Castle Bromwich Junior School

Where together we can learn, work and succeed.

Policy for English as an Additional Language (EAL):

Approved by trustees – Governing Body December 2024

Date – December 2024

Reviewed by – Mrs Bird

Review date – December 2026

At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happ and healthy as they can.

Policy for English as an Additional Language (EAL):

Lead Teacher: Mrs Bird

Head of School- Mrs Timms

Deputies - Mr May

Ratified by:	**Governing Body**	**Date: December 2024**
Last Reviewed		
Next Review Date:	**December 2026**	

Introduction

At Castle Bromwich Junior School the teaching and learning, achievements, attitudes, and well-being of all our children are important. This policy outlines the school's aims and strategies to ensure that EAL pupils fulfil their potential in all areas of their learning. The implementation of this policy is the responsibility of all teaching staff at Castle Bromwich Junior School and is overseen and monitored by the leader teacher, SENCO and Head teacher. Schools in the UK have a statutory obligation under the Equality Act (2010) to promote equality of opportunity for pupils whatever their race, religion or

belief as well as other protected characteristics. Pupils who are identified as EAL may learn in and through another language, in addition they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Definitions

'A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.' (DfE Schools, Pupils and their Characteristics July 2020)

English as an additional language (EAL) refers to learners whose first language is not English. This means that the children have been introduced to another language other than English, from when they were born. Several of our pupils have other languages spoken by their extended family as well as English. Understanding the variability of this group of EAL pupils and identifying key factors that may impact on attainment, such as proficiency in English, first language and arrival time in the UK, can help plan appropriate and targeted support.

Bilingualism and multilingualism are an asset. The ability to use more than one language, is a skill that learners who use EAL bring with them, regardless of whether they are New to English or not. Learners actively use the languages they already know to learn English. The first language has a continuing and significant role in identity, learning and the acquisition of additional languages.

Aims

Castle Bromwich Junior School aims to be an inclusive school. This means that equality of opportunity must be a reality for all our children.

As a school we recognise the right and entitlement of all children to full and equal access to the National Curriculum. This recognition includes children who have EAL ensuring that they learn in an environment free of spiritual or cultural discrimination. The aims of our EAL Policy and Practice in our school are:

- To provide a welcoming environment in which pupils will learn most effectively
- To provide support to pupils with EAL needs
- To plan and teach lessons using learning styles most appropriate to EAL learners
- To provide an inclusive curriculum
- To celebrate home languages
- To monitor pupils using the EAL Profile of Competence
- To support pupils who are at risk of under achieving
- To work in partnership with other schools and services for advice and support.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To work in partnership with parents/carers and children to help them to be the best they can be.

Context of School

Castle Bromwich Junior School is a welcoming, inclusive, multilingual and diverse school. Over the years we have seen a marked increase in pupils identified as EAL. Following the language survey with our parents and introduction of our new registration document (appendix 1) completed in October 2024, which requests information about the language/s spoken at home; we know:

- there were 467 pupils of these 29 were identified as EAL pupils.

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There are approx. 16 languages (appendix 2) being spoken at home (2023-24)

- National statistics identify that EAL pupils form approximately 20% of the state primary school population. Our school has 6.2%. The number of pupils identified as EAL does fluctuate over the school years and shows an increasing trend from our year 3 entry point over the last 4 years.

This information is updated annually in accordance with the School CENSUS.

The EAL Leads in school are Mrs Bird

The SENCO in school is Mrs Gill-Cunneen

The EAL lead is responsible for ensuring pupils are given appropriate support in and outside the classroom environment and will monitor the progress of this support.

Leadership of EAL at Castle Bromwich Junior School

It is important to consider that language-rich teaching benefits all pupils. Being able to speak clearly, express ideas, understand and interact with others are key building blocks for every child's development. Speech and language skills underpin many other areas of development for all learners e.g. providing a strong foundation for learning, such as reading and writing and enabling access to the whole curriculum.

Areas to be covered include:

- Follow the induction process for new arrivals. For those new to English the pathway will be different to those who are fluent or competent EAL pupils.
- Monitor progress for code A and B pupils via the Profile of competence. Identify learning difficulties that may be masked by EAL with help from the SENCO/Inclusion Team.
- Give guidance and support to class teachers and point the towards support offered by specific websites. The Bell Foundation provides many useful documents.
- Keep up to date with EAL strategies and issues.
- Develop resources/learning opportunities to reflect the cultural diversity of the school.

