

# DIVERSITY and EAL AT ALMOND HILL JUNIOR SCHOOL 2025-2026



Subject Leader: Miss Porter

## Subject Intent Statement

At Almond Hill, we aim to promote equality for everyone at our school including children, staff, governors, family members / carers and visitors. We aim to diversify our curriculum to represent not only the children in our school but our wider society too, so children build an understanding and respect of the way humans are diverse. Children are taught about protected characteristics as set out in The Equality Act (2010) which are: age, disability, gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion and belief, sex and sexual orientation. Children learn to celebrate their identity and uniqueness. They also learn about a diverse range of people from the past and present and issues facing people's protected characteristics.

At Almond Hill, we aim to promote equality of opportunity for all learners for whom English is an additional language. All teachers deliver a broad, balanced curriculum, which reflects the needs of children for whom English is an additional language. We also want to ensure all EAL pupils reach their full potential and celebrate their varied countries and cultures.

### **Implementation**

Classroom teachers have responsibility to ensure that, where suitable, learning displays a diverse range of people and topics. Class libraries are equipped with books that feature a range of cultures, skin colours, religions, physical and learning disabilities, types of families and backgrounds as well as books that challenge stereotypes. Teachers also ensure that their classroom displays feature a diverse range of people and throughout the year classrooms will celebrate children's identity and uniqueness as children begin a new class and take part in different events such as anti-bullying week.

Subject leaders have the responsibility to ensure that, where suitable, their subjects are adapted to be diverse. This may include texts that are read, people that are studied and whole units that are taught.

We have separate policies and documents that detail specific procedures for some of the protected characteristics. These are our: accessibility plan, autism local offer policy, bullying and harassment document, British values document, equality policy, maternity and paternity policies, mental health and emotional wellbeing policy, preventing and dealing with racist behaviour document, SEND policy and supporting children with medical conditions document. These are followed and referred to if an issue surrounding a protected characteristic arises.

Classroom teachers have responsibility for ensuring that pupils can participate in lessons and will have awareness of good practice in providing for EAL pupils within the classroom setting.

Our school aims to address the needs of EAL pupils within the classroom. However, there will be times when it will be appropriate for children to receive support outside of lessons for focused language support or provision.

At Almond Hill, teachers use various methods to help children who are learning English as an additional language. Where possible, this includes:

**Developing their spoken and written English by:**

- Vocabulary and definitions are explored in different lessons across the curriculum which may include a visual aid
- Explaining how spoken and written English have different usages for different purposes
- Providing them with a range of reading materials, to exemplify the different ways in which English is used
- Giving them appropriate opportunities for talking including talk partners, show and tell and role-play
- Using signs with pictures around the classroom
- Using a range of EAL support materials gathered from various sources

**Ensuring their access to the curriculum and to assessment by:**






- Using texts and materials that suit their ages and learning stages
- Providing support through technology and word mats
- Children using the home or first language where appropriate

**Adaptations for SEND pupils:**

As a school, we aim to provide an inclusive curriculum, which is accessible for all pupils. We recognise that some children with EAL will also have SEND and teachers will seek further support with this. Lessons may need to be adapted to provide appropriate provision for pupils with SEND and EAL. This could be in the form of any of the following:

- Adapted tasks
- Adapted resources / equipment
- Reduced / extended space to use
- Additional adult support

## DFE Proficiency in English Scales

 <p style="text-align: center;"><b>A</b> NEW TO ENGLISH</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Use first language for learning and other purposes.</li> <li>• Remain completely silent in the classroom.</li> <li>• Be copying/repeating some words or phrases.</li> <li>• Understand some everyday expressions in English but may have minimal or no literacy in English.</li> </ul> <p><b>Needs a considerable amount of EAL support</b></p>
 <p style="text-align: center;"><b>B</b> EARLY ACQUISITION</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Follow day-to-day social communication in English and participate in learning activities with support.</li> <li>• Begin to use spoken English for social purposes.</li> <li>• Understand simple instructions and can follow narrative/accounts with visual support.</li> <li>• Have developed some skills in reading and writing.</li> <li>• Have become familiar with some subject specific vocabulary.</li> </ul> <p><b>Still needs a significant amount of EAL support to access curriculum</b></p>
 <p style="text-align: center;"><b>C</b> DEVELOPING COMPETENCE</p>	<p>The pupil may:</p> <ul style="list-style-type: none"> <li>• Participate in learning activities with increasing independence.</li> <li>• Be able to express self orally in English, but structural inaccuracies are still apparent.</li> <li>• Be able to follow abstract concepts and more complex written English.</li> <li>• Literacy will require ongoing support, particularly for understanding text and writing.</li> </ul> <p><b>Requires ongoing EAL support to access curriculum fully</b></p>
 <p style="text-align: center;"><b>D</b> COMPETENT</p>	<ul style="list-style-type: none"> <li>• Oral English developing well, enabling successful engagement in activities across the curriculum.</li> <li>• Can read and understand a wide variety of texts.</li> <li>• Written English may lack complexity and contain occasional evidence of errors in structure.</li> <li>• Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</li> </ul> <p><b>Needs some/occasional EAL support to access complex curriculum material and tasks</b></p>
 <p style="text-align: center;"><b>E</b> FLUENT</p>	<ul style="list-style-type: none"> <li>• Can operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language.</li> </ul> <p><b>Operates without EAL support across the curriculum.</b></p>

