

Ages 5-7



NORD ANGLIA EDUCATION

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 use single words to indicate instructions, greetings, requests.</p> <p>2. Can name familiar classroom or home objects.</p> <p>3. Uses single words with non-verbal gestures to communicate meaning.</p> <p>4. Can answer simple direct questions</p> <p>5. Can ask for clarification or translation from other L1 speakers.</p> <p>6. Can echo heard words and phrases.</p>	<p>7. Can join in with routine social language supported by non-verbal cues.</p> <p>8. Can participate in short familiar songs, rhymes and stories.</p> <p>9. Can name some familiar objects.</p> <p>10. Can repeat modelled words and phrases during learning or social activities.</p> <p>11. On concrete matters, can put known words together to form short, incomplete sentences.</p> <p>12. Can use reference items – I, me, you.</p> <p>13. Can use some common adjectives – happy/sad, big/little</p>	<p>14. Has a repertoire of common words and phrases appropriate to social language of peers & everyday matters</p> <p>15. Can use new, taught items of vocabulary associated with current topics</p> <p>16. Uses words and simple phrases confidently.</p> <p>17. Takes risks to produce extended but fragmented stretches of language.</p> <p>18. Shows some control over word order <i>e.g. / go toilet.</i></p> <p>19. Shows some use of basic grammar – articles, prepositions and tenses.</p> <p>20. Intonation and pronunciation of English evident.</p>	<p>21. Can sustain a conversation about familiar topics or interests with adults or peers</p> <p>22. Joins in spontaneously with dialogue about known content and matters of immediate interest</p> <p>23. Talks about events or ideas in poems, stories and information texts.</p> <p>24. Will extend what they say with prompting/support.</p> <p>25. Can use basic present, past and future tenses</p> <p>26. Speech is easy to understand, although still shows patterns of restricted grammar, intonation & pronunciation</p>	<p>27. Can use more sustained stretches of language to convey ideas and opinions.</p> <p>28. Can use a range of conjunctions and connecting adverbs to structure stretches language and show how ideas are linked.</p> <p>29. Keeps the interest of listeners in different contexts – pairs/groups – conveying a message which can be understood.</p> <p>30. Can talk about tasks using vocabulary appropriate to the context</p> <p>31. Intonation and pronunciation follow regular patterns of English consistently.</p>	<p>32. Uses English confidently and competently in a range of social situations and some more formal contexts.</p> <p>33. Participates in all classroom talk – whole class, group and paired talk, clearly communicating own ideas, feelings and attitudes.</p> <p>34. Uses a range of and newly introduced vocabulary and subject-specific vocabulary appropriately.</p> <p>35. Uses more complex structures to express possibility, obligation, comparison.</p> <p>36. Uses adverbial phrases, modal and auxiliary verbs confidently in speech.</p>	<p>37. Uses English confidently and competently in a range of social situations and more formal contexts appropriate to age.</p> <p>38. Uses colloquial / figurative language in appropriate situations</p> <p>39. Uses vocabulary and structures to create an impact or a particular effect.</p> <p>40. Uses registers of language as appropriate to context.</p> <p>41. Can prepare and deliver oral presentations on a variety of topics at age-related expectations.</p>