International New Arrivals

At Castle Bromwich Junior School we define new arrivals as children who have not had a consistent education in this country for the past year.

When starting our school, we will arrange:

- A meeting with the parents, EAL lead/SENCO and, where possible, the class teacher/s – it is essential to build a positive relationship with both the child/ren and parents

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- To gather the children's linguistic background, competence in other language/s, previous education experience and family background.

  Specific language links to provide opportunities for the children to speak to others in school who speak the same language as well as provide opportunities to acquire the English language together.

- To ensure pupils are buddied up with a proficient English speaker (peer in their class) who can support them with developing their understanding of the English language.

- Pupils new to English should be left for 2-4 weeks with no pressure. It is important for them to first become familiar with school/class routines and build friendships with their peers. During this time simple vocabulary can be introduced but pupils who are able to write in their own language are encouraged to do so.

Key principles for additional language acquisition

- All EAL pupils have entitlement to the National Curriculum
- The focus and use of additional support time are best seen as an integral part of curriculum and lesson planning.
- A distinction is made between EAL and Special Educational Needs
- Language is central to our identity; teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills
- Many concepts and skills depend on and benefit from well-developed home language; literacy in home languages enhances subsequence acquisition of EAL.
- Language develops best when used in purposeful contexts across the curriculum.

Teaching and Learning

Learning for EAL pupils does not just happen in the classroom. Good role models within the class, day-to-day play activities and communication with other pupils and staff are all part of the learning experience.

All staff, including those in catering and Lunchtime Support, need to be aware of any language difficulties these EAL pupils may have so they can support them.

High expectations around cognitive challenge should be maintained. Access to the curriculum is needed, but this does not imply the "dumbing down" of the content. For example, a learner from Greece might be highly skilled at Maths, but using English as the language of instruction might be preventing them from engaging fully in the Maths lessons in England. The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension. Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot always be assumed, but need to be explored.

Strategies:

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- Staff should take every opportunity to model vocabulary and use key language features in the learning environment. This may include drama, visuals and support from other pupils. Also, this could be done by taking advantage of their first language(s) through translation,

  the use of flashcards and images. It is important to remember to develop the learner's academic language skills, for instance by focusing on the differences between formal and informal vocabulary.

  When planning the curriculum, staff should take account of the linguistic, cultural and religious backgrounds of our families. Staff should provide activities that enable learners to activate their prior knowledge of the particular topic of the lesson, as this will facilitate a greater understanding and engagement in the lesson. Example strategies include: taking advantage of the learner's first language and finding out what the learner knows through questioning.

- Staff should provide a rich context for all learning. EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of objects, images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.
- Staff should ensure classroom activities have clear learning objectives and use appropriate resources and support to help pupils participate in lessons. This may include diagrams, vocabulary, dictionary translations (including use of apps) if appropriate for the child's knowledge of their other language.
- Staff need to encourage opportunities for speaking and listening, as these are the first skills to develop for pupils new to English.
- Scaffolding should be provided for language and learning, e.g. talk frames, writing frames.
- When EAL pupils are withdrawn for specific intervention, it needs to be targeted at their need and a clear outcome needs to be set.
- All staff should model how speaking and writing in English are structured for different purposes across a range of subjects.
- Staff should provide a range of reading materials that highlight the different ways in which English is used.
- Staff should ensure that there are effective opportunities for talking, and that talking is used to support writing.
- Staff should encourage children to transfer their knowledge, skills and understanding of one language to another.
- Staff should build upon children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Staff should convey information about school social skills by translating simple lists or presenting them pictorially for the learners. Providing a new arrival learner with a buddy speaking the same language, who can explain these different cultural school norms, is another way of doing so.
- Staff should help the pupils develop their independence also. The independence of learners, who use EAL, can be fostered by developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help).

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Identification, Assessment and Monitoring

- Pupils will initially be identified through the School Admission Form.
- Pupils will be assessed by the class teacher using the EAL Profile of Competence and this information will be passed onto the EAL Lead/SENCO. Progress be tracked using this throughout each year.
- Parents will be kept up to date of pupils' progress via class teacher
- Access arrangement for Year 4 Times Table Check and KS2 SATs will be adhered to.
- Use of Language Link Assessment tool to identify specific language needs.

