

Ages 7-11



English Language Acquisition *Assessment Framework*

Name

Class



Developed with
THE BRITISH SCHOOL
OF GUANGZHOU
A NORD ANGLIA EDUCATION SCHOOL

Speaking

| Beginning | Developing | Gaining Confidence | Extending | Consolidating | Approaching Proficiency | Proficient |
|---|--|---|---|--|--|--|
| <p>1. Can participate in classroom activities using non-verbal gestures.</p> <p>2. Can use basic survival language and vocabulary to convey immediate needs.</p> <p>3. Can name some familiar classroom or home objects</p> <p>4. Can participate in classroom activities with one or two words and non-verbal gestures.</p> <p>5. Can use a vocabulary book to find and store new words independently.</p> <p>6. Can repeat words and phrases</p> <p>7. Can ask for clarification or translation from other L1 speakers</p> <p>8. Can communicate likes/dislikes</p> | <p>9. Can use simple, everyday social language such as greetings</p> <p>10. Can use key words or phrases to give information and ask questions with non-verbal communication to widen meaning</p> <p>11. Can respond to familiar words in more extended talk in a one to one conversation using non-verbal support</p> <p>12. Can use some common adjectives (big, fast, good) to add detail to observations</p> <p>13. Can use simple verbs (<i>go, do, make</i>) <i>although cannot yet manipulate their form accurately</i></p> | <p>14. Can use a range of everyday social language linked to classroom topics</p> <p>15. Can respond to routine questions</p> <p>16. Can use words and simple phrases confidently</p> <p>17. Takes risks to produce longer but fragmented stretches of language</p> <p>18. Has a range of vocabulary linked to known topics</p> <p>19. Shows some use of basic grammar – articles, prepositions and tenses</p> <p>20. Can self-correct in response to language models</p> <p>21. Intonation and pronunciation of English is evident</p> | <p>22. Can join in spontaneously and respond to questions on a familiar topic and about what they have learned</p> <p>23. Can recount events and talk about ideas in poems, stories and information texts</p> <p>24. Uses more language than non-verbal means to communicate</p> <p>25. Oral English shows greater application of grammatical rules – tenses, subject-verb agreement, modal verbs, comparatives</p> <p>26. With scaffolding and rehearsal, the pupil can express most lesson content</p> <p>27. Can self-correct grammatical or pronunciation errors while speaking</p> | <p>28. Language difficulties do not prevent the pupil from engaging actively in class</p> <p>29. Can use spoken language to convey ideas, opinions and reasoning although may have difficulty expressing complex academic ideas</p> <p>30. Can use a range of conjunctions and connecting adverbs to structure longer stretches of language and show how ideas are linked</p> <p>31. Can keep the interest of listeners in different contexts (pairs/groups) conveying a message which can be understood</p> <p>32. Can use a range of vocabulary although may sometimes be limited in expressing ideas through lack of appropriate words.</p> | <p>33. Can use English confidently and competently in a range of social situations and some more formal contexts</p> <p>34. Can participate in all classroom talk (whole class, group and paired talk) clearly communicating own ideas, feelings and attitudes</p> <p>35. Can express complex ideas and opinions on all topics and offers explanations</p> <p>36. Can use well-developed vocabulary with only occasional gaps</p> <p>37. Can use complex structures to express possibility, obligation, comparison</p> | <p>38. Can use English confidently and competently for a range of social and academic purposes as age appropriate</p> <p>39. Can use English spontaneously, i.e. without frequent pauses for internal translation & composition</p> <p>40. Can use figurative language</p> <p>41. Can express tentative comments, possibilities & moral imperatives e.g. <i>She should take the ball away because glass might be broke.</i></p> <p>42. Can use registers of language as appropriate to context</p> |