# Progression of skills (Bell Foundation Assessment Banding)

## PRIMARY LISTENING

Name: \_\_\_\_\_

Class: \_\_\_\_\_

First Language: \_\_\_\_\_

		Band A	Band B	Band C	Band D	Band E
	<b>CODE</b>	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Demonstrating an emerging ability to respond verbally in interactions with others	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 little or no disadvantage to English-speaking peers
Early Development ↑          not expected to be achieved in order ↓          Getting Closer to the Next Band	1	Can understand single words or short phrases in familiar contexts  Autumn Spring Summer Academic Year	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker  Autumn Spring Summer Academic Year	Can follow oral instructions and compare with visual or non-verbal models (e.g. 'Draw a circle under the line')  Autumn Spring Summer Academic Year	Can understand an unfamiliar speaker on a familiar topic  Autumn Spring Summer Academic Year	Can meet the language demands of group activities and class discussions without support for EAL  Autumn Spring Summer Academic Year
	2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. 'Which one is a rock?')  Autumn Spring Summer Academic Year	Can respond to simply phrased factual questions (e.g. 'Which things use electricity?')  Autumn Spring Summer Academic Year	Is acquiring topic/subject-specific vocabulary  Autumn Spring Summer Academic Year	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand  Autumn Spring Summer Academic Year	Can select key information for a purpose, rejecting irrelevant and unimportant information  Autumn Spring Summer Academic Year
	3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities  Autumn Spring Summer Academic Year	Can attend for short periods to simple stories and songs with visual scaffolds  Autumn Spring Summer Academic Year	Can get the gist of unfamiliar English in predictable social and learning situations (e.g. language of playground games, common phrases used by the teacher 'do your best', 'check your work')  Autumn Spring Summer Academic Year	Can participate confidently in shared texts, such as songs and poetry  Autumn Spring Summer Academic Year	Can draw on a range of discourse markers (e.g. expressions like right, okay; anyway; as I said) to help make meaning  Autumn Spring Summer Academic Year
	4	Can follow and join in routine classroom activities willingly  Autumn Spring Summer Academic Year	Can follow day-to-day social communication in English  Autumn Spring Summer Academic Year	Can understand common, everyday vocabulary, knows that some words can have more than one meaning, and demonstrates a tentative understanding of vocabulary beyond immediate personal and school experiences  Autumn Spring Summer Academic Year	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing  Autumn Spring Summer Academic Year	Can understand humorous references if not culturally laden  Autumn Spring Summer Academic Year
	5	Can show comprehension through action and gesture rather than words  Autumn Spring Summer Academic Year	Can follow narrative/accounts with visual support  Autumn Spring Summer Academic Year	Can use intonation and stress on words to gain meaning from spoken English (e.g. hear approval or displeasure, or distinguish between a question and a command)  Autumn Spring Summer Academic Year	including abstract nouns (e.g. hunger; happiness) and a growing bank of subject-specific words related to curriculum tasks  Autumn Spring Summer Academic Year	Can understand most of the content when teachers speak clearly at a normal pace  Autumn Spring Summer Academic Year
	6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom  Autumn Spring Summer Academic Year	Can follow instructions where the context is obvious and recognise familiar words in spoken texts  Autumn Spring Summer Academic Year	Can respond appropriately in most unplanned exchanges  Autumn Spring Summer Academic Year	Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)  Autumn Spring Summer Academic Year	Can follow most audio and video materials  Autumn Spring Summer Academic Year
	7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker  Autumn Spring Summer Academic Year	Can respond to simply phrased factual questions about lesson content (e.g. 'Is the leaflet about animals or about shops?')  Autumn Spring Summer Academic Year	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone  Autumn Spring Summer Academic Year	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent  Autumn Spring Summer Academic Year	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms  Autumn Spring Summer Academic Year
	8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)  Autumn Spring Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar classroom topics  Autumn Spring Summer Academic Year	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding  Autumn Spring Summer Academic Year	May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions  Autumn Spring Summer Academic Year	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register  Autumn Spring Summer Academic Year
	9	Can sort pictures or objects according to oral instructions  Autumn Spring Summer Academic Year	Can use contextual clues to gain meaning from age-level text read orally  Autumn Spring Summer Academic Year	Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes  Autumn Spring Summer Academic Year	Can try to follow a talk on unfamiliar topics and give appropriate responses in a classroom and school contexts  Autumn Spring Summer Academic Year	Can deal with the language demands of all routines and common situations in school  Autumn Spring Summer Academic Year
	10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings)  Autumn Spring Summer Academic Year	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')  Autumn Spring Summer Academic Year	Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular  Autumn Spring Summer Academic Year	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication  Autumn Spring Summer Academic Year	Can respond to different registers appropriately (e.g. match a formal response to a formal request)  Autumn Spring Summer Academic Year

