ST MARY MAGDALENE CATHOLIC PRIMARY SCHOOL

EAL ASSESSMENT POLICY

'Growing Together in Faith & Love'

September 2024

Statement of Commitment

At St Mary Magdalene Catholic Primary School we are committed to ensuring that every child succeeds and reaches their full potential. We are dedicated to raising the achievement and attainment of pupils with EAL enabling them to do the best they can within a positive, supportive, secure and safe learning environment.

Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners.

Background

Our pupils come from diverse backgrounds with a wide range of language skills.

- St Mary Magdalene caters for a multicultural community
- The school has at present, 388 pupils on roll including Nursery, of which approximately 37% speak English as an additional language.
- Altogether there are at least 31 different languages spoken at St Mary Magdalene with a high proportion of Polish speakers.
- A proportion of our pupils have arrived from other countries with none or very little understanding of English. A number of these pupils who have come from abroad have attended other schools before attending our school.
- 8% of our pupils are in receipt of free school meals.
- We are constantly developing the partnership between staff and parents as we understand how important this relationship is to the children's learning.

Our Aims

As a school we aim to:

- Provide a welcoming environment in which pupils will learn most effectively.
- Provide support to pupils with EAL needs.
- Plan and teach lessons using learning styles most appropriate to EAL learners.
- Provide an inclusive curriculum.
- Promote home languages across school and encourage and support discussion of learning (in home language) at home.
- Monitor pupils progress regularly against the NASSEA step levels.
- Assess pupils in class and set targets based on these assessments.
- Ensure pupils are making progress and are able to access the school curriculum.
- Support pupils who are at risk of under achieving.
- Celebrate pupils achievements in school as well as in extra-curricular activities.

This policy aims to support our planning, organisation, teaching and assessment procedures and to support the use of resources and strategies, in order to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

EAL proficiency scales

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 or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

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.

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 ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

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 of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

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.

Listening

New to English/Beginning

Band A	Engaging in highly-scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Date and comment
PrL-A1	Can understand single words or short phrases in familiar contexts	
PrL-A2	Can follow and identify objects, images, figures and people from oral statements or questions with contextual support (e.g. '*Which one is a rock?*')	
PrL-A3	Can copy/repeat some words and/or phrases with teacher/peer modelling in curriculum activities	
PrL-A4	Can follow and join in routine classroom activities willingly	
PrL-A5	Can show comprehension through action and gesture rather than words	
PrL-A6	Can understand a basic, limited range of vocabulary in everyday talk in the classroom	
PrL-A7	Can understand simple instructions and curriculum content-related expressions if delivered in clear, slow and repeated speech by a sympathetic speaker	
PrL-A8	Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. '*went*' for past time)	
PrL-A9	Can sort pictures or objects according to oral instructions	
PrL-A10	Can engage in face-to-face interactions, responding to key words and phrases (e.g. responds to everyday greetings)	

Early acquisition/Emerging

Band B	Demonstrating an emerging ability to respond verbally in interactions with others	Date and comment
PrL-B1	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	
PrL-B2	Can respond to simply phrased factual questions (e.g. 'Which things use electricity?')	

PrL-B3	Can attend for short periods to simple stories and songs with visual scaffolds	
PrL-B4	Can follow day-to-day social communication in English	
PrL-B5	Can follow narrative/accounts with visual support	
PrL-B6	Can follow instructions where the context is obvious and recognise familiar words in spoken texts	
PrL-B7	Can respond to simply phrased factual questions about lesson content, (e.g. 'Is the leaflet about animals or about shops?')	
PrL-B8	Can attend actively to the conversations of other English speakers on familiar classroom topics	
PrL-B9	Can use contextual clues to gain meaning from age-level text read orally	
PrL-B10	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')	

Developing competence/Expanding

Band C	Developing more independence in the use of basic listening skills needed to engage with learning	Date and comment
PrL-C1	Can follow oral instructions and compare with visual or non-verbal models (e.g. Draw a circle under the line)	
PrL-C2	Is acquiring topic/subject-specific vocabulary	
PrL-C3	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')	
PrL-C4	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	
PrL-C5	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)	
PrL-C6	Can respond appropriately in most unplanned exchanges	
PrL-C7	Is developing understanding of sentence types (e.g. questions) through word order rather than intonation alone	
PrL-C8	May use first language knowledge of the world to interpret spoken texts and may use other first language speakers effectively to confirm understanding	

| PrL-C9 | Is beginning to respond to different registers (e.g. formal and informal) and understand the importance of listening for different purposes | |
| PrL-C10 | Can attend actively to the conversations of other English speakers on familiar topics when the speech is clear and the pace is regular | |