Listening

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|---|---|---|--|---|---|---|
| <p>1. Can focus on what is happening in the classroom and follows peers</p> <p>2. Can understand non-verbal cues and visual/contextual cues linked to language</p> <p>3. Can distinguish between English and other languages</p> <p>4. Shows response to words spoken to them using non-verbal gestures</p> <p>5. Can follow simple, routines and familiar, single-step instructions</p> <p>6. Can recognise names of some familiar classroom objects</p> <p>7. Responds to one-step <i>wh</i> questions, (not <i>why</i> questions at this step)</p> | <p>8. Can follow and respond to routine everyday social language such as greetings</p> <p>9. Can respond to simple instructions with non-verbal or visual support</p> <p>10. With take-up time, can respond to simple questions.</p> <p>11. Listens actively and intently to understand new language and contexts</p> <p>12. Can take part in short, simple social conversations during familiar routines and practical tasks, e.g. <i>I like... Your turn...</i></p> <p>13. Shows understanding of key ideas from simple stories where there is visual support</p> | <p>14. Understands a range of everyday social language and language linked to classroom learning and topics</p> <p>15. Understands routine questions and instructions without visual/contextual support</p> <p>16. Can actively listen for extended periods.</p> <p>17. Understands key points from teacher talk where the topic is familiar or visual/contextual support is provided.</p> <p>18. With take-up time, can participate in paired, group and class activities with visual/contextual/peer support</p> <p>19. In a supportive situation, can ask the speaker to repeat or add more detail in order to understand more of the message.</p> | <p>20. Listens attentively and responds in a range of contexts where there is contextual support and modelling</p> <p>21. Reacts to events with immediate independent comments, showing an understanding of what has been said</p> <p>22. Can follow what different speakers are saying in a small group context</p> <p>23. Can understand and participate in class academic, curriculum learning activities with contextual support</p> <p>24. Can follow learning related instructions where there is contextual support and/or modelling</p> <p>25. With take-up time, can understand longer presentations where language is graded</p> | <p>26. Understands purpose and main points of extended peer and adult talk in learning activities within a familiar context</p> <p>27. Understands what others say in different contexts when speaker speaks clearly at a normal pace</p> <p>28. Can listen attentively to explanations and sequences of instructions</p> <p>29. Can take turns in a conversation and respond appropriately</p> <p>30. Can fully engage with “How?” and “Why?” questions</p> <p>31. Listening stamina is at a level approaching that of most peers</p> <p>32. Asks for support and clarification where necessary and asks questions about own work.</p> | <p>33. Participates as a listener in classroom activities</p> <p>34. Understands extended peer and teacher talk in all topics with only minor misunderstandings of complex language, questions or precise details</p> <p>35. Can listen confidently to a range of audiences in different contexts</p> <p>36. Understands the main ideas in fast-paced group discussions</p> <p>37. Understands extended stretches of talk at native speaker speed</p> <p>38. Can follow changes of topic</p> <p>39. With support, can understand humour, poetic and figurative language</p> | <p>40. Can understand the gist of a lesson delivered in an age-appropriate manner with no adjustments or support for EAL</p> <p>41. Can follow most audio and video materials as presented to the group.</p> <p>42. Can meet the language demands of group activities and class discussions without support for EAL</p> <p>43. Understands common colloquial and idiomatic language as well as most cultural references</p> |

Reading

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|--|---|--|--|--|---|--|
| <p>1. Can recognise most of the letters of very familiar words and identify initial letter sounds</p> <p>2. Can recognise own name</p> <p>3. Can recognise important signage in the school and classroom</p> <p>4. Can use visual/contextual cues to understand simple texts or the main points in a text</p> <p>5. Can use a bilingual dictionary / online translator</p> <p>6. Is familiar with Roman script</p> <p>7. Can use L1 knowledge to seek meaning of words</p> | <p>8. Can understand short texts, with familiar words and chunks of text</p> <p>9. Can use contextual and visual cues to gain meaning from simple texts</p> <p>10. Can understand the purpose and structure of some text types - narrative, instructions, recount</p> <p>11. Can use decoding skills when reading unfamiliar texts although comprehension is limited</p> <p>12. Can recognise high-content words in texts, e.g. names and important nouns</p> <p>13. Shows responses to texts read</p> <p>14. Understands the significance of full stops when reading</p> | <p>15. Can follow and understand simple texts with visual/contextual support – narrative, recount, instructions</p> <p>16. Can use features of texts to locate information, e.g. contents, tabs, links</p> <p>17. Can read simple information texts on familiar topics supported by introduction of new vocabulary, concepts</p> <p>18. Can read specially written & differentiated texts with understanding</p> <p>19. Understands and uses appropriate meta-language in English: word, letter, title, heading etc.</p> <p>20. Uses a range of reading strategies with more attention on gaining meaning than simply decoding</p> | <p>21. Can read and understand a range of texts where context is familiar at a less complex level than their peers</p> <p>22. With support can understand texts where the context is unfamiliar and in fiction texts which are culturally influenced</p> <p>23. Can retell a story with some prompts</p> <p>24. Uses a range of reading strategies to decode and to gain meaning, seeking explanation or clarification where meaning is unclear</p> <p>25. Can use layout features to find information in an age-appropriate way</p> <p>26. Can give and explain an opinion about a text or story</p> <p>27. Reads aloud, marking inflections e.g. plurals and -ed endings</p> | <p>28. Understands a range of texts in familiar contexts</p> <p>29. Understands the literal meaning of texts</p> <p>30. Can identify main points of a text</p> <p>31. With pre-teaching and scaffolding can read more complex texts on unfamiliar topics or those with new types of language</p> <p>32. Can seek the meaning of unfamiliar words used in new contexts</p> <p>33. With scaffolding can understand figurative and poetic language and subtleties of meaning</p> <p>34. Language difficulties do not prevent the pupil from joining in with drama or other structured reading activities in class</p> | <p>35. Reads and understands fiction and non-fiction independently although may need time to process content or comprehend culturally bound texts or subtleties</p> <p>36. Can draw inferences and conclusions</p> <p>37. Can follow cohesive links through extended text</p> <p>38. Can comment on and discuss texts they have read</p> <p>39. Can express preferences and make links with prior reading</p> <p>40. Can skim, scan, find main ideas in, and summarise texts</p> <p>41. With extra time given can process and fully comprehend dense texts with a range of complex structures</p> <p>42. Has a broad reading vocabulary</p> | <p>43. Fluently and effortlessly reads a range of age-appropriate texts, with no additional time needed</p> <p>44. Reads independently and competently for a range of social and academic purposes as appropriate to age</p> <p>45. With support can access highly culturally bound language in texts</p> <p>46. Demonstrates appropriate intonation, tone and volume when reading aloud texts</p> <p>47. Can explain how language, structure and presentation can contribute to the meaning of a text</p> <p>48. In non-fiction, can retrieve, record and present information to the reader</p> |