EAL learner	What this might look like in the classroom
Code A New to English	Only just arrived in England and may have little or no knowledge of English. Rather silent and will not always respond.
Code B Early acquisition	Has some basic knowledge , able to read words but no phonic knowledge, able to follow simple instructions, mixes well with other pupils.
Code C Developing competence	Has a good developing vocabulary and able to write simple sentences but still many gaps compared to peers.
Code E Competent	Only have a few gaps compared to their peers and these can easily be taught to the pupil.
Code E Fluent	Performing at the same level as peers.

Additional Needs

- We have an agreed procedure for working with other agencies (see SEND Policy)
- We recognise that pupils who are EAL learning can be academically Gifted & Talented in their home language.
- We utilise specific assessment tools for initial assessments to identify potentials needs.

Resources

- Apps to support EAL pupils using the Ipads and Laptops

- Bilingual dictionaries
- Dual language books
- Lists of useful websites to support EAL pupils and families
- Image packs

Parents/Carers and the wider community

- The school website translates into different languages.
- School Dojo translates into different languages.
- Encourage parents to let us know if they find English difficult to read, so we can inform them of any news or information they might miss.
- We provide a welcoming induction process for pupils newly arrived.
- Identifying and understanding children's linguistic, cultural and religious backgrounds after consultation with parents/carers.
- Recognising and encouraging the use of first language. Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- Parents Evenings, Curriculum Events and Friends Group events welcome parents into the school environment and allow additional support to be offered.

Staff Development

- On-going professional development and engagement in collaborative meetings and in school staff meetings.
- Additional support can be found on the Bell foundation website. https://www.bellfoundation.org.uk/

Appendices

Appendix 1: Language Survey

Appendix 2: List of languages spoken

Appendix 1: EAL PROFILE OF COMPETENCE – Primary

Name:	**Date of birth:**	**Languages spoken:**
Arrived in UK: **Date started UK education:**	**Other additional support needs: Yes / No**	**Literate in:**
LAC Asylum seeker Accompanied/Unaccompanied Traveller GRT Not living with parents		

Personal and Social contexts
• Pupil is showing signs of distress. • Pupil appears settled and feels safe in their new environment. • Pupil has friends in school. • Pupil has established several friends outside of school. • Pupil appears isolated in school and is finding social and/or cultural integration difficult. • Pupil forms relationships with a wider range of language backgrounds. • Pupil with limited English befriends child with challenging behaviour. • Pupil is over-physical with others, can become/seem aggressive. • Pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency). • Pupil is comfortable to engage with the full range of curriculum opportunities. • Pupil chooses not to speak at school.

Family contexts
• Pupil has been prepared for the transition into an English speaking school. • Parents need support to communicate with the school in English. • Parents need support to aid the completion of reading practice/homework. • Pupil has good attendance with no trends of concern in attendance or punctuality. • Pupils have extended holidays overseas during term time. • Parents seem comfortable in school, are keen to come in/ engage with school and proactive about school life. • Parents are familiar with the UK school system. • Parents are aware of the range of after school activities. • Parents inform school if pupil attends additional/first language school e.g. Japanese school, Arabic school (frequency).

Guidance for using the EAL Levels of Competence.

The Solihull EAL Levels of Competence is an assessment framework which has been developed to support practitioners in tracking the progress of their English as additional language (EAL) learners in Years 1-6. There are 8 steps in the acquisition of English in the 4 skill areas; **Listening and Understanding, Speaking, Reading** and **Writing**. It will enable class, subject and support teachers to assess and track the progress of the receptive and expressive English language skills of their EAL learners.

Each skill is divided into 8 steps. The first 2 steps show the stages that a beginner learner who is new to English goes through. Steps 3 and 4 describe a learner who is at the early acquisition stage of English. Steps 5 and 6 describe the development stages of an EAL learner developing competence and steps 7 and 8 of an advanced EAL learner. Step 8 is reserved solely for those pupils who are fluent in English in that skill. The 8 steps show a development of English language acquisition from a level of no English to a level of English language skills which are equal to that of a monolingual learner of the same age.

EAL learner	EAL level	Key
New to English (Code A)	Step 1	S1
	Step 2	S2
Early Acquisition (Code B)	Step 3	S3
	Step 4	S4
Developing Competence (Code C)	Step 5	S5
	Step 6	S6
Competent (Code D)	Step 7	S7
Fluent (Code E)	Step 8	S8

The codes relate to those provided by the DfE (see appendix 1) and previously collected as part of the annual census return. The EAL Service will continue to collect Proficiency in English data on a termly basis.