Competent/Diversifying

Band D	Applying listening skills over an increasing range of contexts and functions	Date and comment
PrL-D1	Can understand an unfamiliar speaker on a familiar topic	
PrL-D2	Can understand most spoken and audio-visual texts, and can identify specific information if questions are given beforehand	
PrL-D3	Can participate confidently in shared texts, such as songs and poetry	
PrL-D4	Can interpret meaning and feelings from intonation, volume, stress, repetition and pacing	
PrL-D5	Has access to a wide vocabulary including abstract nouns (e.g. hunger; happiness) and a growing bank of subject-specific words related to curriculum tasks	
PrL-D6	Can distinguish and follow different types of spoken language (e.g. teacher-fronted content talk, plays, poems, stories)	
PrL-D7	Can follow spoken language used in school events and activities (e.g. assemblies) confidently but some vocabulary and grammatical gaps still apparent	
PrL-D8	May ask for clarification and need extra time when participating in complex listening tasks, group performances or class discussions	
PrL-D9	Can try to follow talk on unfamiliar topics and give appropriate responses in a classroom and school contexts	
PrL-D10	Is beginning to correctly interpret intonation, stress and other culturally-specific non-verbal communication	

Fluent

Band E	Showing little or no disadvantage to English-speaking peers	Date and comment
PrL-E1	Can meet the language demands of group activities and class discussions without support for EAL	
PrL-E2	Can select key information for a purpose, rejecting irrelevant and unimportant information	
PrL-E3	Can draw on a range of discourse markers (e.g. expressions like right; okay; anyway; as I said) to help make meaning	
PrL-E4	Can understand humorous references if not culturally laden	
PrL-E5	Can understand most of the content when teachers speak clearly at a normal pace	
PrL-E6	Can follow most audio and video materials	
PrL-E7	Has a range of vocabulary, including subject-specific vocabulary, colloquialisms and idioms	
PrL-E8	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register	
PrL-E9	Can deal with the language demands of all routines and common situations in school	
PrL-E10	Can respond to different registers appropriately (e.g. match a formal response to a formal request)	

Speaking

New to English/Beginning

Band A	Emerging competence in basic oral expression	Date and comment
PrS-A1	Can produce single words or short phrases and give simple greetings	
PrS-A2	Can communicate some content about concrete matters during simple, routine, familiar tasks (e.g. 'is blue', 'is circle', 'this ball')	
PrS-A3	Can respond to visually-supported (e.g. visual timetable, word mat, instruction visuals) questions with one or two words, in a classroom context	
PrS-A4	Can identify and name some school and everyday objects (e.g. 'table', 'pencil')	
PrS-A5	Can make simple statements when prompted and supported by rehearsal (e.g. 'Boy has bike')	
PrS-A6	Can use some common adjectives (e.g. 'big', 'fast', 'good')	

PrS-A7	Can ask simple questions about own work (e.g. 'Miss, is this right?')	
PrS-A8	Can make basic needs known to others (e.g. 'I not understand')	
PrS-A9	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')	
PrS-A10	Can pronounce comprehensibly and attempt to approximate English stress and intonation	

Early acquisition/Emerging

Band B	Oral competence includes emerging ability to respond verbally in interactions with others	Date and comment
PrS-B1	Can answer yes/no questions (e.g. 'Are you hungry?) and 'choice' questions ('Do you want chicken or pasta?')	
PrS- B2	Can produce simple, joined-up utterances on known, familiar content, or on topics related to personal opinions and experiences	
PrS-B3	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')	
PrS-B4	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?')	
PrS-B5	Can deal with most day-to-day routines and common situations, and task-related language, where there is contextual support	
PrS- B6	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')	
PrS-B7	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	
PrS-B8	Attempts to follow and use simple modelled expressions in a small-group activity (e.g. 'You go first')	
PrS-B9	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)	
PrS-B10	Is beginning to participate independently in class discussions on familiar social and academic topics	

Developing competence/Expanding

Band C	Emerging competence in spontaneous expression and communication	Date and comment
PrS-C1	Can communicate immediate, concrete matters using connected utterances	
PrS-C2	Begins to notice and can sometimes self-correct irregularities in own speech (e.g. 'comed', 'goed', 'he do')	
PrS-C3	Can use some vocabulary that has been introduced on tasks and in taught sessions	
PrS-C4	Can express likes, dislikes, or preferences with reasons (e.g. 'I like ice-cream because it's sweet')	
PrS-C5	Can speak to others socially using simple but mostly regular grammatical structures	
PrS-C6	Can take part in role play making some appropriate unscripted contributions	
PrS-C7	Can ask questions for social and academic purposes	
PrS-C8	Makes relevant spontaneous comments socially and during tasks	
PrS-C9	Can use English spontaneously, without long pauses for internal translation and composition	
PrS-C10	Can make observations and explain ideas simply during creative and exploratory activities	