# PRIMARY SPEAKING

Name: \_\_\_\_\_ Class: \_\_\_\_\_ First Language: \_\_\_\_\_

Early Development

not expected  
not expected  
to be achieved  
in order

Getting  
Closer to the  
Next  
Band

CODE	Band A Emerging competence in basic oral expression	Band B Oral competence includes emerging ability to respond verbally in interactions with others	Band C Emerging competence in spontaneous expression and communication	Band D Competence in producing more varied and complex speech in a wider range of contexts	Band E Developing competence in fluent, creative use of English
1	Can produce single words or short phrases and give simple greetings 	Can answer yes/no questions (e.g. 'Are you hungry?') and 'choice' questions ('Do you want chicken or pasta?') 	Can communicate immediate, concrete matters using connected utterances 	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. 'Animals less well adapted may fail to live long enough to reproduce and therefore become extinct') 
2	Can communicate some content about concrete matters 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 irregularities in own speech (e.g. 'came', 'goed', 'he do') 	Can answer explicit questions from stories read aloud (e.g. who, what, or where) 	Can tell original stories with emerging detail 
3	Can respond to visually-supported (e.g. visual timetable, word mat, instruction visuals) questions with one or two words, in a classroom context 	Can respond simply to a question relating to an immediate task, while syntax is basic and may contain errors (e.g. omission of verb inflection: 'She say he like Maths') 	Can use some vocabulary that has been introduced on tasks and in taught sessions 	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 has a square?') 	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 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 groups to expand descriptions (e.g. 'a dog barked': 'Last night, in the silent, empty park, a dog barked') 	Can speak with greater fluency and fewer hesitations, 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] 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 more complex sentences 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, and relying on objects and images, but will still have difficulty with basic prepositions 	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') 	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 	Can use knowledge of first language to communicate and predict the meaning of unfamiliar English (i.e. using knowledge of words or prefixes that are shared by first language e.g. volcano - vulcan (Romanian), wulkan (Polish); tri-meaning 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 and rehearsal, (e.g. speaking to a visual framework, copying a model OR answer patterns: e.g. 'It's a tree', 'It's a flower') 	Is beginning to meet the demands of group activities and class interactions without support for EAL (particularly when adults and role model pupils speak clearly and slow down their 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 	May still explore more complex ideas in first language, use first language features 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 'To house if went, he sees burglar'), 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