Listening & Understanding

ONE **Code A**	• Understands home language. **Pupils with apparent language delay in first language will need specialist assessment.* • Watches others and joins in activities and routines. • Responds to tone of voice, body language and facial expression of adults and peers. • Shows understanding of simple information, given with visual support and gesture. • Begins to follow single instructions relying on key words and gestures. • Begins to follow simple routine instructions where context is obvious. • Recognises the names of some familiar objects found in the classroom (e.g. pencil, book, table, chair)

TWO **Code A**	• Responds to yes/no and either/or questions. • Follows a short sequence of instructions in familiar, routine circumstances. Responds with non-verbal language to comments (smile when greeted, shake or nod of head. • Takes part in short simple social conversations during familiar routines and concrete tasks. • Identifies single items of information (key words) from short spoken texts (number, colour, name). • Responds to key words and phrases in a range of spoken instructions ('Shut the door,' 'put your pens down'). • Identifies objects or characters from pictures or diagrams (where is Biff? Point to the triangle). • Listens to stories and begins to demonstrate interest. • Listens attentively for short amounts of time.
THREE **Code B**	• Follows a short sequence of instructions applied in a wider range of circumstances. • In a supportive situation indicates when they need to hear something again. Understands time references at the beginning of a sentence (Yesterday, Today, tomorrow). • Listens attentively during lessons and responds to some questions/makes some single word contributions. • Understands that intonation, volume or stress are used with different effects (shout a warning, whisper in a group). • Understands the function of time connectives (first, next, then). • Responds to obvious humour.
FOUR **Code B**	• Listens carefully to the conversations of others. • Asks the speaker to repeat or add detail so that they can understand more of the message. Understands teacher questions on familiar topics by responding with phrases/sentences.
	• Shows understanding of the details of curriculum topics, with visual/contextual support and repetition. • Usually copes with a wide range of verbal input from a variety of sources.
	• Follows a sequence of instructions in less familiar circumstances and by a range of people. • Responds to a range of question types including open questions.
	• Understands a wide range of basic vocabulary and an increasing range of subject-specific vocabulary.

	• Orders information heard using pictures/ Follows narrative accounts with visual support. • Understands the gist of class lessons with little visual/contextual support.
FIVE **Code C**	• Follows a set of oral instructions or directions related to a game or learning activity (following a route with a map). • Begins to differentiate between past, present and future tenses. • Identify a range of sequence markers indicating steps (First, after that, finally). • Begins to engage with 'How…?' and 'Why…?' questions. • Understands a wide range of basic and subject-specific vocabulary.
SIX **Code C**	• Organises spoken information when using diagrams, graphs, tables. • Follows the gist and some detail of teacher talk on a new topic at normal speed with little visual/contextual support. • Listens for and identifies relevant information and new information from discussions, explanations and presentations. • Listens to and responds appropriately to other points of view. • Active listener in group tasks and is beginning to ask for clarification when necessary.
SEVEN **Code D**	• Shows understanding of the detail of curriculum topics, with reduced visual/ contextual support, by answering a variety of questions. • Shows understanding of idiomatic language 'raining cats and dogs,' 'pull your socks up' and phrasal verbs (e.g. come up with, give in) • To understand inference when listening to someone speak or at text level. • Understands the essential information from class lessons with no support. • Can follow reasoning, discussion and argument in English as long as speaker is clear. • Begins to understand irony or more subtle humour such as sarcasm. • Learner appears confident, independent and fully engaged during speaking and listening activities.

EIGHT **Code E**	• Understanding is commensurate with that of a monolingual speaker of English of similar age and ability. • Pupils have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using only the National Curriculum for English

Speaking

ONE **Code A**	• Appears relaxed, uses body language positively. • Expresses need using first language. May not communicate orally as aware that others may not understand them. • Uses non-verbal gestures to respond to greetings and questions about themselves. • Communicates basic needs to a familiar child or adult using gestures.
TWO **Code A**	• Echoes familiar words and expressions. • Joins in with their peers in repeated phrases or expressions e.g. songs and rhymes. Begins to develop a simple naming vocabulary and beings to communicate basic needs through single-word utterances and short phrases. (e.g. Ok, like book.) • May use translanguaging e.g. Meh toilet janna (I want to go to the toilet) Ja chce red (I want the red one). • Participates in very basic, short, formulaic spoken exchanges (e.g. Good morning, how are you?) and may respond non-verbally (e.g. with a gesture or smile). • Understands and names some familiar classroom/everyday objects (e.g. chair, table). • Uses simple adjectives to describe/add emphasis 'big truck, today cold'). • Pronunciation is often unclear (e.g. learner may show lack of confidence with pronunciation of multi-syllabic words). • Beginning to communicate meaning using known vocabulary in single words/short phrases.
THREE **Code B**	