Competent/Diversifying

Band D	Competence in producing more varied and complex speech in a wider range of contexts	Date and comment
PrS-D1	Can use pronunciation that increasingly resembles the English heard around them, losing first language features in their pronunciation	
PrS-D2	Can answer explicit questions from stories read aloud (e.g. who, what, or where)	
PrS-D3	Can give oral presentations on content-based topics approaching age-expected level	
PrS-D4	Can retell events in a connected narrative where content is familiar, using story language where appropriate	
PrS-D5	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')	
PrS-D6	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')	
PrS-D7	Can complete phrases in rhymes, songs, and chants	

PrS-D8	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)	
PrS-D9	Can recount information (detailing where, when, who and what in a time sequence) in relation to different subject contexts (e.g. history, fiction)	
PrS-D10	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	

Fluent

Band E	Developing competence in fluent, creative use of English	Date and comment
PrS-E1	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')	
PrS-E2	Can tell original stories with emerging detail	
PrS-E3	Can join in a social or on-task discussion without support or scaffolding for EAL	
PrS-E4	Can compare attributes of real objects (e.g., 'X and Y are similar/different because…')	
PrS-E5	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?')	
PrS-E6	Has an expanding range of vocabulary related to curriculum topics, but still makes occasional mistakes	
PrS-E7	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	
PrS-E8	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)	
PrS-E9	Can discuss stories, issues, and concepts independently, using a range of language structures in a range of contexts	
PrS-E10	Can compare/contrast ideas and relationships in different subject contexts	

Reading and Viewing

New to English/Beginning

Band A	Little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Date and comment
PrR-A1	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)	
PrR-A2	Can follow written text conventions (e.g. left to right movement (in English), continuity of text from top to bottom of page)	
PrR-A3	Can understand that written text and visuals have content, meaning and organisation (e.g. front and back covers of a book)	
PrR-A4	Can distinguish and understand different forms of meaning representation, (e.g. letters, words, visual images and graphics)	
PrR-A5	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)	
PrR-A6	Can match pictures and other visuals with taught/rehearsed words	
PrR-A7	Can make sense of familiar words in books, on signs and posters in school and in frequently visited digital environments	
PrR-A8	Can recognise and use sound-symbol correspondence to decipher the meaning of some words in a taught/rehearsed text	
PrR-A9	Can follow and make use of familiar words to extract basic meaning from a familiar text	
PrR-A10	Can choose books or other reading materials to join in learning activities, especially when guided	

Early acquisition/Emerging

Band B	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Date and comment
PrR-B1	Can recognise words and the sequences of words that form familiar phrases or expressions (e.g. 'once upon a time')	
PrR-B2	Can use awareness of grapheme-phoneme correspondence to try to decode unfamiliar words/phrases	

PrR-B3	Can attempt to work with familiar and some unfamiliar words in phrases/sentences, and try to make sense of them	
PrR-B4	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')	
PrR-B5	Can comprehend taught/rehearsed short written passages at whole-text level, using visuals as support where appropriate	
PrR-B6	Can attempt to read/check own writing for meaning with teacher/peer support	
PrR-B7	Can identify and extract information (words and passages) in texts in response to concrete what, where and who questions	
PrR-B8	Can read out loud short texts with familiar/predictable structures written in everyday languages, attempting to use pauses and intonation to mark meaning	
PrR-B9	Can begin to work out main points, story lines and explicit messages from illustrated text without prompting	
PrR-B10	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	

Developing competence/Expanding

Band C	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks	Date and comment
PrR-C1	Can recognise and read irregular (but frequently occurring) spelling patterns (e.g. '-tre' in 'centre')	
PrR-C2	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	
PrR-C3	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 rollercoaster')	
PrR-C4	Can identify and interpret information from visual images, tables, charts and graphs, and relate it to the task at hand	
PrR-C5	Can identify main idea/s in curriculum material and use own prior experience and learning to assist understanding where appropriate	
PrR-C6	Can understand most subject content texts, including factual accounts, narratives, opinion pieces; although may need support with unfamiliar vocabulary, complex sentences and writing styles	

PrR-C7	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	
PrR-C8	Can retrieve relevant details from curriculum and literary texts to retell gist of content	
PrR-C9	Can begin to differentiate between informational and fictional statements/texts independently	
PrR-C10	Can use compositional and design features of print and digital material to navigate and locate information (e.g. contents pages, links, tabs, search functions)	

Competent/Diversifying

Band D	Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks	Date and comment
PrR-D1	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)	
PrR-D2	Can identify the purpose and intended audience of curriculum-related texts without prompting	
PrR-D3	Can recognise meaning of words/phrases expressing degrees of obligation, probability and possibility in context (e.g. may, must, should)	
PrR-D4	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 …')	
PrR-D5	Can follow written material to do tasks such as classifying and sequencing events in narratives, descriptions and processes in subject content texts independently	
PrR-D6	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)	
PrR-D7	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)	
PrR-D8	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	
PrR-D9	Can reread a text to check understanding if told that the information in the text has not been completely understood	