Name: \_\_\_\_\_ Class: \_\_\_\_\_ First Language: \_\_\_\_\_

Early  
Development

not expected  
to be achieved  
in order

Getting  
Closer to  
the Next  
Band

CODE	Band A	Band B	Band C	Band D	Band E
	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 visuals productively, using different strategies in response to curriculum tasks	Engaging with curriculum-related reading activities independently and productively in different subject areas
1	Can make use of their cultural and linguistic experiences to try to make sense of words in digital and print forms (i.e. doesn't understand but can distinguish between words and numbers or symbols or text types - advertisement or newspaper article)  Autumn Spring Summer Academic Year	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'once upon a time')  Autumn Spring Summer Academic Year	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. 'tre' in 'centre')  Autumn Spring Summer Academic Year	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)  Autumn Spring Summer Academic Year	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  Autumn Spring Summer Academic Year
2	Can follow written text conventions (e.g. left to right movement (in English), continuity of text from top to bottom of page)  Autumn Spring Summer Academic Year	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases  Autumn Spring Summer Academic Year	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  Autumn Spring Summer Academic Year	Can identify the purpose and intended audience of curriculum-related texts without prompting  Autumn Spring Summer Academic Year	Can understand and interpret visuals and graphics in conjunction with written text appropriately  Autumn Spring Summer Academic Year
3	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)  Autumn Spring Summer Academic Year	Can attempt to work with familiar and some unfamiliar words in phrases/sentences, and try to make sense of them  Autumn Spring Summer Academic Year	Can make sense of curriculum texts but may need support to comprehend unfamiliar content, culturally engendered nuances (e.g. 'the angel twinkled on the top of the tree'), and figurative and metaphoric expressions (e.g. 'don't wind him up', 'life is a roller coaster')  Autumn Spring Summer Academic Year	Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. may, must, should)  Autumn Spring Summer Academic Year	Can understand the meaning - such as identifying the agent when not obvious and the sequence of happenings - contained in sentences and passages based on knowledge of more complex grammar (e.g. the passive voice 'No pocket money until you tidy your room. You have been warned,' said Mum)  Autumn Spring Summer Academic Year
4	Can distinguish and understand different forms of meaning representation, (e.g. letters, words, visual images and graphics)  Autumn Spring Summer Academic Year	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')  Autumn Spring Summer Academic Year	Can identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand  Autumn Spring Summer Academic Year	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 ...')  Autumn Spring Summer Academic Year	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 ...')  Autumn Spring Summer Academic Year
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)  Autumn Spring Summer Academic Year	Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate  Autumn Spring Summer Academic Year	Can identify main idea/s in curriculum material and use own prior experience and learning to assist understanding where appropriate  Autumn Spring Summer Academic Year	Can follow written material to do tasks such as classifying and sequencing events in narratives, descriptions and processes in subject content texts independently  Autumn Spring Summer Academic Year	Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions  Autumn Spring Summer Academic Year
6	Can match pictures and other visuals with taught/rehearsed words  Autumn Spring Summer Academic Year	Can attempt to read/check own writing for meaning with teacher/peer support  Autumn Spring Summer Academic Year	Can understand most subject content texts, including factual accounts, narratives, opinion pieces, although may need support with unfamiliar vocabulary, complex sentences and writing styles  Autumn Spring Summer Academic Year	Can identify figurative speech (e.g. 'a star was born') and metaphoric expressions (e.g. 'he bottled up his anger') in curriculum texts (and seek help if necessary)  Autumn Spring Summer Academic Year	Can identify explicit and implicit messages in informational and fictional texts  Autumn Spring Summer Academic Year
7	Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments  Autumn Spring Summer Academic Year	Can identify and extract information (words and passages) in texts in response to concrete what, where and who questions  Autumn Spring Summer Academic Year	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  Autumn Spring Summer Academic Year	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)  Autumn Spring Summer Academic Year	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness  Autumn Spring Summer Academic Year
8	Can recognise and use sound-symbol correspondence to decipher the meaning of some words in a taught/rehearsed text  Autumn Spring Summer Academic Year	Can read out loud short texts with familiar/predictable structures written in everyday languages, attempting to use pauses and intonation to mark meaning  Autumn Spring Summer Academic Year	Can retrieve relevant details from curriculum and literary texts to retell the gist of content  Autumn Spring Summer Academic Year	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  Autumn Spring Summer Academic Year	Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)  Autumn Spring Summer Academic Year
9	Can follow and make use of familiar words to extract basic meaning from a familiar text  Autumn Spring Summer Academic Year	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting  Autumn Spring Summer Academic Year	Can begin to differentiate between informational and fictional statements/texts independently  Autumn Spring Summer Academic Year	Can reread a text to check understanding if told that the information in the text has not been completely understood  Autumn Spring Summer Academic Year	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose  Autumn Spring Summer Academic Year
10	Can choose books or other reading materials to join in learning activities, especially when guided  Autumn Spring Summer Academic Year	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  Autumn Spring Summer Academic Year	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)  Autumn Spring Summer Academic Year	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions  Autumn Spring Summer Academic Year	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  Autumn Spring Summer Academic Year

