

Early Years (Kindergarten)



NORD ANGLIA EDUCATION

# English Language Acquisition *Assessment Framework*

Name

Class



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

	Beginning / Developing	Gaining Confidence	Extending / Consolidating	Approaching Proficiency
Active engagement	<ol style="list-style-type: none"> <li>1. Watches other children and imitates them.</li> <li>2. Makes contact with other children but may not speak.</li> <li>3. Uses non-verbal gestures to indicate meaning.</li> <li>4. Makes eye contact with adult.</li> <li>5. Responds with non-verbal gestures.</li> <li>6. Uses English to take part in games and other simple collaborative activities.</li> <li>7. Begins to express simple wants/needs.</li> </ol>	<ol style="list-style-type: none"> <li>8. Growing ability to move between the languages in conversations with peers.</li> <li>9. Uses words in a holistic phrase e.g. <i>where find it?</i></li> <li>10. Can confidently follow most daily routines alongside others.</li> <li>11. Willing to engage in role play alongside others.</li> <li>12. <b>Can extend from single spoken words to phrases with support.</b></li> </ol>	<ol style="list-style-type: none"> <li>13. Shows increasing confidence in using English in social situations.</li> <li>14. Actively engages with classroom topics/activities using oral language with some non-standard features.</li> <li>15. <b>Can extend simple spoken phrases to more extended talk with support.</b></li> <li>16. Can ask functional questions e.g. <i>what shall I do now?</i> using simple grammatical structures.</li> </ol>	<ol style="list-style-type: none"> <li>17. Engages confidently in role – play with peers.</li> <li>18. Understands subtleties in oral English for effect .e.g. humour, emotion</li> <li>19. Can follow 2-step English instructions</li> </ol>
Listening	<ol style="list-style-type: none"> <li>1. Responds to instructions within a practical context.</li> <li>2. Gives evidence of listening to first language e.g. <i>gaze direction</i>.</li> <li>3. Enjoys and attempts to join in repetitive stories, songs and rhymes, particularly action rhymes.</li> <li>4. Will imitate using basic actions.</li> <li>5. May extract meaning if visual and contextual clues are available.</li> <li>6. Can follow a simple story, with visual support.</li> </ol>	<ol style="list-style-type: none"> <li>7. Can follow the gist of adult’s talk, delivered in age appropriate style, with visual support and repetition.</li> <li>8. Understands, and perhaps becomes involved in, class or group stories or discussions (with practical or visual context).</li> <li>9. Can retell stories with the aid of visuals and props.</li> <li>10. Uses words like “<i>how</i>” and “<i>why</i>”.</li> <li>11. Gives explanations using short phrases.</li> </ol>	<ol style="list-style-type: none"> <li>12. Understands some of the detail of a more complex story, with visual support.</li> <li>13. Understands basic classroom/playground English when relating to peers.</li> <li>14. Understands talk, delivered in age appropriate style, with visual support and repetition.</li> </ol>	<ol style="list-style-type: none"> <li>15. Understands most verbal instructions and directions without visual or contextual clues.</li> <li>16. Can relate what has happened in a story (without props) and can predict what may happen next.</li> <li>17. Understands the detail of a more complex story.</li> </ol>

	Beginning / Developing	Gaining Confidence	Extending / Consolidating	Approaching Proficiency
Speaking	<ol style="list-style-type: none"> <li>1. Responds non-verbally to simple questions.</li> <li>2. Makes a simple verbal response to a direct question e.g. yes/no.</li> <li>3. Exchanges hello/goodbye.</li> <li>4. Repeats words and /or short phrases which are routine or have been modelled.</li> <li>5. Uses first language only in most contexts.</li> </ol>	<ol style="list-style-type: none"> <li>6. Conveys a simple idea.</li> <li>7. Uses phrases of 4-5 words.</li> <li>8. Increasingly confident in taking part in activities with other children using English.</li> <li>9. Beginning to use negative forms and pronouns appropriately.</li> <li>10. May be reticent at times e.g. <i>with unknown adults</i>.</li> </ol>	<ol style="list-style-type: none"> <li>11. Communicates to a variety of audiences, although perhaps with many non-standard features.</li> <li>12. Conveys meaning efficiently but may still use non-standard features.</li> <li>13. Beginning to sort out details e.g. <i>she / he</i>.</li> <li>14. <b>Beginning to use tenses appropriately in some situations.</b></li> </ol>	<ol style="list-style-type: none"> <li>15. Growing command of the grammatical system of English and a range of sentence structures.</li> <li>16. Spoken English may appear comparable to that of native speaking peers.</li> <li>17. Clarity is aided by clear stress and intonation patterns.</li> <li>18. Increasing control of tense system in particular contexts: storytelling, songs, rhymes etc.</li> <li>19. Speaks fluently and accurately about familiar topics.</li> <li>20. Uses colloquial expressions appropriately.</li> <li>21. A fluent user of English (for their age) in most social and learning contexts.</li> </ol>
Vocabulary	<ol style="list-style-type: none"> <li>1. Gives evidence of understanding some words.</li> <li>2. Is beginning to use single words and simple phrases to express needs and ask for help.</li> <li>3. Beginning to label objects in the environment.</li> </ol>	<ol style="list-style-type: none"> <li>4. Widening vocabulary but still limited.</li> <li>5. Can acquire key topic vocabulary when introduced in a supportive context.</li> <li>6. Can use some common adjectives (happy/sad, big/little)</li> </ol>	<ol style="list-style-type: none"> <li>7. Growing vocabulary for naming objects /events.</li> <li>8. <b>Can use age-appropriate social vocabulary during play.</b></li> <li>9. Begins to describe in more detail e.g. <i>colour, size, quality</i> and <b>uses simple adverbs</b>.</li> <li>10. Uses vocabulary introduced in tasks and in taught sessions.</li> </ol>	<ol style="list-style-type: none"> <li>11. Widening vocabulary from listening to stories and poems and from being involved in other curriculum areas.</li> <li>12. Colloquialisms used appropriately for age.</li> </ol>