Listening

Beginning	Developing	Gaining Confidence	Extending	Consolidating	Approaching Proficiency	Proficient
<p>1. Can follow cues from others to make choices in practical tasks and routines.</p> <p>2. Can respond to words spoken to them with non-verbal gestures.</p> <p>3. Can distinguish between English and other languages.</p> <p>4. Can watch and listen to some speakers in a supportive situation for short periods of time.</p> <p>5. Can follow simple routines and familiar instructions.</p> <p>6. Can recognise names of familiar classroom objects.</p>	<p>7. Can listen for extended periods.</p> <p>8. Can respond with known single words.</p> <p>9. Can understand and catch the main points of simple questions and instructions if given time to process language.</p> <p>10. Can follow simple, routine two-step instructions with non-verbal support</p> <p>11. Is willing to initiate communication with others</p>	<p>12. Can listen actively for extended periods.</p> <p>13. Can understand key words and phrases where the topic is familiar or scaffolding is provided.</p> <p>14. Can follow a set of routine instructions without scaffolding.</p> <p>15. Can take part in a dialogue of several exchanges.</p> <p>16. Can ask the speaker to repeat or add detail in order to understand more of the message.</p> <p>17. Can participate in paired, group and class activities with scaffolding and sufficient time allowed to process language and formulate responses.</p>	<p>18. Can understand and react to everyday social English in familiar contexts.</p> <p>19. Can listen attentively and respond in a range of contexts where there is contextual support and modelling.</p> <p>20. Can follow what different speakers are saying in small group contexts</p> <p>21. Can follow non-routine instructions where there is contextual support/modelling.</p>	<p>22. Can understand the purpose and main points of classroom and familiar learning activities.</p> <p>23. Can understand the gist of new content with contextual support.</p> <p>24. Understands and responds to explanations and sequences of instructions.</p> <p>25. Can take turns in a conversation and respond appropriately.</p> <p>26. Can respond appropriately to a range of vocabulary.</p> <p>27. Can engage with 'How?' and 'Why?' questions</p> <p>28. Listening stamina is at a level approaching that of most peers.</p>	<p>29. Can participate as a listener in classroom activities but may sometimes misunderstand complex language and questions.</p> <p>30. Can listen to a range of audiences in different contexts.</p> <p>31. Understands commonly used colloquial and idiomatic language.</p> <p>32. Understands extended stretches of talk at native speaker speed.</p> <p>33. Can follow changes of topic.</p>	<p>34. Understands all spoken interactions as appropriate to age.</p> <p>35. Can respond to different registers appropriately.</p> <p>36. Can understand humorous references when not culturally bound.</p> <p>37. Understands local colloquial and idiomatic language as well as most cultural references.</p>

Reading

Beginning	Developing	Gaining Confidence	Extending	Consolidating	Approaching Proficiency	Proficient
<p>1. Can read own name.</p> <p>2. Can recognise and name letters in their own name and words which they see and hear frequently.</p> <p>3. Shows interest in books and can make choices of reading materials.</p> <p>4. Understands how to handle books and their directionality.</p> <p>5. Can recognise some individual phoneme/grapheme relationships in English.</p> <p>6. Can sequence a known text or activity using pictures or visual aids.</p>	<p>7. Can identify initial and final sounds in familiar words.</p> <p>8. Can use visual and contextual clues to make text meaningful.</p> <p>9. Can read and understands words displayed in the classroom and school environment.</p> <p>10. Can follow a simple text read aloud with visual support or prior discussion.</p> <p>11. Knows the sounds and names of most letters of the alphabet.</p> <p>12. Responds to simple questions related to pictures and text: what, where, who?</p>	<p>13. Can follow and understand simple texts which are read aloud and have visual/contextual support - narrative, recount, instructions.</p> <p>14. Can use phoneme/grapheme correspondence to decode new words</p> <p>15. Can read some whole words and phrases that have been used within curriculum and topic learning.</p> <p>16. Understands the functions of nouns and verbs in texts where there is visual or contextual support.</p> <p>17. Can express some ideas emerging from the text, e.g. <i>Goldilocks is naughty</i></p>	<p>18. Reads actively for enjoyment, choosing books to reflect interests and topical class content</p> <p>19. Can independently understand a range of texts where context is familiar.</p> <p>20. With support, can understand texts where the context is unfamiliar.</p> <p>21. Can retell a story beyond basic details with some prompts.</p> <p>22. Can read most whole words and phrases that have been used within curriculum and topic learning.</p> <p>23. Attends to inflections in texts, e.g. plural endings & regular verb forms</p> <p>24. Can find a part of a familiar text that they like and give a simple reason why.</p>	<p>25. Can read and understand the literal meaning of age-appropriate texts, but has difficulty making inferences.</p> <p>26. With scaffolding, can understand more complex texts and the cohesive links within them especially referencing of pronouns and connecting adverbs.</p> <p>27. With scaffolding, can read texts on unfamiliar topics or those with new types of language.</p> <p>28. Can seek the meaning of unfamiliar words or familiar words used in new contexts.</p> <p>29. Can make simple inferences about characters and events in texts and drama.</p>	<p>30. Reads a variety of fiction and non-fiction independently but may still need more time to process and fully comprehend denser texts.</p> <p>31. Understands most texts at a literal level and can sometimes to draw inferences without questioning and support.</p> <p>32. Can comment on and discuss texts they have read as well as expressing preferences and making links with prior reading.</p> <p>33. Can comment on differences between texts.</p>	<p>34. Understands most texts with no additional time needed.</p> <p>35. Reads independently and competently as appropriate to age.</p> <p>36. Can evaluate a text in terms of its interest, usefulness and relevance.</p> <p>37. May continue to need support with very culturally bound language in texts.</p>

