style-type: none"> • Can read effectively for personal reading and learning in the school curriculum and beyond • Can comprehend texts for the range of purposes, across the range of social and academic contexts at the level of their phase of schooling • Can comprehend texts with fluency and within the same time frame as native speakers • Can, in the later stages of Key Stage 2, take notes and summarise materials from a variety of sources and to evaluate the applicability of the information within the range of ability generally expected at their phase of schooling • Will be competent readers in English • Will continue to have some difficulty with culturally-specific language in reading, including nuances, metaphors and subtle humour generally encountered in texts at this age | <ul style="list-style-type: none"> • Can write for a range of purposes and audiences, and across a range of social and academic contexts within the range of ability expected at their phase of schooling • Can write without the need for extra time • Can draw on a well-developed overall proficiency in English • Can select from a well-developed language resource to convey more precision in meaning in more complex and abstract activities across the curriculum (e.g. hypothesis formation and verification in a report of science experiment; in an evaluation of the attitudes, beliefs and assumptions in a text) • Will be competent writers in English • Will demonstrate awareness of the appropriate language requirements of different writing tasks • Will demonstrate a well-developed control of grammar and vocabulary, but will make spelling, pronoun reference errors, etc. which are commonly seen in the writing of their native-speaking peers and occasional EAL features may still occur (e.g. tense difficulties, confusion with “sub-technical vocabulary” – <i>materials, attraction, consume</i>) • May experience occasional difficulties in writing activities relating to unfamiliar culturally-specific topics |

At this level, learners are competent users of English. They will continue to need support in understanding and constructing texts where there are cultural differences. Where they have strong home background in their mother tongue, they will continue to benefit from using their mother tongue with peers and adults both at home and at school (particularly where other speakers of their mother tongue are on hand).