Writing

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|---|---|--|--|--|--|---|
| <p>1. Can write own name</p> <p>2. Can copy known words in English</p> <p>3. Can write in L1</p> <p>4. Can translate word for word from their mother tongue</p> <p>5. Can use simple layout features in writing <i>e.g. date, title</i></p> <p>6. Can use a bilingual dictionary to support writing</p> | <p>7. Can write labels and captions on pictures and diagrams</p> <p>8. Can use modelled/scribed phrases and sentences to write own text</p> <p>9. Can produce texts using language related to the level of their talk</p> <p>10. Can write phrases and sentences they have learned</p> <p>11. Can complete cloze activities on familiar topics with understanding</p> <p>12. Can use pictures to convey more complex meanings</p> <p>13. Can use layout features that are currently being taught if examples are displayed</p> <p>14. Handwriting shows control</p> <p>15. Can use capital letters and full stops</p> | <p>16. Can write simple texts related to classroom topics, following explicit oral rehearsal and modelling – narratives, recounts, instructions, letters etc.</p> <p>17. Can write independently using the features of their spoken English, which contain typical EAL grammatical misconceptions and inappropriate vocabulary choices</p> <p>18. Can accurately spell a bank of common words</p> <p>19. Can predict spellings from their oral vocabulary influenced by pronunciation</p> <p>20. Makes good use of models and scaffolds to construct texts approaching age-related expectations</p> <p>21. Shows an awareness of taught layout features and attempts to use them independently</p> | <p>22. Can write longer simple texts which show logical organisation</p> <p>23. Can experiment with language in line with their growing oral proficiency.</p> <p>24. Can write meaningful sentences and paragraphs which reflect taught content</p> <p>25. Can edit their writing with support</p> <p>26. Understands how words are ordered in sentences with increasing accuracy, although sometimes writes with typical grammatical inaccuracies – verb endings, time and place adverbials, word order</p> <p>27. Can write extended sentences with a range of conjunctions to make compound and complex sentences</p> | <p>28. Can write a range of expected text types after explicit modelling and rehearsal</p> <p>29. Writing is less influenced by oral language</p> <p>30. Can write drawing on ideas from reading</p> <p>31. Can combine single clause sentences using taught conjunctions</p> <p>32. Can use taught complex structures, subordination and cohesive devices</p> <p>33. Shows increasing grammatical awareness and can make correct tense choices most of the time</p> <p>34. Can use the editing process to address errors</p> <p>35. Uses a wide range of vocabulary especially newly introduced words and phrases</p> | <p>36. Can write extended texts for different purposes at the level expected for their age but will require sufficient time to develop ideas and language and explicit oral rehearsal before recording</p> <p>37. Can use paragraphs effectively to state main idea and development and cohesive devices to link them</p> <p>38. Can use a variety of sentence types</p> <p>39. Can use grammatical structures confidently with occasional errors typical of EAL learners which have little impact on meaning</p> <p>40. Writing demonstrated appropriate use of the passive voice to affect the presentation of information</p> <p>41. Can use drafting, editing and proof reading to improve writing</p> | <p>42. Can competently in English within the same time frame and at the same level as their peers</p> <p>43. Can write across the curriculum for different social and academic purposes and audience as age appropriate, although may need support with the production of highly culturally bound texts</p> <p>44. Can write with good control over grammatical structures and vocabulary to create precise meanings to impact on the reader. Errors will be similar to English speaking peers</p> <p>45. The organisation of writing is informed by audience, purpose and context through appropriate use of paragraphs, cohesive & organisational devices</p> |