	• • Initiates and participates in exchanges with peers, may be reluctant to speak to adults. Beginning to form simple 'wh' questions 'where you live?', seeks information 'pizza you like?' with intonation. • Over-generalises grammatical rules, 'I goed, she drink.'
	• Describes positions of objects correctly (e.g. on, in, under, on top). • Attempts to self-correct pronunciation having heard modelled speech. • Begins to use some descriptive and sequencing language (e.g. The classroom is big, First I write date).
	• Expresses negative sentences using, 'no'. e.g. 'I no speak, no go to school.' • Beginning to interact in more situations using non-verbal gestures and one-word utterances. • Communicates meaning using basic vocabulary. Starting to use some subject-specific vocabulary in simple phrases and sentences, though with some inaccuracies. • Uses basic compound sentences with simple conjunctions with some inaccuracies (e.g. 'I go school and I talk with my friends and I eat my lunch'). • Beginning to use plurals, articles, pronouns and prepositions, though with some inaccuracies.
FOUR **Code B**	• Can re-tell a simple story. • Uses time markers, 'yesterday, today, last week, tomorrow. Relays simple messages, able to give a short sequence of instructions, 'First…then…'

	• Expresses opinions and wishes independently (e.g. I like numeracy) • Uses formulaic question tags, 'isn't it, ok?'
	• Uses adverbial phrases of time and place, 'In the holidays, on the table.' • Uses subject specific vocabulary necessary for a familiar topic. • Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why…? Because…?) • Uses appropriate terms for sequencing, 'first, next, then, finally.' • Uses past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs (e.g. I went, I did, I had, I got) appropriately although with some inaccuracies. • Understands and uses a wide range of basic vocabulary and an increasing range of subject specific vocabulary.

FIVE **Code C**	• • Speaks and listens in simple exchanges and in everyday contexts. Uses common • colloquialisms in everyday interactions. Recounts main events/ideas with relevant detail with scaffolding. • Can make comparisons and contrasts, 'bigger than, more difficult than, like.' • Uses simple conditionals, 'If plants don't have sunlight they die.' • Communicates meaning using some extended/more complex sentences with increasing accuracy. Uses a range of conjunctions (but, because, so, if). • Uses present simple and continuous tenses appropriately and accurately (he/she, It's, e.g. I dance but he dances; we are dancing). • Pupil speaks about matters of interest to a range of listeners. With appropriate prompts the pupil can speak in front of a small or large group for a short time. • Uses appropriate register for different situations (learner/learner, learner/teacher) (e.g. Miss please can I have a pen? / Give us a pen).
SIX **Code C**	• Uses relative clauses, 'I saw the boy who sang in assembly.' • Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught). • Beginning to use other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) but with some inaccuracies.
	• Contributes to whole class discussions on familiar topics, e.g. giving group feedback, sharing opinions, respecting turn-taking rights of others etc. • Uses plurals, articles, pronouns and prepositions with increasing accuracy.
SEVEN **Code D**	• Willingly contributes to class discussions on unfamiliar topics without support or scaffolding. Uses the passive tense 'the salt was added to the test tube.' • • Uses tag questions in conversation, 'You're a Polish speaker, <u>aren't you</u>?', 'She went to the Dentist yesterday, <u>didn't she</u>?' • Communicates meaning, including more complex ideas and concepts with accuracy. • Beginning to use structures to express higher order thinking: expresses prediction, probability and hypothesis (might, may, could, would be). • Able to describe events including necessary details and convey opinions clearly.
	• Monitors response from listener(s) and modifies own response (change content/length)

EIGHT **Code E**	• • Uses a variety of articles and prepositions accurately. Speaks confidently, fluently and accurately on a variety of topics for multiple purposes and audiences (e.g. explaining, informing, persuading, describing, arguing, advising etc). • Speaks in complex sentences using conjunctions, adverbs, adjectives and correct use of tenses throughout. • Speaks English with an accent but not so that it interferes with understanding

Reading

Learners with prior literacy skills in first language may decode texts well but have a limited understanding of what they are reading.