# PRIMARY WRITING

Name: \_\_\_\_\_

Class: \_\_\_\_\_

First Language: \_\_\_\_\_

Early Development

not expected to be achieved in order

Getting Closer to the Next Band

CODE	Band A Showing attempts at writing in English	Band B Demonstrating basic skills of spelling and sentence construction	Band C Demonstrating competence in independent use of vocabulary and construction of simple sentences	Band D Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Band E 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  Autumn Spring Summer Academic Year	Can show awareness of common and simple spelling rules (e.g. can show awareness of basic phonics and starting to spell common consonant-vowel-consonant (CVC) words correctly, such as 'hat', 'ant', 'sit')  Autumn Spring Summer Academic Year	Can use appropriate time sequencing (e.g. 'first', 'next', 'finally')  Autumn Spring Summer Academic Year	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  Autumn Spring Summer Academic Year	Can demonstrate full control over grammatical features (including types of verb, pronoun reference, compound and complex sentences)  Autumn Spring Summer Academic Year
2	Can communicate intentions and own meaning through drawing and mark making  Autumn Spring Summer Academic Year	Can form and reproduce most English letters and attempt to produce words  Autumn Spring Summer Academic Year	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')  Autumn Spring Summer Academic Year	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing  Autumn Spring Summer Academic Year	Can write in clear, well-structured English across the curriculum using appropriate style and layout  Autumn Spring Summer Academic Year
3	Can show awareness of the differences between print and picture in attempting to write  Autumn Spring Summer Academic Year	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves  Autumn Spring Summer Academic Year	Can use some formulaic expressions in writing (e.g. 'excuse me', 'I suppose so', 'at the beginning', 'once upon a time')  Autumn Spring Summer Academic Year	Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks  Autumn Spring Summer Academic Year	Can use a variety of tenses (including present and past perfect)  Autumn Spring Summer Academic Year
4	Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in the pupil's first language; leaving spaces between symbols or letters)  Autumn Spring Summer Academic Year	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [four bananas]')  Autumn Spring Summer Academic Year	Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding 'ed' to form the past tense)  Autumn Spring Summer Academic Year	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events)  Autumn Spring Summer Academic Year	Can write competently for a range of classroom purposes  Autumn Spring Summer Academic Year
5	Can form and reproduce some English letters  Autumn Spring Summer Academic Year	Can follow examples and reproduce taught expectations about layout (e.g. front cover, page number)  Autumn Spring Summer Academic Year	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. 'Yesterday, I ... then I went home')  Autumn Spring Summer Academic Year	Can write stories and descriptions of personal experience in an appropriate time sequence  Autumn Spring Summer Academic Year	Can connect or integrate personal experiences with literary writing  Autumn Spring Summer Academic Year
6	Can copy or write own name  Autumn Spring Summer Academic Year	Can make independent use of basic punctuations to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence)  Autumn Spring Summer Academic Year	Can combine ideas based on taught content, although they are not fully accurate (e.g. 'stone age peoples use sharp stone')  Autumn Spring Summer Academic Year	Can use text models to scaffold content and structure of writing for different classroom purposes  Autumn Spring Summer Academic Year	Can express ideas and opinions effectively for expectations of age group  Autumn Spring Summer Academic Year
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')  Autumn Spring Summer Academic Year	Can copy passages from an English text in the curriculum (significant if the pupil's first language is in a different script)  Autumn Spring Summer Academic Year	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models  Autumn Spring Summer Academic Year	Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum  Autumn Spring Summer Academic Year	Can write reports using technical vocabulary (e.g. scientific experiments)  Autumn Spring Summer Academic Year
8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map)  Autumn Spring Summer Academic Year	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home')  Autumn Spring Summer Academic Year	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas)  Autumn Spring Summer Academic Year	Can compare, contrast and summarise content-based information (e.g. environment, education)  Autumn Spring Summer Academic Year	Can justify, defend and debate opinions based on supporting information and evidence  Autumn Spring Summer Academic Year
9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures  Autumn Spring Summer Academic Year	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks)  Autumn Spring Summer Academic Year	Can construct simple connected text based on short descriptions of events and activities for classroom purposes  Autumn Spring Summer Academic Year	Can participate in shared writing activities or write independently  Autumn Spring Summer Academic Year	Can plan writing with a particular audience in mind (e.g. letter of complaint, persuasive leaflet)  Autumn Spring Summer Academic Year
10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story  Autumn Spring Summer Academic Year	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities)  Autumn Spring Summer Academic Year	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative)  Autumn Spring Summer Academic Year	Can produce texts in a variety of genres (e.g. narrative, argumentation, description) using subject - or topic-related vocabulary  Autumn Spring Summer Academic Year	Can review, revise and edit work with teachers or independently (depending on age)  Autumn Spring Summer Academic Year