PrR-D10	Can identify main ideas and specific information in curriculum-related texts for retelling, paraphrasing and answering questions	

Fluent

Band E	Engaging with curriculum-related reading activities independently and productively in different subject areas	Date and comment
PrR-E1	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	
PrR-E2	Can understand and interpret visuals and graphics in conjunction with written text appropriately	
PrR-E3	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)	
PrR-E4	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 …')	
PrR-E5	Can find specific information or detail from written texts to respond to 'how', 'who' or 'why' questions	
PrR-E6	Can identify explicit and implicit messages in informational and fictional texts	
PrR-E7	Can evaluate an informational or fictional text in terms of its interest, relevance and usefulness	
PrR-E8	Can draw own conclusion/form own opinion from reading where appropriate (e.g. when participating in class and group discussions)	
PrR-E9	Can analyse curriculum-related texts in terms of nature/type of content, organisation and purpose	
PrR-E10	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	

Writing

New to English/Beginning

Band A	Showing attempts at writing in English	Date and comment
PrW-A1	Can mark/indicate familiar pictures, numbers and other visual images	
PrW-A2	Can communicate intentions and own meaning through drawing and mark making	
PrW-A3	Can show awareness of the differences between print and picture in attempting to write	
PrW-A4	Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in pupil's first language; leaving spaces between symbols or letters)	
PrW-A5	Can form and reproduce some English letters	
PrW-A6	Can copy or write own name	
PrW-A7	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')	
PrW-A8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map)	
PrW-A9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures	
PrW-A10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story	

Early acquisition/Emerging

Band B	Demonstrating basic skills of spelling and sentence construction	Date and comment
PrW-B1	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')	
PrW-B2	Can form and reproduce most English letters and attempt to produce words	
PrW-B3	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves	
PrW-B4	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [4 bananas]')	
PrW-B5	Can follow examples and reproduce taught expectations about layout (e.g. front cover, page number)	

PrW-B6	Can make independent use of basic punctuations to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence)	
PrW-B7	Can copy passages from an English text in the curriculum (significant if the pupil's first language is in a different script)	
PrW-B8	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home')	
PrW-B9	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks)	
PrW-B10	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities)	

Developing competence/Expanding

Band C	Demonstrating competence in independent use of vocabulary and construction of simple sentences	Date and comment
PrW-C1	Can use appropriate time sequencing (e.g. 'first', 'next', 'finally')	
PrW-C2	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')	
PrW-C3	Can use some formulaic expressions in writing (e.g. 'excuse me', 'I suppose so', 'at the beginning', 'once upon a time')	
PrW-C4	Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding 'ed' to form the past tense)	
PrW-C5	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. 'Yesterday, I …, then I went home')	
PrW-C6	Can combine ideas based on taught content, although they are not fully accurate (e.g. 'stone age peoples use sharp stone')	
PrW-C7	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models	
PrW-C8	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas)	
PrW-C9	Can construct simple connected text based on short descriptions of events and activities for classroom purposes	

PrW-C10	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative)	

Competent/Diversifying

Band D	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency	Date and comment
PrW-D1	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	
PrW-D2	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing	
PrW-D3	Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks	
PrW-D4	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events, etc.)	
PrW-D5	Can write stories and descriptions of personal experience in an appropriate time sequence	
PrW-D6	Can use text models to scaffold content and structure of writing for different classroom purposes	
PrW-D7	Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum	
PrW-D8	Can compare, contrast and summarise content-based information (e.g. environment, education)	
PrW-D9	Can participate in shared writing activities or write independently	
PrW-D10	Can produce texts in a variety of genres (e.g. narrative, argumentation, description), using subject - or topic-related vocabulary	

Fluent

Band E	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level	Date and comment
PrW-E1	Can demonstrate full control over grammatical features (including types of verbs, pronoun reference, compound and complex sentences)	
PrW-E2	Can write in clear, well-structured English across the curriculum using appropriate style and layout	
PrW-E3	Can use a variety of tenses (including present and past perfect)	
PrW-E4	Can write competently for a range of classroom purposes	

PrW-E5	Can connect or integrate personal experiences with literary writing	
PrW-E6	Can express ideas and opinions effectively for expectations of age group	
PrW-E7	Can write reports using technical vocabulary (e.g. scientific experiments)	
PrW-E8	Can justify, defend and debate opinions based on supporting information and evidence	
PrW-E9	Can plan writing with a particular audience in mind (e.g. letter of complaint, persuasive leaflet)	
PrW-E10	Can review, revise and edit work with teachers or independently (depending on age)	