ONE **Code A**	Minimal or no literacy in English. Retells/reads a story in first language **Pupils with apparent language delay in first language will need specialist assessment.*
	• Handles English language books with correct directionality (front cover, left to right, top to • bottom) if new alphabet/script. • • Recognises their names and some familiar words that are important to them. • Shows awareness of some environmental print, and understand that print carries meaning. • Distinguishes between letters, numbers and words. • Relates some letters to the sounds they commonly make (initial letter of own name). • Recognises and names some letters of the alphabet (letters in own name). • Shows awareness that words are separated by spaces (by pointing to words). • Obtains information from simple graphs and diagrams (bar graph on numbers of boys and girls in a class).
	• Beginning to sequence numerals and letters. • Starting to engage with short familiar texts using: contextual information (e.g. pictures, illustrations); prior knowledge; dual language dictionary (age appropriate).

TWO **Code A**	• Sequences and re-tells a simple story, a series of events or a process using visuals showing understanding. • Knows most taught phonemes and graphemes. • Recognises some mathematical numerals and symbols (age appropriate). • Identifies some words in a sentence, including high frequency words. • Decodes and blends simple sounds in words (CVC words). • Starting to read and understand a range of basic vocabulary through a range of genre (age appropriate).
	• Shows some understanding of a variety of short fiction and non-fiction texts using: contextual information (e.g. pictures, illustrations); recent experiences/prior learning; dual language dictionary (age appropriate). • Starts to recognise topic vocabulary using: contextual information (e.g. pictures, illustrations); recent experiences/pre-visiting vocabulary; age-appropriate dual language dictionary. • Follows a simple text read aloud with support. • Demonstrates knowledge of alphabetical order (using dictionaries) KS2.
THREE **Code B**	• Starting to demonstrate and understand the functions of basic punctuation (e.g. capital letters, full stops, question marks). • Starting to show understanding of the function of pronouns (he, she, it). • Completes simple cloze exercises based on a familiar text. • Reads previously encountered words in new contexts (common exception words). • Reads back own writing or own sentences scribed by another.

	• Reads and understands a range of basic and some subject-specific vocabulary (age appropriate) using: contextual information (e.g. pictures, illustrations, diagrams); prior learning; dual language dictionary (age appropriate). • Understands the function of a book, e.g. knows text features (e.g. cover, title, blurb, author etc). • Refers to visual cues for understanding when reading a text. • Segments and blends letters and letter clusters in unfamiliar words 'straight, special'

FOUR **Code B**	• Re-tells and identifies main points from well-known texts with support or appropriate questions. • Asks questions about meaning of words and phrases in texts. • Identifies dialogue and speech in narrative. • Modifies intonation to differentiate questions when reading aloud. • Makes predictions on likely events when reading aloud or listening to text read aloud.
	• Shows an understanding of simple word order (can reorder words from jumbled sentence). • Follows pronoun references for people and things (the children…they, the candle…it) • Able to respond to simple questions related to pictures and text (e.g. What..?, Where...?, When..?, Who..?) and answer appropriately. • Understands the mathematical operation to use within a written word problem (age appropriate). • Recognises different purposes of text at this level.
FIVE **Code C**	• Recalls and summarises the main ideas from fiction/non-fiction independently e.g. notetaking, re-telling. • Describes the setting of a story. • Selects relevant section of the text to help answer questions.

	• Follows a sequence of task instructions (making a mathematical shape, setting up an experiment). • Responds to or comments on different social/cultural behaviours/events illustrated in texts (expresses opinion, asks questions). • Begins to respond to 'How…?' and 'Why…?' questions related to a text. • Identifies unfamiliar cultural references when reading, 'What is a Union Jack?' • Identifies important features of text organisation (book/chapters, chapters/paragraphs, subheadings, sentences). • Shows an understanding of simple paragraph order (correctly reorders jumbled sentences).