Writing

Beginning	Developing	Gaining Confidence	Extending	Consolidating	Approaching Proficiency	Proficient
<p>1. Can produce emergent writing in L1.</p> <p>2. Can use knowledge from L1 to produce writing.</p> <p>3. Can use directionality of English appropriately.</p> <p>4. Can reproduce some English letter forms</p> <p>5. Can copy name.</p> <p>6. Can produce simple diagrams or images to convey messages</p>	<p>7. Can label pictures.</p> <p>8. Attempts to write meaningfully following focused talk and modelling.</p> <p>9. Can use pictures to express meaning or to provide a context for their own writing.</p> <p>10. Can copy some familiar words.</p> <p>11. Can write name independently.</p> <p>12. Marks spaces between words</p> <p>13. Uses pronoun 'I' in own writing</p> <p>14. Can use illustrated word banks to support writing</p>	<p>15. Handwriting is legible and correctly oriented.</p> <p>16. Can write labels and captions for pictures related to classroom topics.</p> <p>17. Understands the concept of a sentence, using capital letters and full stops.</p> <p>18. Understands and uses the conventions of English; knowledge of letter strings and common words.</p> <p>19. Uses phonic and visual patterns to spell words</p> <p>20. Makes good use of models and scaffolds to produce a range of writing outcomes.</p> <p>21. Attempts to independently write but may omit verbs, use tenses inappropriately or use wrong word order.</p>	<p>22. Can write short simple texts in a range of genres, showing understanding of the conventions of the identified genre.</p> <p>23. Can organise texts in a logical order according to the text type.</p> <p>24. Understands how words are ordered in sentences with increasing accuracy.</p> <p>25. Can make vocabulary choices for writing using word banks, word books or displays</p> <p>26. Can use phonological knowledge and knowledge of common words to spell unfamiliar words.</p> <p>27. Can read own writing to check that it makes sense.</p>	<p>28. Demonstrates control over writing familiar text types.</p> <p>29. Can convey ideas in writing</p> <p>30. Can spell familiar words accurately, although still applies phonological knowledge to unfamiliar words.</p> <p>31. Demonstrates awareness of broad difference between writing fiction and non-fiction.</p> <p>32. Can use some conjunctions and referencing pronouns.</p> <p>33. Writing displays increasing grammatical awareness and any errors in tenses, subject-verb agreement or word order does not impact on meaning.</p> <p>34. Can use a wide range of vocabulary especially newly introduced words and phrases.</p>	<p>35. Can write for different purposes at the level expected for their age.</p> <p>36. Can write longer texts with sufficient time to develop ideas and language and explicit oral rehearsal.</p> <p>37. Can use a range of English tenses (present, past, future & continuous) mostly accurately</p> <p>38. Can use a range of conjunctions and connecting adverbs.</p> <p>39. Can spell common words correctly and use visual patterns rather than phonics to spell unfamiliar words.</p> <p>40. Can use more complex or lengthy sentences although grammatical structures may show some errors typical of EAL learners.</p>	<p>41. Can write competently in English at age-related expectations.</p> <p>42. Can write across the curriculum for different purposes and audience but may need support with the production of culturally bound texts.</p> <p>43. Can connect and integrate personal experiences within writing</p> <p>44. Can use subject-specific, technical language independently within writing.</p>

Y1

Y2