	• Identifies the perspective of a story (3rd person/1st person). • Demonstrates understanding of simple similes 'as cold as ice,' 'as warm as toast.'
SIX **Code C**	• Makes inferences and draws conclusions when reading. • Discusses motivations and emotions of characters from reading a story or poem. Identifies a simple argument in a text. • Recognises complex cohesive markers used to link ideas within and across sentences (although, nevertheless). • Identifies key words and phrases relating to the theme of a text (by highlighting). • Identifies words which relate to each other (bees, insects, swarms, colony). • Understands shades of meaning expressed by synonyms (strolled, walked, marched) • Identifies key features of different text types/genres e.g. newspaper, website, poetry. • Begins to follow the peer and self-assessment processes used in class.
SEVEN **Code D**	• • Gives own opinion of a text and compares it to others' opinions. Identifies relevant information to support points made in a text (e.g. in Literacy- Point, Evidence, Explanation)
	• Identifies agent, action and consequence in sentences using the passive voice • Recognises the meaning of words expressing degrees of probability, possibility or obligation (ought, should have, may, might) • Hypothesises using information from the text (about author, character, ideas, events) • Distinguishes between fact and opinion • Describes the mood and setting of a story • Demonstrates understanding of well-known idioms in context (pull your socks up) • Demonstrates understanding of literary devices such as metaphors and similes in context • Identifies formal and informal styles of language in common texts. • ***Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry.(Nat St Upper KS2).***
EIGHT **Code E**	• Reads, understands, selects, interprets and responds appropriately to a range of fiction and non-fiction, age appropriate texts with no more errors or difficulties than a monolingual speaker of English of similar age and ability.

Writing

Learners may have recording skills in their first language depending on their prior experience Ensure writing skills apply across the whole curriculum.

ONE **Code A**	• Minimal or no literacy in English. • May be able to write in first language. Knows that thoughts and speech can be represented in writing and print (asks for something to be written in English), including computing skills. • Holds pen appropriately for writing. • Begins to form letters. • Leaves spaces between groups of letters or symbols. • Writes own name. • Begins to copy words. • Consistently writes from left to right (if new alphabet/script). • Copies text reasonably accurately (if new alphabet/script) e.g. begins to copy the date onto work. • Mixes upper and lower case letters in writing (BaBy, tAle). • Writes letters accurately when sounds are given orally.
TWO **Code A**	• Writes some high frequency common words with some accuracy. • Writes simple familiar CVC words (e.g. hat, sun). Can draw simple diagrams/pictures and label them. • Can record for a variety of purposes across the curriculum e.g. number, science, computing etc. • Is becoming aware of simple spelling patterns. • Writes short phrases/labels independently in concept maps/spider diagrams (Age appropriate). • Writes short, simple sentences with support (with oral rehearsal). • Begins to use basic punctuation to show understanding of sentence division (full- stops). • Beginning to write longer words using phonic knowledge with some inaccuracies (bter (better), drgn (dragon). • Letters are correctly shaped but may be inconsistent in size and orientation

THREE **Code B**	• ***Handwriting is legible and correctly orientated (links to Y1/2 NC Eng)*** Writes familiar • words using phonic knowledge independently with accuracy. Writes unfamiliar words using phonic knowledge, with increasing accuracy.
	• Writes some high frequency words common words accurately (age appropriate). • Writes short, simple sentences without adult support, though with some inaccuracies • Starting to show understanding of the function of conjunctions (e.g. and). • Uses scaffolds to produce longer, more complex sentences. • ***Shows awareness of basic punctuation and attempts to use this in writing (links to Y1/2 NC Eng)*** *e.g. capital letters and full stops* • Writing will contain inaccuracies (often also seen in speech) such as subject/verb agreements and tense, plural 's', omission of articles, inappropriate vocabulary choice.

	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far with adult support.
FOUR **Code B**	• Beginning to use present simple tense appropriately (uses third person –s inconsistently). • Beginning to use past simple tense regular forms (e.g., I played, I listened) and common irregular forms (I went, I saw). • Beginning to use plurals, articles, pronouns, prepositions, though with some omissions and inaccuracies. • ***Beginning to notice and apply some common spelling patterns based on prior knowledge of other similar words.(Links to NC Y1/2 Eng).*** • Writes a paragraph of at least 2-3 sentences with contextual/visual support/frames/ models but writing still contains inaccuracies (incorrect verb endings, omission of articles etc). • Uses a wider range of basic vocabulary and some subject-specific vocabulary. • Demonstrates and understands the functions of basic punctuation (e.g. capital letters, full stops, commas, question marks). • Demonstrates some features of a specific form in their writing, as appropriate to the audience, purpose and context. May need support of models and writing scaffolds. • Uses compound sentences with conjunctions such as 'and/because' (e.g. 'I like Biff because she is funny). ***Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far independently.***
FIVE **Code C**	• Uses plurals, articles, pronouns, prepositions with increasing accuracy. • Uses present simple and continuous tenses appropriately and accurately (third person –s- I dance, he is dancing). • Uses past simple regular verb forms (e.g. I played, he walked) and a wider range of irregular forms (e.g. they caught, you bought) with increasing consistency and accuracy. • Monitors own writing for spelling, omissions and grammar with support. • Generally uses basic punctuation correctly, e.g. capital letters, full stops, commas, question marks and is demonstrating an awareness of a wider range of punctuation (age appropriate). • Is developing a wider range of vocabulary. • Uses a wider range of subject-specific vocabulary (age appropriate). • Understands and uses a wider range of conjunctions and pronouns to link ideas between clauses (but, because, so, if, then) (he, she, it, they). • Beginning to use adverbials of time, place and number to link ideas between paragraphs.

SIX **Code C**	• Writes competently and at length for different purposes using features of different text types, e.g. lists, labels, letters (age appropriate). • Writes stories/accounts/reports of at least a short paragraph independently. (KS1) • Writes stories/accounts/reports of at least 2 paragraphs independently. (KS2) • Uses a wider range of sentence punctuation (commas, apostrophes, inverted commas) and organisational devices accurately.

	• Beginning to use a wider range of structures, subordination and an increasing range of cohesive devices. • Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, she caught, they taught). • Beginning to use some other tenses (past continuous, present perfect/past perfect, conditional) though with some inaccuracies. • Uses structures to express higher order thinking (e.g. prediction, probability, hypothesis) appropriately and accurately (age appropriate). • Independently monitors own writing for spelling, omissions and grammar.
SEVEN **Code D**	• Writes competently and at length for different purposes and has a good understanding of a range of genres e.g. letter, essay, newspaper articles, play scripts etc. • Uses common euphemisms in independent writing (passed away, pull your socks up) • Uses a number of formulaic expressions which signal opinion (it is often argued that, despite this, according to). • Uses advanced connectives (in addition to, on the other hand, as a result). • Writes texts using a range of tenses and appropriate use of active and passive voice (Soang's parents had moved to where they were told to go and worked as cooks for their new employers). • Demonstrates some inaccuracies e.g. Subject-verb agreement (If he <u>stay</u> too long), modals (She would have got any prize she wanted), possessives (I will explain briefly <u>Victor</u> character) and prepositions (Talk about how Arthur was hurt <u>about</u> his late wife). • Demonstrates some inaccuracies with articles, regular and irregular plurals and mass count nouns (e.g. She appeared to be very unhappy girl. We must protect the waters.) • Continues to demonstrate some irregularities in cohesion, syntax, and colocation or a reduced vocabulary but meaning is clear. • Presents information in a logical sequence, using paragraphs where appropriate. • Writes using appropriate language for purpose and audience.
EIGHT **Code E**	• Copes with the writing demands of all areas of the curriculum with some inaccuracies. Uses complex conditionals (e.g. They would have gone if they had received the message on time). • Uses specialised language to define or describe abstract concepts 'The water cycle is the movement of water from the earth to the atmosphere.' Includes cultural references shared by the reader. • Mimics or parodies particular styles (a fairy story set in modern times). • Uses irony and humour for effect. • Makes complex comparisons in an argumentative text (is the largest, is similar to, not so useful as, rather than, instead of).

	• Uses cohesive devices, colocation and a varied vocabulary to express complexity and subtleties in writing. • Qualify opinions and statements by using expressions as well as modals (it is certain that, it is likely that, it is possible that, it is generally accepted that, some might say…) .

Code	Description
New to English (Code A)	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words of phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
Early acquisition (Code B)	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 fully.
Developing competence (Code C)	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require on-going support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires on-going EAL support to access the curriculum fully.
Competent (Code D)	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 or 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.
Fluent (Code E)	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.

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Appendix 2: List of languages spoken

- Spanish
- Chinese (Mandarin/Putonghua)
- Arabic
- Polish
- Urdu
- Akan (Twi/Asante)
- Kurdish
- Russian
- Somali
- Lithuanian
- Punjabi
- Fula/Fulfulde-Pulaar
- Czech
- Hungarian
- Romanian
- Other (not specified)